

BIBLIOGRAPHIC INFORMATION

Title	Enhancing Students' Skills In Arranging The Adjectives In The Right Order Through "OSSACOM"
Source	Ministry of Education
Author 1	Ministry of Education
Author 2	NA
Author 3	NA
Publication/Conference	NA
Edition	NA
Document Type	Report
CPI Primary Subject	Education
CPI Secondary Subject	; ; ;
Geographic Terms	Malaysia;
Abstract The purpose of this research is to deal with the problem faced by students of form 5 LR, in understanding the order of adjectives included in the form five syllabus. 19 students consisting of 4 Malay boys and 15 Malay girls were chosen for this particular research. This class had 19 students, so everyone was involved in the research. The students were those with low English Proficiency Level. Thus I, myself, as their English teacher carried out a research to further understand their weaknesses in using and arranging the adjectives before nouns in the right order. I identified their problems through early observations, students' exercises and the pre test. The findings showed that students had problems arranging the adjectives because they did not know that there were actually rules to determine which adjective to put first. Therefore, this research focused on enhancing students' skill in arranging the adjectives in the right order. First, I provided a straightforward and complete description of the adjectival rules to enable the students to understand the sequence of adjectives. Students were also provided with clear explanations of the terminology used: Opinion (Quality), Size, Shape, Age, Color, Origin (Nationality/Religion) and Material. From here, I used the word 'OSSACOM'. Then, I designed a few activities to enhance their skills in using adjectives. Finally, I came up with innovative teaching aids to illustrate the rules of OSSACOM, which I called it as an 'OSSACOM DEVICE'. The device had successfully boosted students' confidence to use the adjectives and accelerated the process of getting the correct answers. A post test was used to measure my students' achievement. The outstanding result from the post test showed that ample exercises, hands-on activities, constant support and encouragement from the teacher had greatly improved my students' score.	

Enhancing Students' Skills In Arranging The Adjectives In The Right Order Through "OSSACOM"

Abstract

The purpose of this research is to deal with the problem faced by students of form 5 LR, in understanding the order of adjectives included in the form five syllabus. 19 students consisting of 4 Malay boys and 15 Malay girls were chosen for this particular research. This class had 19 students, so everyone was involved in the research. The students were those with low English Proficiency Level. Thus I, myself, as their English teacher carried out a research to further understand their weaknesses in using and arranging the adjectives before nouns in the right order. I identified their problems through early observations, students' exercises and the pre test. The findings showed that students had problems arranging the adjectives because they did not know that there were actually rules to determine which adjective to put first. Therefore, this research focused on enhancing students' skill in arranging the adjectives in the right order. First, I provided a straightforward and complete description of the adjectival rules to enable the students to understand the sequence of adjectives. Students were also provided with clear explanations of the terminology used: Opinion (Quality), Size, Shape, Age, Color, Origin (Nationality/Religion) and Material. From here, I used the word 'OSSACOM'. Then, I designed a few activities to enhance their skills in using adjectives. Finally, I came up with innovative teaching aids to illustrate the rules of OSSACOM, which I called it as an 'OSSACOM DEVICE'. The device had successfully boosted students' confidence to use the adjectives and accelerated the process of getting the correct answers. A post test was used to measure my students' achievement. The outstanding result from the post test showed that ample exercises, hands-on activities, constant support and encouragement from the teacher had greatly improved my students' score.

1. Reflection On The Past Teaching And Learning Experience

I have been teaching English for 14 years. Numerous attempts have been made to encourage my students to like to learn English. English is considered as one of the most difficult subjects for them. Usually, I teach grammatical items in the context of topics. But I teach students 'adjectives' in isolation for better understanding.

This year I had been assigned to teach form 5 LR. They were well-behaved students. The problem was they had no confidence to use English. To promote student interaction in the class and relax the atmosphere, most of the time I would pose several simple questions to my students.

The common questions I asked were:

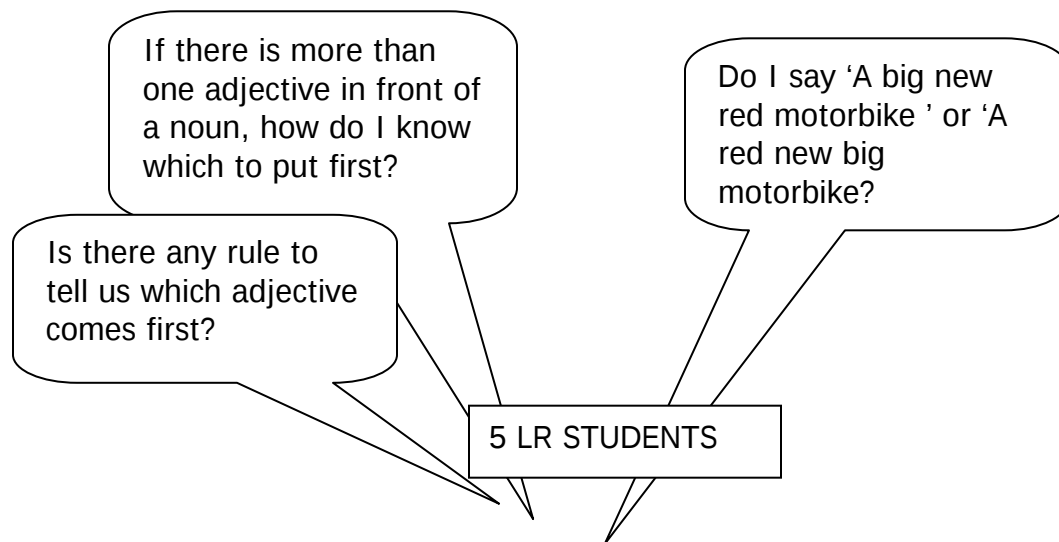
How are you?
How do you feel today?
How was your holiday?
How was your weekend?

My questions brought no response. The only answer that I could hear was ‘fine’. They could not express themselves or describe the experiences clearly. For all the above questions, I expected them to use descriptive words like:

I feel **great** today.
I had a **marvelous** time.
I have a **fantastic** holiday.
What **wonderful** weekend.
I won’t forget all the **interesting** and **exciting** activities during my school holidays.

In the sentences above, adjectives used are **great, marvelous, fantastic, wonderful, interesting** and **exciting**. Unfortunately such words did not come easily to their mind.

Once again when I was teaching my students ‘Adjective – Order before nouns’, on page 25 Chapter 2, English Textbook, I could see they were reluctant to complete the answers as they found the questions too difficult to answer. Problems were identified in their written and spoken English. The problems were pictured as below:



The same problem was also identified in my students’ writing. Students tended to use ‘zero’ adjective before nouns. Below are a few examples taken from my students’ exercises.

Students' Sentences:

My father has a motorbike.

Kuala Kangsar is a town.

He gave me some chocolates.

We bought our principal a purse as a gift.

I sensed that something was wrong. Were adjectives too difficult for them? Had they learnt the rules before? Did they really know what nouns and adjectives are? Was there anything I could do to help them overcome this? The answer was yes. It required me to think 'hard' to come up with the teaching aid. Since my students had low English proficiency, I should help them greatly on this particular problem. They must have ideas what opinions, qualities, sizes, shapes, ages, colors, origins, nationalities, religions and materials were. And as a teacher I should teach them to manipulate these ideas to the best possible effect. If they could manipulate these OSSACOM ideas they could produce sentences such as:

My father has a **big new red** motorbike. (2 adjectives)

Kuala Kangsar is a **pretty little Malaysian** town. (3 adjectives)

He gave me some **delicious heart-shaped** chocolates. (2 adjectives)

We bought our principal a **perfect leather brown** purse as a gift. (3 adjectives)

2. Research Focus

In English it is usual to classify words into word classes or Parts of Speech. There are four major word classes. They are Nouns, Verbs, Adjectives and Adverb. My research focused on:

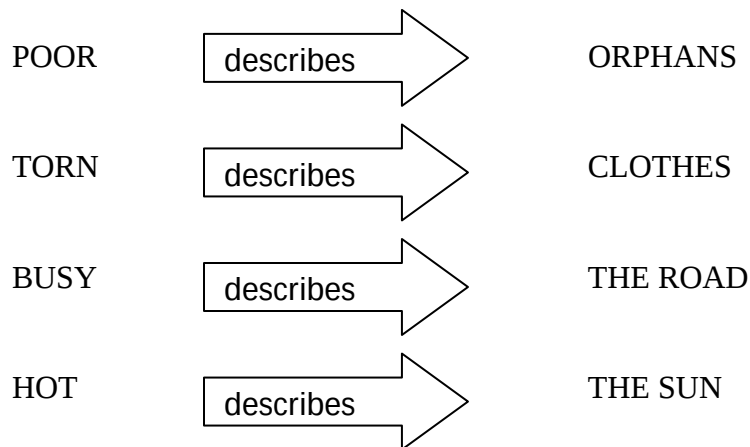
- i. Descriptive Adjectives – Adjectives before Nouns.
- ii. The position of descriptive adjectives in sentences.
- iii. How to arrange them if more than one adjective is used.

Below are examples how descriptive adjectives are used in sentences.

My friends and I met a **poor** orphan, dressed in **torn** clothes, sitting beside a **busy** road, begging in the **hot** sun.

By using several adjectives readers will be able to picture exactly what the students are describing. The additional details also make the sentences more interesting and informative.

The above descriptive adjectives come immediately before the *concrete* nouns they describe.

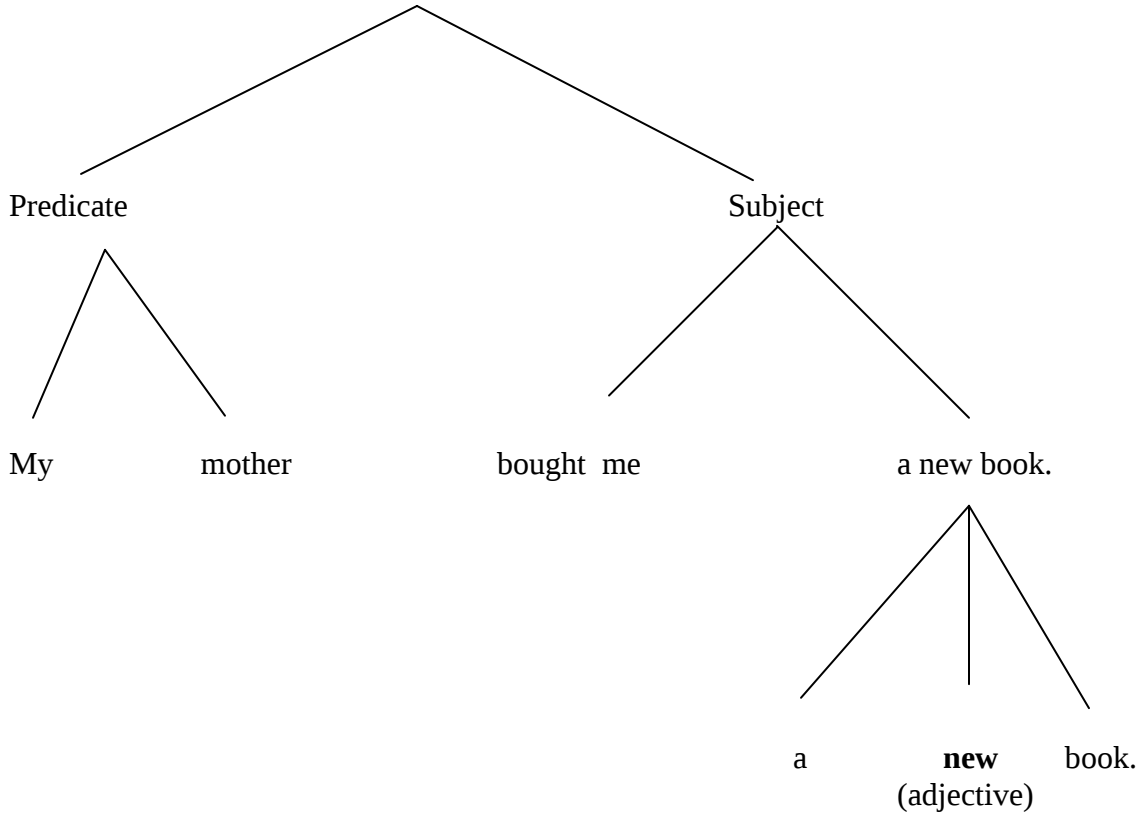


After giving such explanations, I introduced the term OSSACOM to my students in the concept of 'Zero Adjective and One Adjective'.

Zero Adjective <i>No adjective used before noun</i>	One Adjective <i>Any suitable adjective used before noun</i>
Nouns	Adjectives
Student	Clever student
House	Small house
Garden	Triangular garden
Book	New book
Car	Blue car
Doll	Japanese doll
Table	Wooden table

The position of adjective can also clearly be shown in the form of a Tree Diagram.

My Mother bought me a new book.



The descriptive adjectives are important because the words tell the readers more about the nouns. It is important to show my students the different position of adjectives in English and Bahasa Melayu so that they can make a comparison.

In English, the adjectives come before nouns whereas in Bahasa Melayu adjectives come after nouns.

Young man	Orang muda
Large school	sekolah besar
Beautiful picture	gambar cantik
Clean room	bilik bersih
Long sentence	ayat panjang

When arranging the adjectives I noticed that students also faced difficulties with adjectives that have –ing and –ed endings. Below are some examples:

Confusing cases:

- i. Interesting or interested
We had a very interested Biology lesson. (incorrect)
We had a very interesting Biology lesson. (correct)
- ii. Encouraging or encouraged
The teacher gave me a very encouraged report. (incorrect)
The teacher gave me a very encouraging report. (correct).
- iii. Boring or bored
What a bored class! (incorrect)
What a boring class! (correct)

By using the OSSACOM Device, these problems can be easily solved.

In conclusion, students' skills were enhanced through 'OSSACOM' by helping my students to:

- i. use descriptive adjectives
- ii. arrange the descriptive adjectives in the correct order if more than one adjective is used.
- iii. increase students' vocabulary range.
- iv. determine which adjective is correct.

If the research had not been carried out in teaching and learning, students would encounter these problems:

- i. No confidence in using the descriptive adjectives.
- ii. Have very limited vocabulary to describe concrete nouns.
- iii. No effort to remember all the words learnt and to use them regularly in their English.
- iv. Unable to choose and use suitable adjectives from the lists given to complete the sentences.
- v. No exposure to the Adjectival rules : Order of Adjectives.

3. Research Objectives

The research was carried out to provide a concise and straightforward, but complete description of the adjectival rules, with clear explanations of the terminology used. Knowing adjectives is considered as part and parcel of the teaching and learning of English. All students have a chance to get some hands-on experience of using the OSSACOM Device.

a. General Objective

To enable students to avoid the grammatical errors by learning the useful adjectival rules and to apply the rules in their spoken and written English.

b. Specific Adjective

- i. To put two or three descriptive adjectives according to the sequence of adjectives before concrete nouns.
- ii. To categorize the adjectives under its proper heading.
- iii. To use the OSSACOM DEVICE to get correct answers.

4. Target Group

A total of 19 students consisting of 4 Malay boys and 15 Malay girls were chosen for this particular research. They were students with low English Proficiency Level (LEP) and currently in Form Five (2006). They are the candidates who will be sitting for the SPM Examination in November 2006. SMK Simpang Rengam is a rural school. Most of students have almost no exposure to English outside the classroom or school except what they see on television.

5. Research Implementation

In order to overcome the problems faced by the students in using and arranging the adjectives, certain actions were taken. The actions are as follows:

a. Problem Identification

In collecting the data, I used two approaches.

i. Observation

Words did not come easily to the students' mind. The students seemed to rely heavily on the dictionary to answer the questions because they did not know the meaning of the words. They were also dependent on me for answers. They were reluctant to complete the answers as they found the questions too difficult to answer. They never knew that there are actually rules to know which adjective to put first. Therefore, they had great difficulty in finding the correct order for the adjectives.

ii. Tests

It was only through tests I was able to see my own students' real ability and achievement. The test had 30 questions. Students were required to answer all the questions.

b. Analysis Of The Problem

i. Observation

The reason for the observation was to see how students coped with useful words for expressing descriptive concepts and understanding rules in English. Students groped for words. They could not produce a rich description of a place, a person or object they would like to describe. I realized that students had not really been exposed to vocabulary concerning physical description, qualities or even adjectives.

ii. Test

In this test, students needed to show off their grammatical abilities. They were required to position the adjectives correctly. Though the words tested were simple (new, tall, thin, long, big, triangular, blue, etc), students could not answer the questions spontaneously. They spent too much time on some of the questions. They felt that they were tested on grammatical items they had never really learnt before.

6. Research Methodology

The teaching and learning of English as a second language has been a painful and boring affair for students and a frustrating chore for teachers. Thus, I tried to adopt a different approach that was hands-on activities by using a device, which I called it as the OSSACOM DEVICE in order to assist the students to respond confidently to the tasks given and learn English enjoyably.

These are the methodologies I used for assessing the problems.

- i. Eight activities to make the teaching and learning interesting.
 - a. Activity 1
Materials used: Notes on Order of Adjectives, OSSACOM Cards, Test Questions.
 - b. Activity 2
Materials used: Test questions. 80 adjectives tested. Answer Sheets.
 - c. Activity 3
Materials used: Newspaper headlines, test questions and answer sheet.
 - d. Activity 4
Materials used: Pictures of Shapes, Test Questions

- e. Activity 5
Materials used: Test questions in a form of cards, Notes for students.
 - f. Activity 6
Material used: Test questions
 - g. Activity 7
Material used: Test Questions
 - h. Activity 8
Material used: Post Test Questions, OSSACOM CARDS, and OSSACOM DEVICE.
- ii. Complete and accurate explanations on how to arrange the adjectives.
 - iii. User-friendly OSSACOM Device to ease understanding of the concepts. This hands-on approach helped students to master the adjectival concepts. If there were words, which might present difficulty, the OSSACOM Device was used.

Implementation And Observation

The stages of the action research undertaken are shown below:

DAY/DATE	ACTIVITY	DURATION
Monday 6/2	Problem Identification	
Wednesday 8/2	Put forward a Proposal	
Monday 13/2	Research Implementation	
Wednesday 15/2	Pre Test	50 minutes
Monday 20/2	Activity 1	15 minutes
Tuesday 21/2	Activity 2	50 minutes
Wednesday 22/2	Activity 3	15 minutes
Monday 27/2	Activity 4	20 minutes
Wednesday 1/3	Activity 5	10 minutes
Monday 6/3	Activity 6	30 minutes
Wednesday 2/3	Activity 7	15 minutes
Monday 7/3...	Activity 8	50 minutes
Wednesday 8/3	Action Research Report	

iv. Implementation of the Pre Test

A pre-test was carried out in order to identify students' initial level of competency and ability in responding to the tasks given.

- a. Students were given a set of questions.
- b. They should complete the task in 50 minutes.
- c. The teacher checked the answers and then analyzed them.

v. Pre Test

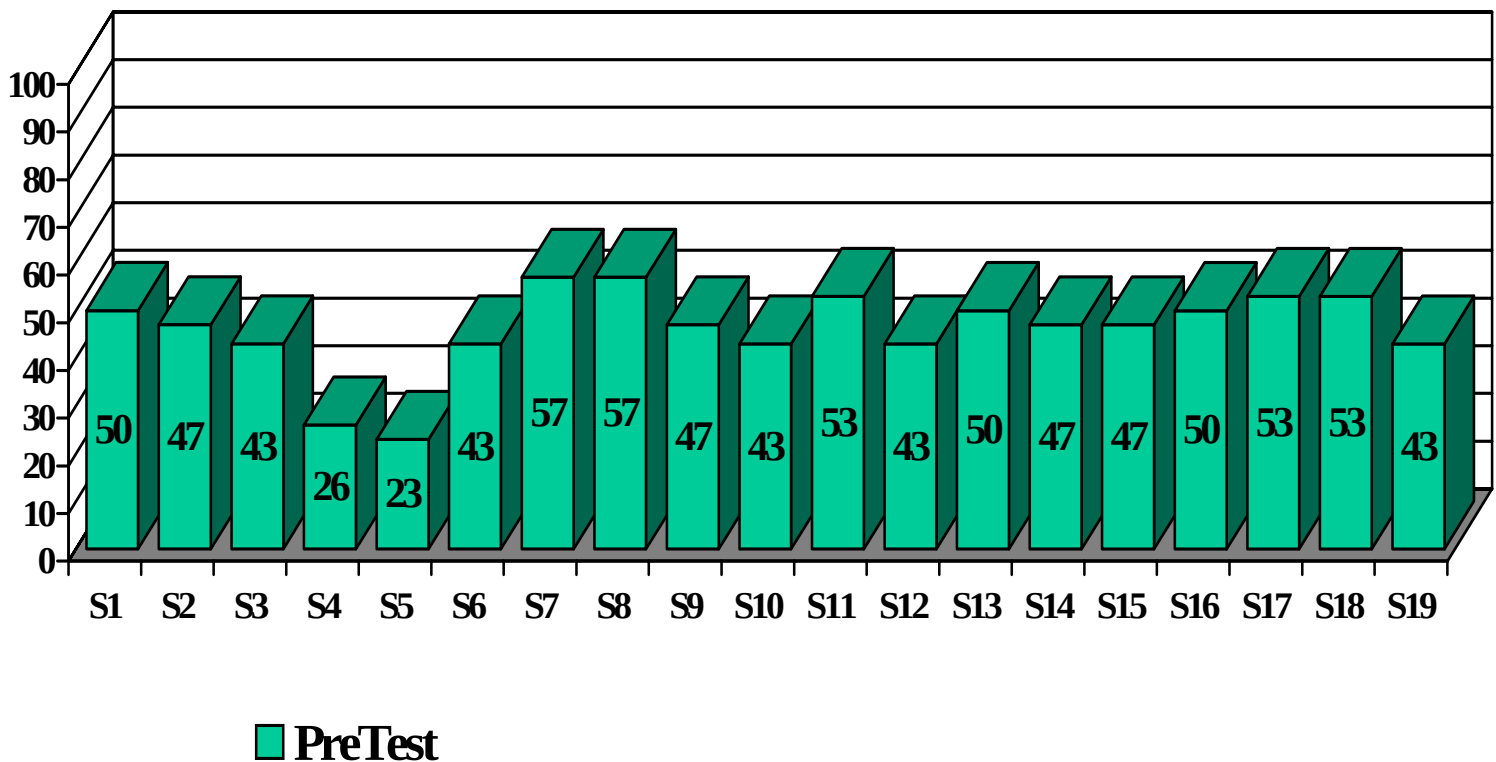
The adjectives in the following sentences are not in the correct order.
Reorder them correctly.

1. He has got a **[new]** **[wonderful]** **[European]** car.
2. There is a/an **[metal]** **[enormous]** **[cylindrical]** container in the factory.
3. She has a **[valuable]** **[silk]** **[Korean]** purse.
4. There is a **[cream]** **[cardboard]** **[large]** box on the table.
5. She just bought a **[cotton]** **[nice]** **[lilac]** dress.
6. This **[wide]** **[long]** road takes you past the school.
7. Kumar is a **[hardworking]** **[Indian]** **[young]** boy.
8. Salim was reading a very **[English]** **[interesting]** book.
9. Mum and dad have bought a **[colorful]** **[latest]** **[L-shaped]** sofa for the living room.
10. They watched the **[Hindi]****[exciting]** movie on Saturday afternoon.
11. He had **[red]** **[shoulder-length]** **[curly]** hair.
12. She put on her **[fur]** **[fashionable]** coat.
13. She wore a **[triangular]** **[expensive]** brooch.
14. The house has **[fantastic]****[pale blue]** **[conical]** roof.
15. You can see a **[rectangular]** **[big]** pool besides the tree.
16. Maria has **[dark]** **[beautiful]** **[thick]** hair.
17. My father is a/an **[Thai]** **[old]** **[retired]** soldier.
18. This shop is selling **[cheap]** **[wooden]** **[round]** table
19. Mother bought me a **[yellow]** **[attractive]** **[Japanese]** bike.
20. The castle was surrounded by **[concrete]** **[high]** walls.
21. His office is in a **[square]** **[gray]** **[tall]** building near the river.
22. We bought our principal a **[perfect]** **[leather]** **[brown]** purse as a gift.
23. Mrs. Smith is the **[thin]****[tall]** Singaporean lady who teaches at the University.
24. Our house is near the **[old]** **[huge]** **[Chinese]** temple in Long Street.
25. She put the **[rattan]** **[oval]** **[decorative]** tray on the table.
26. Kuala Kangsar is a **[pretty]** **[Malaysian]** **[little]** town.
27. A **[lovely]** **[Ford Laser]** **[hot pink]** car went round the corner.
28. My mother was a **[Muslim]** **[small]** **[plump]** woman.
29. Emma has **[short]** **[wavy]** **[fair]** hair.
30. He gave me some **[delicious]** **[heart-shaped]** chocolates.

Observation

The students' evaluation can be seen in the table below.

STUDENTS	CORRECT ANSWERS	INCCORECT ANSWERS	PERCENTAGE (Out Of 30)
S1	15	15	50 %
S2	14	16	47 %
S3	13	17	43 %
S4	15	15	50%
S5	15	15	50%
S6	13	17	43%
S7	17	13	57%
S8	17	13	57%
S9	14	16	47%
S10	13	17	43%
S11	16	14	53%
S12	13	17	43%
S13	15	15	50%
S14	14	16	47%
S15	14	16	47%
S16	16	14	53%
S17	15	15	50%
S18	16	14	53%
S19	13	17	43%



The table shows that only five students managed to get marks between 53-57%. The result was not very encouraging at all. I had to find out their real problems.

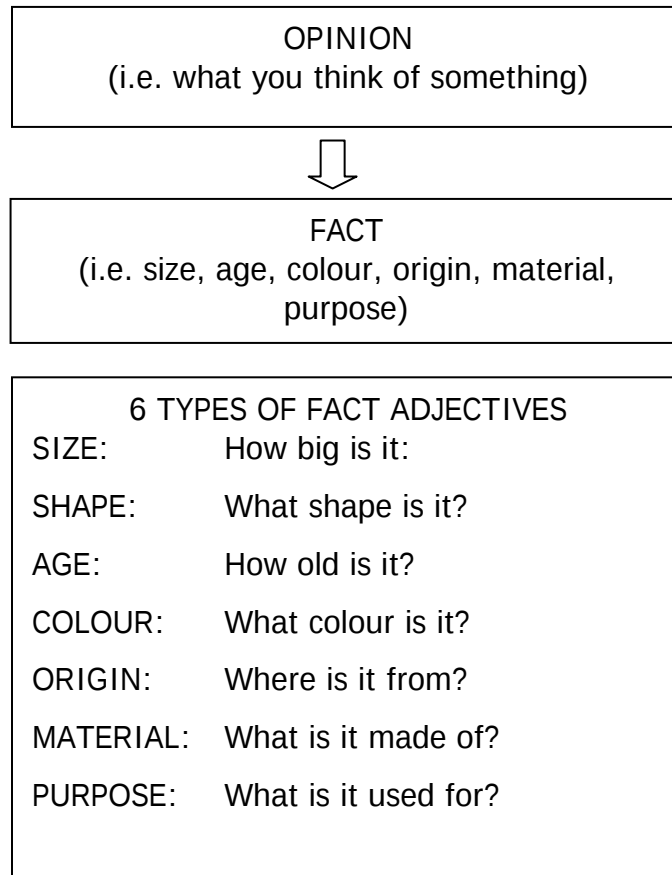
Reflection

From the assessment made, it was clear that all of the students were with low competency. So, the students did not have the skills to arrange the adjectives in order. After interviewing my students and identifying their difficulties, I figured out suitable activities for them.

Implementation of Activity 1

This was the first activity of the research. I introduced the ‘OSSACOM’ Rules to my students.

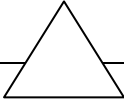
- i. Students had to memorize the rules. The first thing they had to do was to decide whether the adjectives were expressing an opinion or a fact.



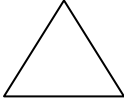
I did not include the ‘Purpose’ in my activity because ‘Purpose’ referred actually to nouns functioning as adjectives. I did not want to confuse my students.

- iii. Take the first letter of each, they have OSSACOM. It would help them to remember.
- iv. I gave each of them an OSSACOM Card.

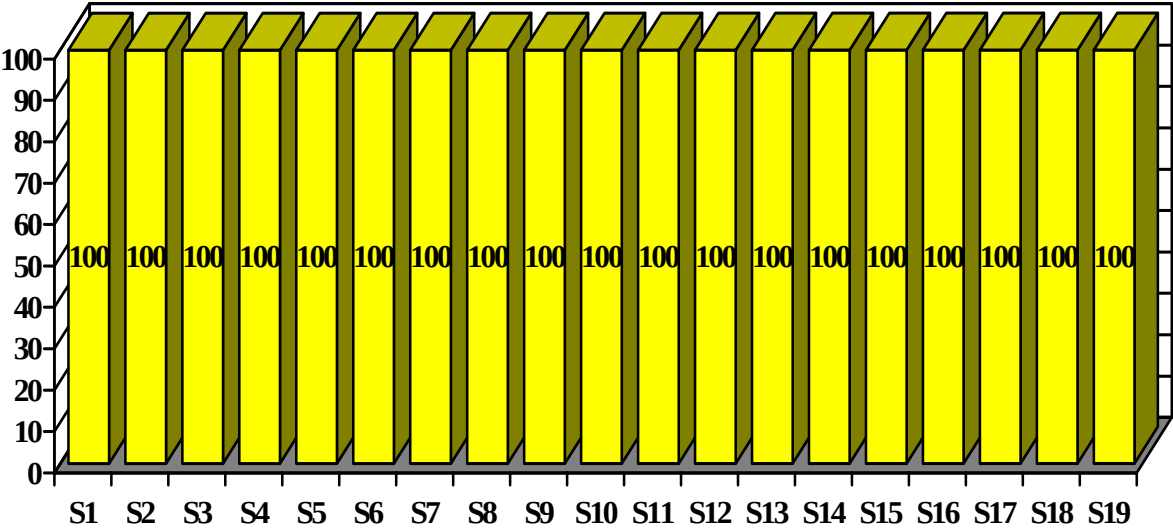
To differentiate S – Size, S - Shape, O – Opinion, O – Origin I put a picture under the word S (Shape) and O (Opinion). A picture of a man symbolizes opinion and quality. A picture of a triangle symbolizes shapes.

O 	OPINION + QUALITY
S	SIZE
S 	SHAPE
A	AGE
C	COLOR
O	ORIGIN + NATIONALITY + RELIGION
M	MATERIAL

TEST QUESTIONS

O 	OPINION
S	
S 	

A	
C	
O	
M	



■ **Post Test**

Observation

All the 19 students had memorized the OSSACOM Rules as shown in the bar graph.

Reflection

Students liked to say OSSACOM many times. Some of the students said the word OSSACOM reminded them to a Japanese name, Mr. Ossacom. The pictures inserted in the card helped them a lot to memorize and differentiate between Size-Shape and Opinion-Origin. All of them were looking forward to having the next activity.

Implementation of Activity 2

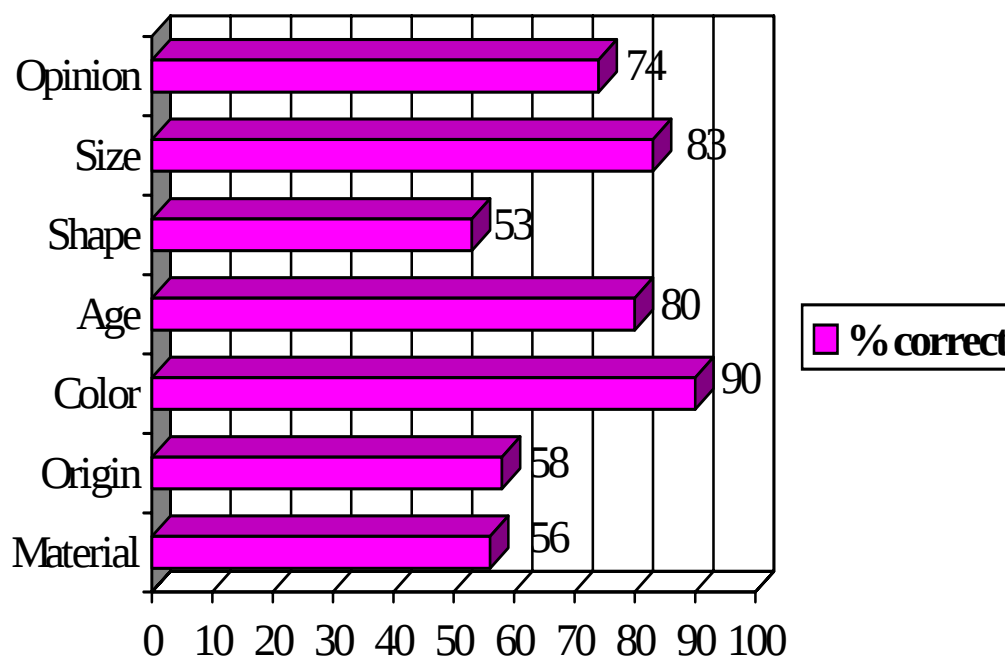
Since students scored low marks in the Pre Test, once again I listed out the adjectives taken from the Pre Test. There were 80 adjectives. Then I asked the students to put the words in the right column. The column was provided.

Study the adjectives from the list of words given below and then put each of them under its proper heading.

New	wonderful	European
Enormous	cylindrical	metal
Valuable	Korean	silk
Cream	cardboard	large
Cotton	nice	lilac
Long	wide	hardworking
Indian	young	interesting
English	colorful	L-shaped
Latest	exciting	Hindi
Shoulder-length	curly	red
Fashionable	fur	triangular
Expensive	fantastic	pale blue
Conical	big	rectangular
Beautiful	thick	dark
Old	retired	Thai
Cheap	wooden	round
Yellow	attractive	Japanese
High	concrete	square
Tall	gray	perfect
Leather	brown	Singaporean
Thin		huge
Chinese	rattan	oval
Decorative	pretty	little
Malaysian	lovely	Ford Laser
Hot pink	Muslim	small
Plump	short	wavy
Fair	delicious	heart-shaped

EXPECTED ANSWER FOR ACTIVITY 2

	O	S	S	A	C	O	M
1	Wonderful			new		European	
2		enormous	cylindrical				metal
3	Valuable					Korean	silk
4		large			cream		cardboard
5	Nice				lilac		cotton
6		long	Wide				
7	hardworking			young		Indian	
8	Interesting					English	
9	Colourful		L-shaped	latest			
10	Exciting					Hindi	
11		shoulder-length	Curly		red		
12	Fashionable						fur
13	Expensive		triangular				
14	Fantastic		conical		Pale blue		
15		big	rectangular				
16	Beautiful		Thick		dark		
17	Retired			old		Thai	
18	Cheap		round				wooden
19	Attractive				yellow	Japanese	
20		high					concrete
21		tall	square		gray		
22	Perfect				brown		leather
23		tall	Thin			Singaporean	
24		huge		old		Chinese	
25	Decorative		Oval				rattan
26	Pretty	little				Malaysian	
27	Lovely				hot pink	Ford Laser	
28		small	plump			Muslim	
29		short	wavy		fair		
30	Delicious		heart-shaped				
TOTAL	19	12	15	5	10	12	9



Observation

For this activity students needed a dictionary. They had to refer to the dictionary to check a word they were not sure of. Unfortunately only a few students brought their dictionaries. To some of the students, bringing a dictionary was a big burden for them. When I marked the answers, these were the words that majority of the students failed to put them in the correct column.

The words were:

European (Nationality), Japanese (Nationality), Cylindrical (Shape)
 Cotton (Material), Lilac (Color), Long (Size), Wide (Shape)
 Colorful (Opinion/Quality), Singaporean (Nationality)
 Latest (Age), Shoulder-length (size), Curly (shape), Fur (material)
 Triangular (shape), Conical (shape), Rectangular (shape)
 Thick (shape), Wooden (material), Leather (material)
 Wavy (shape), Rattan (material), Retired (opinion)
 Decorative (opinion), Lovely (opinion), Valuable (opinion)
 Ford Laser (Origin/ proper adjective), Muslim (Origin/ religion)

Reflection

Making mistake is an essential learning process. In this activity, though they knew the meanings of the words, they still did not know what category some of the words were. Therefore, my students made a lot of mistakes in this activity. It was a positive sign that learning was taking place and as such I did

not see these errors as signs of failure. I noticed that my students were upset over the many mistakes they made. Thus, it was my duty to proceed to another activity, which could help them, minimize errors and at the same time improve their understanding.

Implementation of Activity 3

This activity dealt with Size adjectives.

The rule says size comes before shape. This can be clearly shown in the newspaper headline below.

A big fat world problem

DAVOS, Mon. — Concern over mounting levels of obesity has sparked a lively debate among food sector professionals and health experts about how to halt a trend that is medically and economically harmful.

At the World Economic Forum, which closed yesterday, business chiefs met experts and activists to discuss the causes and thrash out a way ahead.

The proposed solutions took in government action, corporate responsibility and social pressure, amid consensus the problem could no longer be avoided.

"We really have to get beyond this, because otherwise the next generation risks having a shorter life-time than we do," said Janet Voute, chief executive of the World Heart Foundation located here.

The World Health Organisation said more than one billion people worldwide are overweight, including 300 million regarded as obese, a medical condition linking excess fat to long-term health risks.

Worst off is the United States, where last year the cost of obesity, which takes into account days off work and health care, was estimated at more than US\$ 110 billion (RM418 billion).

Michael Garrett, an executive vice-president of Swiss-based multinational Nestle, insisted the food giant was not only aware of the problem, but also taking active steps.

He said Nestle had added a nutritional test onto its produce to complement the traditional consumer taste test, citing the example of a range of noodles sold in India now being repackaged with less salt.

The causes of growing obesity range from the social, such as lack of exercise at school and home, peer pressure to eat the latest fads and centuries of habit, to corporate, such as price fixing and mislabelling of foods to suggest they contain less fat and sugar or more fibre than they do.

Marion Nestle, a New York University professor and author of books on the food industry, said two of the big problems were mislabelling and advertising as companion-

ies sought the upper hand in a cut-throat sector. "If you add vitamins to a junk food, do you improve it? No," she said.

Richard Edelman, whose public relations company numbers PepsiCo, Heinz and Kraft as clients, said they were focussing on "consumer education and promoting the importance of physical education".

One of the biggest concerns raised at the debate was the lack of physical education at school and snack food in canteens and vending machines.

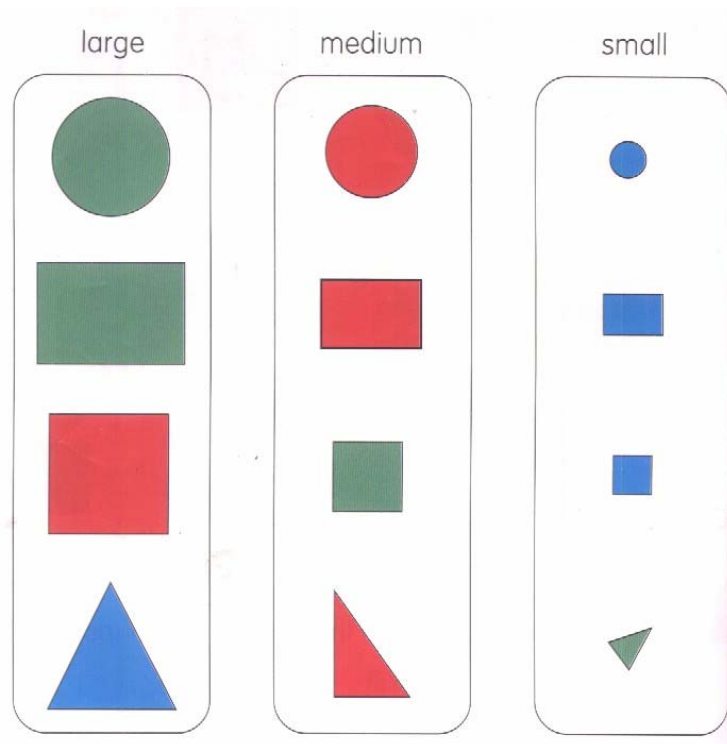
Companies also had to properly label their foods. Social habits also had to change, they agreed. Parents were afraid to let their children play on the streets, while computers and television kept young people indoors.

And, there is the size question with participants in the debate all voicing concern at the size of portions served in the US. — AFP



OUT OF SHAPE: Liang Yong, patient of the Aimin Weight Reduction Hospital in Tianjin, China, having his waist measured. He is 19 and weighs 176kg. — File picture

The words 'large, medium, and small' are common words used when referring to size.



In this activity students were required to recall Size Adjectives that they had learnt. Then put all the words in the box provided. There were 12 size adjectives.

SIZE ADJECTIVES

Expected Answers.

enormous	large	long	Shoulder-length
big	high	tall	huge
little	small	short	medium

Observation

STUDENTS	SCORE /12	WORDS NOT LISTED
S1	10/12	Enormous, shoulder-length
S2	9/12	Enormous, medium, shoulder-length,
S3	9/12	Enormous, medium, shoulder-length
S4	9/12	Enormous, medium, shoulder-length
S5	10/12	Enormous, shoulder-length
S6	10/12	Enormous, shoulder-length,
S7	9/12	Enormous, huge, shoulder-length,
S8	9/12	Enormous, medium, shoulder-length
S9	10/12	Enormous, shoulder-length,
S10	8/12	Enormous, large, huge, shoulder-length
S11	10/12	Enormous, shoulder-length
S12	10/12	Enormous, shoulder-length
S13	9/12	Enormous, shoulder-length, large
S14	10/12	Enormous, shoulder-length,
S15	9/12	Enormous, medium, shoulder-length,
S16	10/12	Enormous, shoulder-length
S17	10/12	Enormous, shoulder-length,
S18	8/12	Enormous, large, medium, shoulder-length
S19	8/12	Enormous Large, medium, shoulder-length

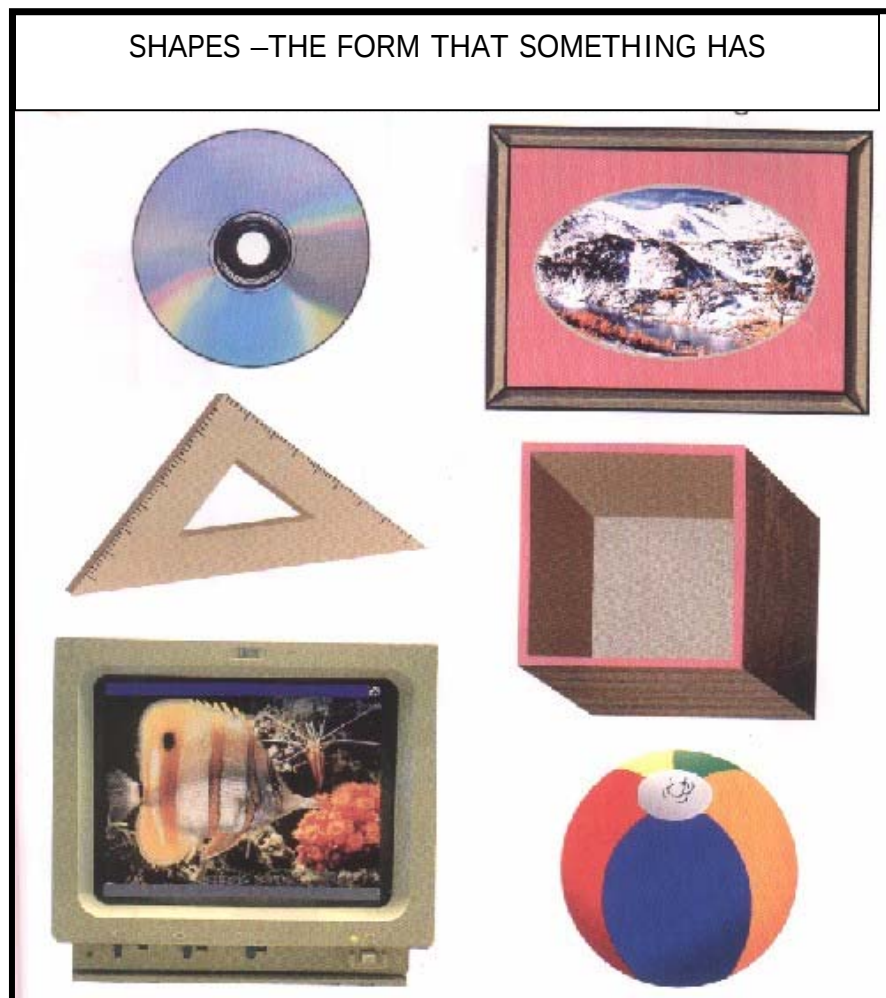
18 students could not remember the word 'enormous' and all students forgot the word 'shoulder-length' because they had never used the words before. Only two students remembered the word medium. Although the word 'medium' was simple, students still could not recall it because they seldom used or practised the word.

Reflection

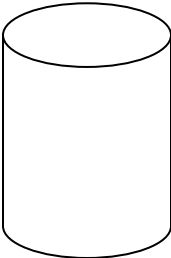
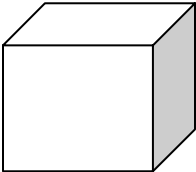
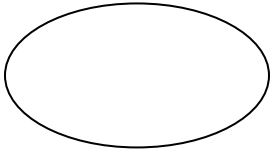
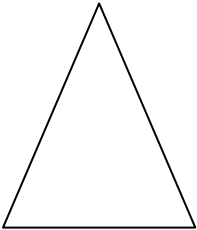
A large vocabulary is essential to describe objects, people, conditions etc. Unfortunately students have a very limited vocabulary and also short-term memory. This could be seen when I tested them. Out of 12 words, no one could remember all them.

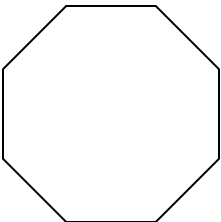
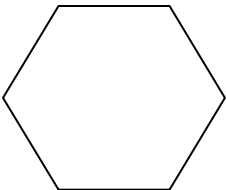
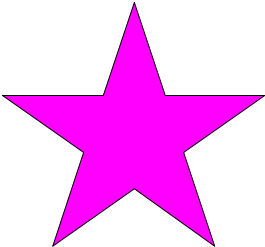
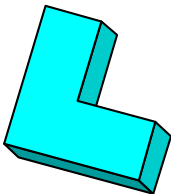
Implementation Of Activity 4

This activity emphasized on Shapes. First I talked about shapes and showed them some objects with different shapes.



Then, I asked my students to do the next activity, which was making adjectives from the following shape.

	cylinder	<i>Answer cylindrical</i>
	cube	
	rectangular	
	oval	
	triangle	

	octagon	
	Hexagon	
	Heart	
	Star	
	L	

	cone	
	Semicircle	

Observation

Many of the students did not realize that some shapes have different spellings when they were changed into adjectives, for examples triangle becomes triangular, octagon becomes octagonal and circle becomes circular. But the word 'oval' is used as a noun and adjective.

ACTIVITY 4	SCORE/12
S 1	8
S 2	9
S 3	10
S 4	10
S 5	9
S 6	8
S 7	10
S 8	9
S 9	10
S 10	10
S 11	9
S 12	8
S 13	9
S 14	8
S 15	9
S 16	10
S 17	8
S 18	8
S 19	8

Reflection

It was important for the students to know all the adjectives for shapes so they could use the correct word to describe any objects. They should know these because they had also learnt shapes in Mathematics.

Implementation of Activity 5

This activity was to find out how many colors the students had known?

A list of colors was given to each student. They were asked to cross (x) the color they were not sure of.

After completing the checklist, they were allowed to see the notes given. Then they used the color on the list to describe any items they liked.

Observation

Students like this activity because they were free to use any colors to describe their favorite items. This was the only activity for fun, so I did not transform the data in the form of graph.

Reflection

I was happy to see students could use different colors to describe items they had chosen. They had no problem using colors.

NOTES FOR THE STUDENTS

Azure	biru langit
Amber	kuning jingga
Bronze	kuning gangsa
Coral	merah jambu
Cream	putih kuning
Crimson	merah lembayung
Gold	keemasan
Indigo	biru tua
Khaki	kuning abu
Lilac	muda
Lavender	ungu muda
Maroon	merah tua
Russet	warna kuning kemerahan
Saffron	kuning cempaka
Sapphire	biru terang
Scarlet	merah menyala
Sepia	coklat tua
Silver	warna perak
Terracotta	warna barang-barang dibuat daripada tanah liat
Violet	ungu
Indigo	biru nila
Beige	kuning kekelabuan

Number	Color	
1	azure	X
2	amber	X
3	bronze	X
4	Coral	X
5	cream	
6	crimson	X
7	Gold	
8	indigo	
9	Lilac	X
10	maroon	
11	russet	X
12	sapphire	X
13	scarlet	X
14	silver	
15	terracotta	X
16	violet	
17	indigo	
18	beige	X
19	Gray	
20	Blue	
21	Black	
22	yellow	
23	Pink	
24	green	

Implementation of activity 6

The students needed to provide the correct adjectival word for every country stated in the box.

Malaysia	America	Australia	Canada
Malaysian	American	Australian	Canadian
Denmark	England	Japan	Lebanon
Danish	English	Japanese	Lebanese
New Zealand	Russia	Switzerland	Scotland
New Zealander	Russian	Swiss	Scottish
Mexico	Thailand	Africa	China
Mexican	Thai	African	Chinese
Britain	Burma	India	Indonesia
British	Burmese	Indian	Indonesian
Egypt	Europe	Singapore	The Philippines
Egyptian	European	Singaporean	Filipino/Filipina

Observation

They were confused and unable to give correct answers for all the questions. They even spelt wrongly words like Singaporean, Filipino, European, etc.

ACTIVITY 6	SCORE /24
S 1	18
S 2	12
S 3	15
S 4	12
S 5	18
S 6	17
S 7	18
S 8	16
S 9	15
S 10	15
S 11	16
S 12	16
S 13	15
S 14	17
S 15	15
S 16	16
S 17	16
S 18	17
S 19	16

Reflection

It was important for students to learn those correct words because it would help them build correct sentences.

Implementation of Activity 7

This activity was getting to know some materials used and what they were used for.

- | | |
|------------------------------|--|
| 1. Windows are made of | |
| 2. Car body is made of | |
| 3. Wheels are made of | |
| 4. Cups are made of | |
| 5. Handbag is made of | |
| 6. Pots and fans are made of | |
| 7. Toys are made of | |
| 8. Clothes are made of | |
| 9. Paper cup is made of | |
| 10. Basket is made of | |

Observation

Students tried to find the suitable materials: what they were made of. Most of the time they used the dictionary to find a suitable word, like leather, rattan, cotton, and steel because they seldom came across such material words.

ACTIVITY 7	SCORE 10
S 1	6
S 2	5
S 3	6
S 4	4
S 5	5
S 6	6
S 7	6
S 8	5
S 9	6
S 10	5
S 11	6
S 12	5
S 13	5
S 14	5
S 15	6
S 16	7
S 17	6
S 18	5
S 19	6

Reflection

Students learnt many new words. The words ‘cotton, rattan, leather, steel’ were new for them. It was important for students to learn those correct words because it would help them build correct sentences.

Expected Answer For Activity 7

1. Windows are made of	GLASS
2. Car body is made of	STEEL
3. Wheels are made of	RUBBER
4. Cups are made of	CERAMIC
5. Handbag is made of	LEATHER
6. Pots and fans are made of	METAL
7. Toys are made of	PLASTIC
8. Clothes are made of	COTTON
9. Paper cup is made of	PAPER
10. Basket is made of	RATTAN

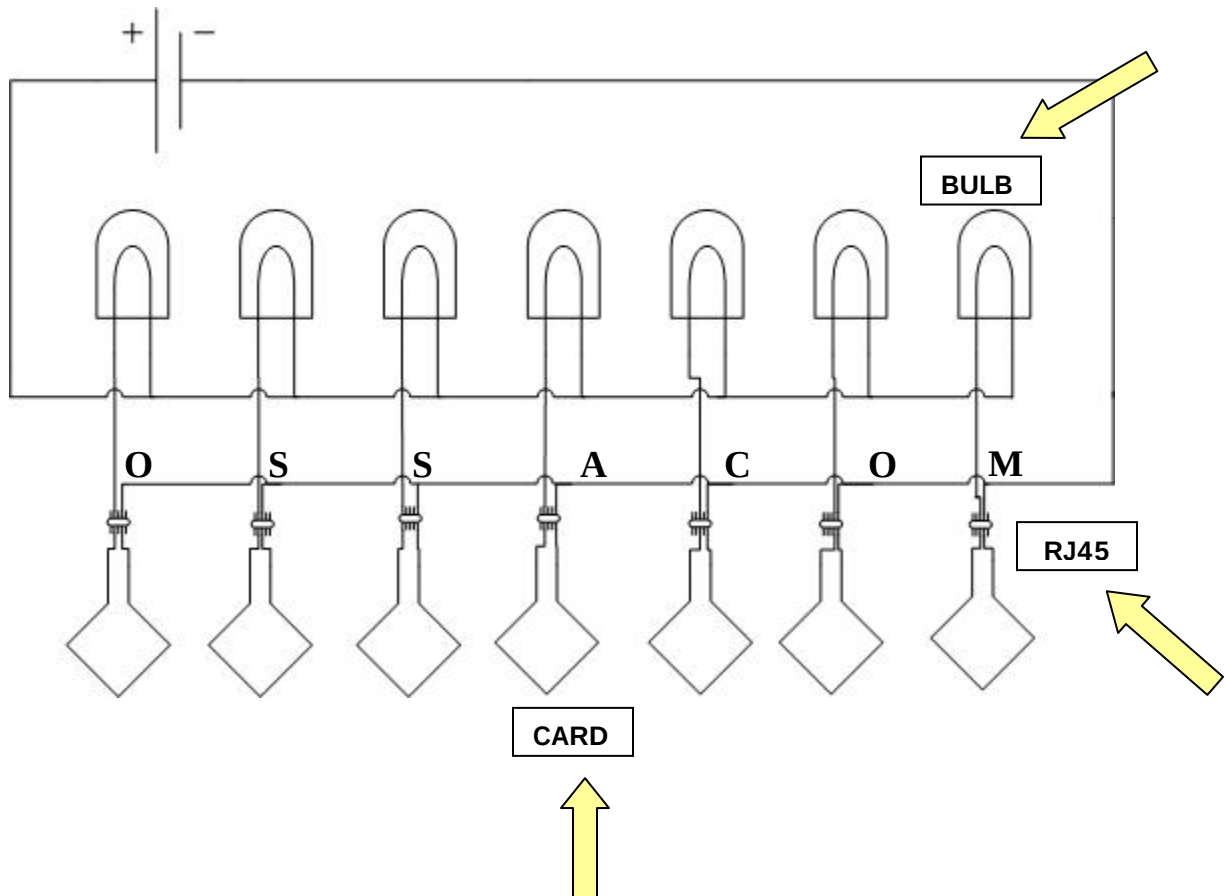
Implementation Of Activity 8

This was the last stage, where the students had to put into practice what they had learnt in the exercises focusing on opinion/quality, size, shapes, age, color, origin/nationality, and material shapes. Students also used the OSSACOM DEVICE to answer Questions 1-30.

How does the device work?

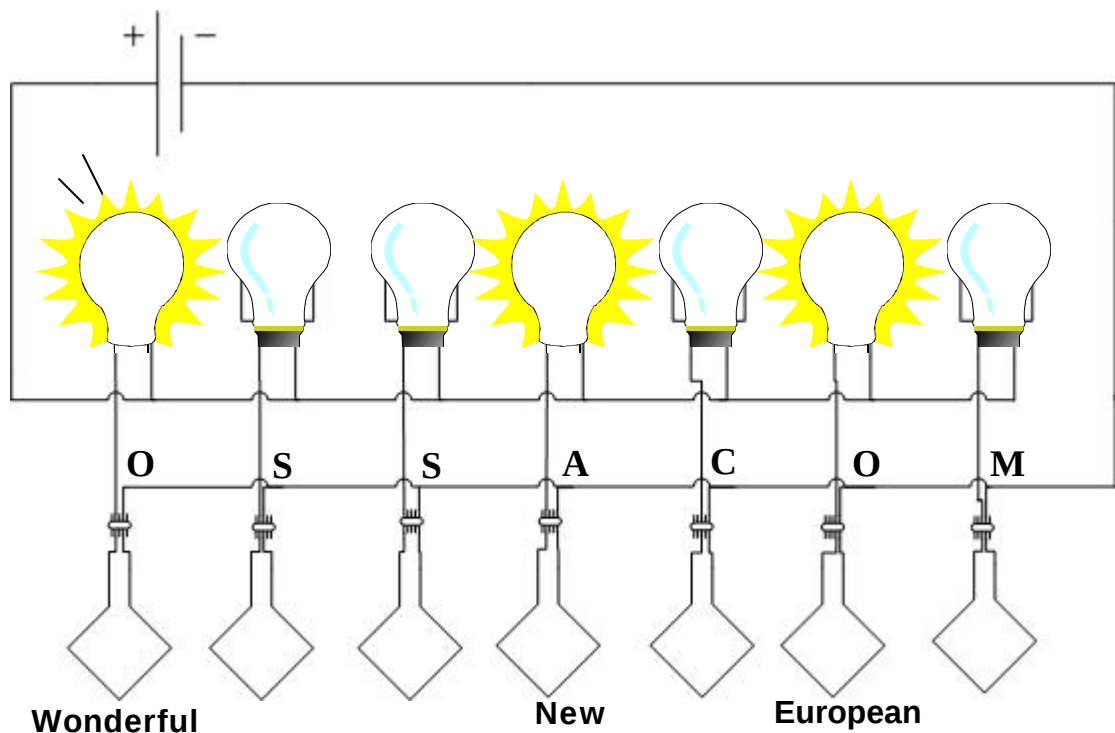
- i. Students took the OSSACOM CARDS.
- ii. They arranged them on the device.

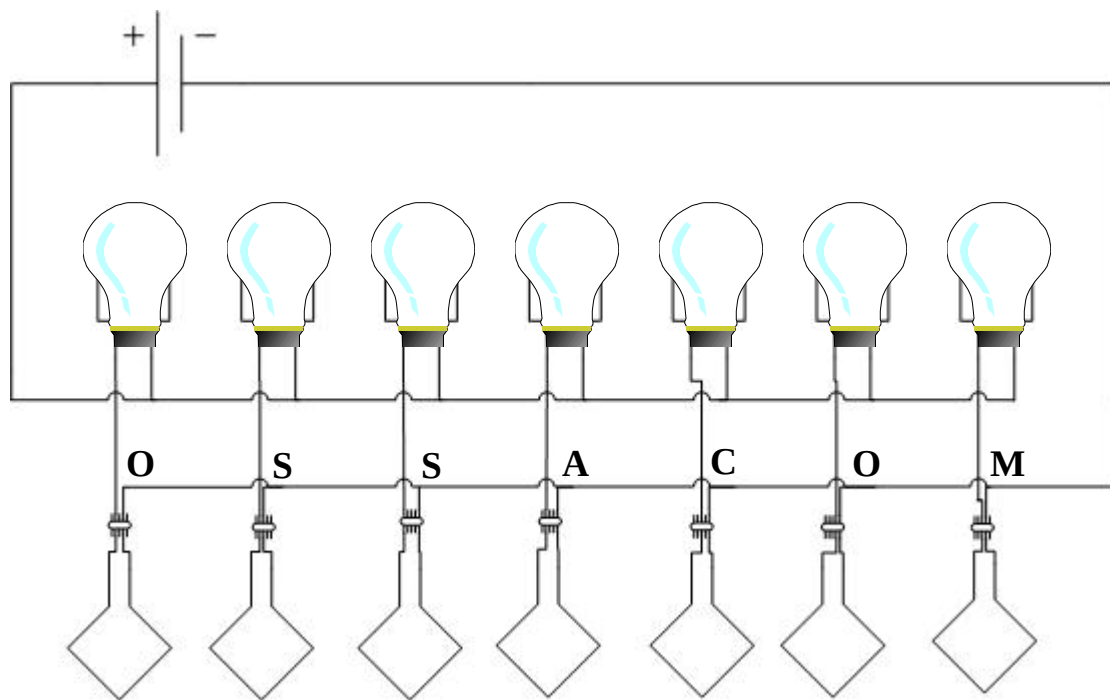
'OSSACOM' CIRCUIT
SPECIALLY DESIGNED FOR THE RESEARCH



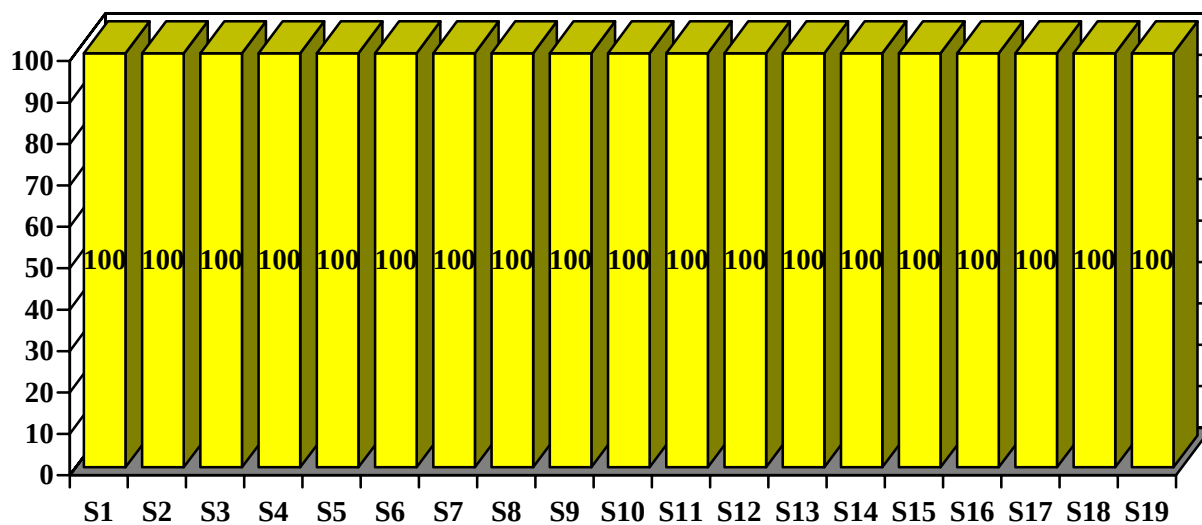
- iii. The bulbs light up when the arrangement of adjectives is correct.

wonderful new European car.





- iv. European The bulb did not light up if the word was put incorrectly.
 v. Students tried again until the bulb lights up.
 vi. Then they wrote down the answers.

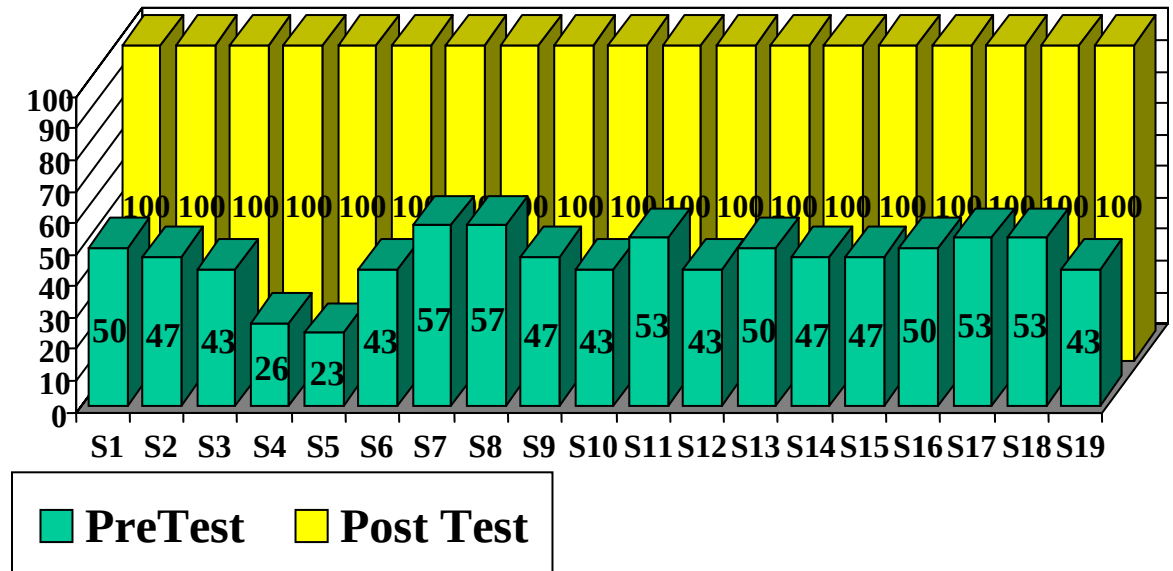


Post Test

Observation

Once again students sat for the test that was given earlier. In the Pre Test nobody scored maximum marks. After using the OSSACOM DEVICE all students achieved outstanding results, that was 100 percent.

Comparison of Pre Test and Post test



vii. Reflection On The Research

The research was carried out successfully. All the 19 students participated well in all the eight activities. The research covered the essential vocabulary needed in the OSSACOM activities. Pre Test and Post Test were given to the students.

From the data analyzed it was obviously seen that students' result had dramatically improved. As a teacher this was something that I expected from the beginning of the research. Students' attitude was also different.

In the first and second activity, they seemed bored. But when it came to the third activity they felt that the teacher was trying out a new approach. They began to concentrate on all the following activities and tried hard to respond to all the questions.

Lastly, when I brought the OSSACOM DEVICE many of them grinned from ear to ear. They excitedly asked me how to use the device. After I taught them how, they quickly used the device to find the correct answers to all the 30 questions given earlier. What made me happier was when students achieved 100 percent score in their Post Test.

7. Suggestion For Further Research

I would like to invent another device to deal with other Parts of Speech mainly on Verbs and Adverb. It is my wish to see students speak or write confidently and at least minimize grammatical errors. As an English teacher I am absolutely confident this can be accomplished if I seriously work on it.

References

1. Angela Burt, 1994. A Guide to better Grammar. Golden Books Centre.
2. Catherine Hilton, 1995. Punctuation and Grammar. GBC Educational.
3. Collins Cobuild, 1992. English Usage. Harper Collin Publishers.
4. David Benjamin, 2000. Impact Maths. Heinemann.
5. George Davidson, 2001. Phrases, Clauses and Sentences. Learners Publishing.
6. George Stern, 2003. Writing in English. Learners Publishing.
7. Guy Wellman, 1992. The Heinemann English Wordbuilder. The Bath Press, Avon.
8. J.S.Solomon, 2003. English for Malaysians. Pelanduk Publications.
9. Jagjeet Singh. 1995. Remedial English Grammar for KBSM. Penerbit Fajar Bakti Sdn. Bhd.
10. John Smith, 1998. Dictionary of Grammar. Golden Books Centre.
11. Juthika Dutt, 1994. A Guide to English Grammar. Flo Enterprise.
12. Matiswar Kaur, 2003. English Form Five. Tropical Press Sdn. Bhd.
13. Milon Nandy, 1995. Mastering English The Easy Way. Rusa Sdn. Bhd.
14. Noor Azlina Yunus, 1990. Fajar Bakti.
15. Saripah Ahmad, 2006. Glossary for Mathematics Form 4 and 5. MEP Education Consult.
16. Siew-Hean Read, 1990. Writing Better Essays. Oxford University.
17. Ted Long, 1991. Working With Words. Mahir Publications.
18. Teo Saw Choo, 1992. Students Companion to KBSM English.
19. Toh Weng Choy, 1989. Pan Pacific Publications.
20. Virginia A. Heidinger, Analyzing Syntax and Semantics. Gallaudet College Press.
21. www.wikipedia.org