

Effects of Tree Map in the Teaching of Sentence Construction among Upper Primary Pupils

Tan Mei Ling
Faculty of Education
National University of Malaysia (UKM)
43600, Bangi, Selangor, Malaysia

Maslawati Mohamad
Faculty of Education
National University of Malaysia (UKM)
43600, Bangi, Selangor, Malaysia

Abstract—Sentence construction in English Language allows pupils to express themselves in their writing. Therefore, the use of Thinking Maps such as Tree Map can build the pupils' engagement in writing sentences correctly through the identification and classification of word classes. This study attempted to identify the Year 5 pupils' perspectives on the effects of Tree Map for sentence construction as well as to identify the experts' perspectives on the effects of Tree Map for sentence construction among Year 5 pupils. Seven Year 5 pupils from a primary school in Bintulu, Sarawak were involved in this case study and the data were collected using document analysis, focus group interviews, observation and reflective journal. The findings revealed that all the participants perceived interest, confidence and improvement in using Tree Map to construct sentences. Hence, Tree Map is one suitable strategy used to teach sentence construction among upper primary pupils. The findings of this study are hoped to provide some insights to the educators in using Tree Map to teach other types of sentence construction among pupils in upper primary level.

Keywords— Sentence Construction, Writing, Thinking Maps, Tree Map, Upper Primary Pupils

I. INTRODUCTION

The education system in Malaysia has faced incessant shifts since before the independence era. It is understandable that the changes are for the sake of the better education in our country. Similarly, the changes in the format of Primary School Assessment Test or also known as Ujian Penilaian Sekolah Rendah (UPSR) has tremendously transformed due to the shift in the education system. Since 2016, the format of UPSR has been transformed into a new format. The previous Ministry of Education Malaysia, Datuk Seri Mahdzir Khalid stated that the new format is formed in accordance with the Curriculum Standard of Primary School (KSSR) where the element of Higher Order Thinking Skills (HOTS) is also emphasized.

In 2015, the Ministry of Education Malaysia has put its focus in improving the quality of education by incorporating Higher Order Thinking Skills – HOTS, as one of its efforts [20]. In line with the aim, i-Think Map is introduced as early in 2012 with a total of six primary schools and four secondary schools have been selected as the pioneer to implement this program starting that year [27]. The application of i-Think Maps is a fundamental element in the teaching and learning of English Language to fulfil the requirement of HOTS. Therefore, the application should be focused and implemented into various learning skills in order to achieve the goal.

Sentence construction in English Language allows pupils to express themselves in their writing. Rumney, Buttress and

Kuksa [23] emphasizes that a teacher should play a pivotal role in modelling a scaffolded writing process to help the child engage with “shared” given texts and encourage their “guided” and then “independent” writing. Therefore, the use of Thinking Maps such as Tree Map can build the pupils' engagement in writing sentences correctly through the identification and classification of word classes.

The importance of writing skills can be seen in the latest format of UPSR in our country as the English Language Subject is divided into two papers where Paper 1 focuses on Comprehension and Paper 2 focuses on Writing. The demand for HOTS in the writing skills of the UPSR format can also be seen from the UPSR results in 2016 and 2017. The percentage of the pupils who obtained straight As is only 1.1% in 2016 and 2.1% in 2017 which is far different from 8.65% in 2015 [3]; [17]. This has clearly shown that some improvements should be made to ensure the quality of education in Malaysia.

He [9] in his research demonstrates that basic sentence pattern translation drills is of great help to pupils' English writing. In addition, the enrichment of the content and the fostering of English thinking pattern are also needed to improve the pupils' writing. Maslawati Mohamad and Shahizan Shaharuddin [16] in their research stated that the learning and practice of grammar and sentence construction can be enhanced by taking into consideration on the use of linguistic notes, especially for the weaker pupils. Thus far, few studies have been conducted on the use of tree map to improve the sentence construction. Due to the lack of studies done, it has encouraged the researcher to investigate in this area and to fill the gap regarding the effects of tree map on the sentence construction at upper primary level.

The purpose of the study is to investigate the effects of using Tree Map for sentence construction. Based on the research objectives, the following are the research questions for the study. Data were gathered qualitatively to answer the following research questions. identify the as well as to identify the experts' perspectives on the effects of Tree Map for sentence construction among Year 5 pupils.

- What are the Year 5 pupils' perspectives on the effects of Tree Map for sentence construction?
- What are the experts' perspectives on the effects of Tree Map for sentence construction among Year 5 pupils?

Tree Map is a type of Thinking Map that is introduced by Hyerle & Yeager [30]. It is used to classify contents in learning. In the context of this study, Tree Map is used to guide pupils in identifying, classifying and constructing basic

sentence structure pattern which is SVO (subject,verb and object) based on the question provided.

II. EASE OF USE

A. Theoretical Framework

There are two theories underpinning this study. They are Cognitive Constructivist Theory and Krashen's Theory of Second Language Acquisition.

Constructivism focuses on the cognitive development and deep understanding rather than the behaviours or skills as the goal of instruction [8]. A learner acquires a knowledge by understanding the information that they constructed. Constructivism can be divided into two approaches which are Cognitive Constructivist Theory and Social Constructivist Theory. Cognitive constructivists concentrate on the importance of the mind in learning, whereas social constructivists focus on the key role played by the environment and the interaction between learners [26]. This chapter will only discuss on Cognitive Constructivist Theory as it is related to the study.

Cognitive Constructivist Theory is more associated to Piaget's work. Piaget refers the Cognitive Constructivist Theory where the cognitive structures are "basic, interconnected psychological systems that enable people to process information by connecting it with prior knowledge and experience, finding patterns and relationships, identifying rules, and generating abstract principles relevant in different applications" [4]. Piaget strongly believed that every child has their own ability to gain and understand an information which is then constructed into own understanding. Piaget's research on children's thinking led to his theory based on four phases of subjective advancement which are Sensorimotor 0-2 years, Preoperational 2-7 years, Concrete Operational 7-11 years and Formal Operational 11-15 years [24]. In the Formal Operational which is between 11 to 15 years, Piaget identified that there is a significant achievement in the children's concept of acquisition. Children at this age are able to understand concepts better as they have the capacity to take knowledge, skills, and concepts and apply them appropriately in new situations [24]. [6] supported that children will acquire high level thinking abilities spontaneously as soon as they mature biologically.

However, Piaget's work has also been opposed by other theorists. Some researchers believe that Piaget's theory has underestimated children's knowledge [4]. Blake and Pope [4] stated that complex skills can be acquired easily once simpler prerequisite skills have been learned. Another theorist, Chomsky stressed on the need for specificity and not for generality as stressed by Piaget [22]. Chomsky has also mentioned in the debate between him and Piaget by stating that one should not establish any dualism between body and mind, and that one should approach the study of "mental organs" exactly in the way we approach the study of the heart, the limbs, the kidneys, etc [22].

This theory is relatable to this study as it emphasizes on the importance of having a concept of acquisition at a suitable age as suggested by Piaget. This may help the researcher in describing the findings in this study to see the pupils' development in constructing the sentences through the help of thinking map which is the tree map. Piaget's proposal aims to

offer a series of devices for child experimentation and invention which means children would be guided through this process [28]. This will allow the children to reach equilibrium which is the state of balance, where the children will have biological tendencies to organize and adapt [24].

Krashen [12] proposed five hypotheses under Second Language Acquisition.

- The Acquisition-Learning Distinction
- The Natural Order Hypothesis
- The Monitor Hypothesis
- The Input Hypothesis
- The Affective Filter Hypothesis.

According to Krashen and other SLA specialists [14]; [2], pupils have two different ways of developing skills in a second language: learning and acquisition. Learning is a conscious process that focuses on the language structure. Acquisition, on the other hand, is a similar process as we acquired our mother tongue, where subconscious activity is occurred as we internalize the new language, putting emphasis on the message (meaning) rather than on the form.

In the Natural Order Hypothesis, learners of a second language acquire structural items in a predictable order regardless of the order of presentation [2]. Brown (1973) as cited in [13] reported that children acquiring English as a first language tended to acquire certain grammatical morphemes, or functions words, earlier than others. This has affirmed that children have the innate talent to acquire a language even though it might not be in the correct order. This hypothesis has also explained that L2 language features are acquired in similar order regardless of the learners L1 [21].

The Monitor Hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former [10]. The monitoring function is the practical result of the learned grammar. The Monitor hypothesis implies that formal rules, or conscious learning, play only a limited role in second language performance [13]. According to Krashen, acquisition is in charge of generating statements which will eventually be corrected by the monitor, the section where learning is stored [2]. There are three kinds of monitor users: (1) over-monitor users, (2) under-monitor users, and (3) optimal-monitor users. Over-monitor users are learners that seldom trust their acquired competence which eventually lead to hesitancy. Under-monitor users are learners that are dare to use the language even though they might make a lot of mistakes. Optimal-monitor users are learners which are able to use their learned competence together with their acquired competence.

Krashen [13] relates the Input Hypothesis to acquisition and not learning. He believes that understanding a language requires the help of context or extra-linguistic information ($i+1$). Accuracy can only develop over time after gaining and understanding the input provided. Li [15] supported this theory by stating the importance of putting pupils into a language learning environment to acquire a large amount of understandable language input.

The Affective Filter Hypothesis suggests that language learners might be distracted by emotional factors in language

learning process [29]. This filtering process takes place in the affective filter, which acts like a gate controlling the amount of input [2]. Therefore, the language learners have to manage their emotions well in order to gain the required information effectively. Relate it to your activity in this study

This theory is relatable to this study as it emphasizes on the importance of providing an effective language learning environment to the learners to allow them to gain and understand the language without being much affected by emotions. Other than that, the language input provided which are the thinking map - Tree Map will allow the learners to understand the structure of the sentence better before they can construct their own sentences. Monitoring process can be occurred in the teaching and learning as the teacher can provide enough feedback to the pupils. This will also allow the researcher to analyse the findings comprehensively in identifying the pupils' performances.

B. Conceptual Framework

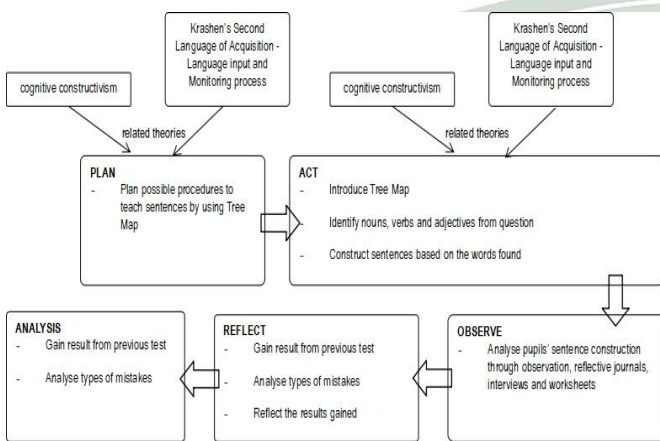


Fig. 1. Conceptual Framework.

The conceptual framework of this study is based on the Kemmis and McTaggart's Action Research Model (1988). This model is often presented by a series of cycles which include plan, observe, act and reflect. Brydon-Miller, Greenwood and Maguire [5] stated that Kemmis and McTaggart's Action Research Model (1988) which is an action research model is being legitimized as a useful strategic tool to include community people in addressing the critical issues of their lives.

As in this study, the researcher is focussing on the concept of the plan, act observe and reflect. Based on the conceptual framework, the researcher provides a sequence of the concept to be carried out. The first phase in carrying out an action research as suggested by Kemmis and McTaggart [7], is that the process begins with a general idea that some kind of improvement or change is desirable. Therefore, it is necessary to identify any problem and plan necessary actions to cope the problem rectified. In this study, the researcher suggests reflecting by obtaining results from Pre-test (PRE) before planning possible procedures to teach sentences by using Tree Map after the rectification of the problem.

The following step to be taken is to act out the plan prepared which is to introduce Tree Map and identification of

subjects, verbs and objects or others from the question provided and classify them by using Tree Map. Then, the pupils need to construct sentences based on the words classified.

The next step to be taken is the observation stage. In this stage, the researcher is required to analyse pupils' sentence construction through observation, reflective journals and worksheets. Observation stage is important to allow the researcher in collecting the details of the study. The experts' perceptions is also obtained for the researcher to make further improvements on the pedagogy, instructions, teaching aids and assessments. Post-test (POST) will also be carried out during this stage.

Once the observation stage is done, the researcher will reflect on any significance of the findings. Data will be collected and analysed after the steps taken.

C. Tree Map

Tree Map is a type of Thinking Map that is introduced by Hyerle & Yeager [30]. Thinking Maps has become a common tool in teaching and learning field. In 2015, the Ministry of Education Malaysia has put its focus in improving the quality of education through incorporating Higher Order Thinking Skills – HOTS as one of its efforts [20]. In line with the aim, i-Think Map is introduced in 2012 with a total of six primary schools and four secondary schools have been selected as the pioneer to implement this program starting that year [27]. Thinking map (i-Think) is a program to enhance and promote the skills of thinking among pupils and to produce a generation that is able to innovate [27]. Thinking Maps is a language of eight visual patterns, each based on a fundamental thought process, designed by Dr. David N. Hyerle [30]. Tree Map is introduced as to classify or sort things and ideas into categories or groups and group main ideas and details [1]. In the context of this study, Tree Map is used to guide pupils in identifying, classifying and constructing sentences based on the question provided.

D. Sentence Construction

It is crucial to be able to write correct sentences to form a meaningful writing. It is because writing is much more than the productions of graphic symbols as these symbols have to be arranged according to certain conventions to form words, and words have to be arranged to form sentences [25]. Writing can be defined as "a way for pupils in all content areas to make meaning for themselves" [11] and learning how to think and communicate in their particular domains [11]. He [9], who has done many researches on foreign pupils' writings, held that wrong and inappropriate sentence patterns might make the writing hard to understand. Therefore, good sentences are able to provide a clear meaning of the writing. In the context of this study, sentence construction encompasses basic sentence patterns.

E. Year 5 Pupils in Malaysian Context

In Malaysian context, the year five pupils refer to children which in their eleven years of schooling in the primary schools [19]. Therefore, in the context of this study, it refers to seven year five pupils in a class from a particular school in Bintulu, Sarawak.

III. METHODOLOGY

A. Research Design

This study particularly employs a case study approach, as the researcher’s intention is to identify the Year 5 pupils’ perspectives on the effects of Tree Map for sentence construction as well as to identify the experts’ perspectives on the effects of Tree Map for sentence construction among Year 5 pupils. Merriam [18] defines a case study as aiming at gaining a comprehensive understanding of a situation and a process rather than the outcome of a phenomenon. Therefore, it is important to use a case study to allow more insights on the pupils’ and experts’ perception to investigate the effects of Tree Map in sentence construction.

B. Setting and Participants

This study was conducted in one of the primary schools in the state of Sarawak. This school is located in a sub-urban area of Bintulu district. As shown in Table I, the class chosen for this research is from a Year 5 class. 7 pupils were selected for this study with Grade C in their English Paper 2, code 024 - UPSR formatted paper.

TABLE I. PARTICIPANT PROFILES

Pseudonym	Gender	Home	Age	Classes	Semester 1 Exam Result for English Paper 2
S1	Male	Sub-urban	11	5C	C
S2	Female	Sub-urban	11	5C	C
S3	Female	Sub-urban	11	5C	C
S4	Male	Sub-urban	11	5C	C
S5	Female	Sub-urban	11	5C	C
S6	Female	Sub-urban	11	5C	C
S7	Male	Sub-urban	11	5C	C

C. Research Instruments

This study embraced case study approach and thus employed methods that were in line with the study. The research instruments used were observation, document analysis which includes pre and post tests, focus-group interview and reflective journal. Table II provides the summary of research questions and the instruments used to gather data.

TABLE II. SUMMARY OF RQ AND RESEARCH INSTRUMENTS

Research questions	Instrument
What are the Year 5 pupils’ perspectives on the effects of Tree Map for sentence construction?	i. Observation ii. Document analysis (Pre and post tests) iii. Interview (the interview is run in parallel with the observation)
What are the experts’ perspectives on the effects of Tree Map for sentence construction among Year 5 pupils?	i. Observation ii. Document analysis (Pre and post tests) iii. Reflective journal

Altogether there were three stages involved in collecting the data. Table III below describes the process involved.

TABLE III. STAGES OF DATA COLLECTION

Week 1	Week 2	Week 3
<u>Pre-test</u> Each participant was given an essay topic to be done in class as pre-test.	<u>Observation</u> To obtain the improvement of the participants and also their perception towards the lesson and the use of Tree Map in sentence construction. <u>Reflective journal</u> To identify the strengths, weaknesses, opportunities and threats in conducting the study.	<u>Post-test</u> After going through the learning process of using Tree Map, each participant was given the same essay topic in the pre-test to see the development of their essay writing. <u>Interview</u> Participants were interviewed in a focussed group.

The study phase was conducted for 3 weeks with approximately 6 hours of total engagement. Four data collection tools were used; Pre-test (PRE), Post-test (POST), 2 focus group interviews (FGI1 and FGI2), Teacher Observation (TO), Researcher Observation (RO) and reflective journal (RJ). The data collected were then transcribed and analysed.

IV. FINDINGS

A. What are the Year 5 pupils’ perspectives on the effects of Tree Map for sentence construction?

In order to answer RQ1, data from the focus group interview (FGI), Pre-test (PRE), Post-test (POST) and Teacher Observation (TO), Researcher Observation (RO) and reflective journal (RJ) were analysed. Seven pupils were interviewed and observed. The learner participants were labelled as S1-S7. The answers are divided into 3 parts; (a) Interest in Sentence Construction (b) Confidence in Sentence Construction, and (c) Improvement in Sentence Construction.

1) Interest in Sentence Construction

Most of the participants' interest was developed throughout the learning of the Tree Map in sentence construction. This statement is derived from the focus group interview responses, classroom observations from the teacher and researcher; and the reflective journal. The participants reacted when they were asked on their preference in using Tree Map after the learning session. The participants commented that the use of Tree Map was interesting and easy for them to categorise the keywords given from the question. They added that the use of Tree Map allowed them to understand the concept better.

"Yes, because it's **interesting**." (FGI1, Q5, S1)

"Yes, I like it because it's **easy**." (FGI1, Q5, S2)

"Erm...Yes, because I can **categorise easily**." (FGI1, Q5, S3)

"Yes, I like it very much because Tree Map **helps me to categorise and understand better**." (FGI1, Q5, S7)

The findings of this research show that the use of Tree Map in sentence construction has been found to be able to arouse the interest of the learners. This finding can be related to the theory of constructivism which focuses on the cognitive development and deep understanding rather than the behaviours or skills as the goal of instruction [8]. As identified in the findings, the participants were able to understand and apply the use of Tree Map in their writing. The correct sentence structures that they constructed showed that their understanding level of writing correct sentence structures had been improved. As discussed earlier, a basic sentence pattern drills is a great help to pupils' English Writing [9]. [16] in their research stated that the learning and practice of grammar and sentence construction can be enhanced by taking into consideration on the use of linguistic notes, especially for the weaker pupils. Therefore, Tree Map is taken as a tool to help in the participants' sentence construction and it is found that the tool has shown great help in improving the participants' interest in the learning of sentence construction.

2) Confidence in Sentence Construction

The participants had shown their confidence in constructing sentences. They became motivated and confidence in using the Tree Map in sentence construction. This was shown when they were asked on their ability to use the Tree Map in answering essay question for English Paper 2 Section C. All of the participants agreed that the Tree Map was able to help them in answering essay questions from English Paper 2 Section C.

"Yes, I can." (FGI1, Q8, S1-S7)

The participants' confidence can also be seen as they were answering the question where the researcher asked about whether the use of Tree Map can help them in answering essay question from English Paper 2 Section C. Most of the participants were confidence in stating that the use of Tree Map can help them to categorize the keywords, understand better and write the correct sentences

"Yes, using Tree Map can make me categorize the keywords before start writing." (FGI1, Q10, S1)

"Yes, I can write correct sentences." (FGI1, Q10, S2)

"Yes, I can understand and write better using Tree Map." (FGI1, Q10, S4)

Other than that, the participants had shown confidence in their writing of sentence construction. As shown in Figure 2, Student 1 chose not to construct sentences with the word 'threw' during PRE. However, the participant managed to construct a sentence with the word 'threw' during POST as shown in Figure 3 where the sentence was constructed as 'Ali threw the basketball to his friend, John and Abu.'

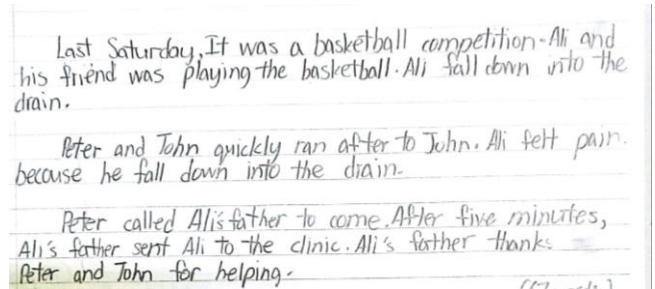


Fig. 2. Student 1 writing during PRE.

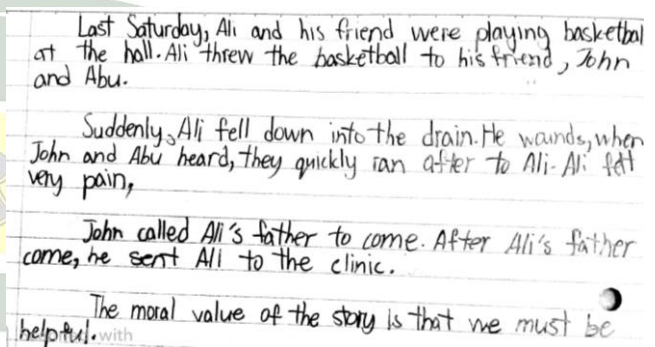


Fig. 3. Student 1 writing during POST.

The use of Tree Map has been found to be able to build the learners' confidence in constructing sentences. As stated by [15], it is important to put learners into a language learning environment to acquire a large amount of understandable language input. As in this study, the categorization of the keywords has allowed the learners to understand the words better and construct sentences easily. This finding can be related to the Affective Filter Hypothesis which suggests that language learners can be influenced by emotional factors in language learning process [29]. Therefore, emotional factors can contribute to the learners' learning quality as in this study is their confidence to use the language.

3) Confidence in Sentence Construction

The pupils had shown improvement in their sentence structures. This was proven as all the pupils showed increment of marks in answering the question in POST. As shown in Figure 4, all of the participants had shown increment of marks from Pre-test (PRE) to Post-test (POST). Student 1 with 5 marks increment, Student 2 with 2 marks increment, Student 3 with 3 marks increment, Student 4 with 10 marks increment, Student 5 with 4 marks increment, Student 6 with 5 marks increment, and Student 7 with 5 marks increment. Other than that, some participants had shown improvement in terms of their bands. This could be seen in the marks obtained by Student 4 which had improved from Satisfactory Band to Excellent Band, and Student 6 had improved from Satisfactory Band to Good Band.

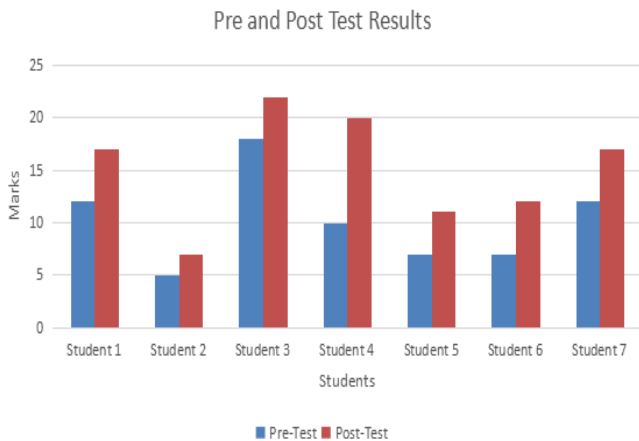


Fig. 4. Student 1 writing during POST.

The improvement of the participants in their sentence structures proved that Thinking Map where in this case is Tree Map in particular do able to support the useful methods, clear structures for the pupils and help pupils focus on English writing structure as stated by Yu [30] in his research. This is clear as the Tree Map acts as a tool for the participants to examine and visually represent relationships in English writing and help them in writing well-organized essays. Other than that, the finding has closely related to the theory of Cognitive Constructivist. This is so as [4] stated that complex skills can be acquired easily once simpler prerequisite skills have been learned. In this case, Tree Map is used to allow the participants to learn in identifying and categorising the keywords given. Indirectly, the participants had acquired better understanding in constructing correct sentence structures.

B. What are the experts' perspectives on the effects of Tree Map for sentence construction among Year 5 pupils?

In order to answer RQ2, data from the focus group interview (FGI), Pre-test (PRE), Post-test (POST) and Teacher Observation (TO), Researcher Observation (RO) and reflective journal (RJ) were analysed. Researcher observation and teacher observation were carried out. The answers are divided into 3 parts; (a) Interest in Sentence Construction, (b) Confidence in Sentence Construction, (c) Organization in Writing, and (d) Errors in Tenses and Meanings.

1) Interest in Sentence Construction

The participants' interest was also identified through the focus group interview (FGI), Pre-test (PRE), Post-test (POST) and Teacher Observation (TO), Researcher Observation (RO) and reflective journal (RJ). The participants' interest was found through the TO and RO when the introduction of Tree Map, the construction of SVO sentences, and the introduction of the questions in guiding the story write-up were introduced. The participants showed interest as they actively participated in identifying the words classification and giving ideas on how to construct the SVO sentences.

"The students' interest was shown during the introduction of Tree Map, the construction of SVO sentences, and the introduction of the questions in guiding the story write-up." (RO)

"Students showed interest as the teacher introduced and used the tree map to classify the keywords from the worksheet." (TO)

"Students showed engagement through the active participation in identifying the words classification and giving ideas on how to construct the SVO sentences." (RO)

The findings of this research show that the use of Tree Map in sentence construction has been found to be able to arouse the interest of the learners. This finding can be related to the theory of constructivism which focuses on the cognitive development and deep understanding rather than the behaviours or skills as the goal of instruction [8]. As identified in the findings, the participants were able to understand and apply the use of Tree Map in their writing. The correct sentence structures that they constructed showed that their understanding level of writing correct sentence structures had been improved. As discussed earlier, a basic sentence pattern drills is a great help to pupils' English Writing [9]. Maslawati Mohamad and Shahizan Shaharuddin [16] in their research stated that the learning and practice of grammar and sentence construction can be enhanced by taking into consideration on the use of linguistic notes, especially for the weaker pupils. Therefore, Tree Map is taken as a tool to help in the participants' sentence construction and it is found that the tool has shown great help in improving the participants' interest in the learning of sentence construction.

2) Improvement in Sentence Construction

During the observation, the researcher noted that the participants' engagement in the teaching and learning session was active. The participants showed active participation in identifying the words classification and giving ideas on how to construct the SVO sentences. The participants' confidence could also be seen as they were able to classify words correctly for each category stated. The participants had also shown achievement in their writing exercises. As observed by both the researcher and the teacher, the use of SVO could be seen in all of the participants' writing. As identified by the researcher, the participants were able to construct proper SVO sentences even though there were some errors in tenses and meanings.

Students showed engagement through the active participation in identifying the words classification and giving ideas on how to construct the SVO sentences. (RO)

Students were able to classify correctly at least 2 words for each category. (RO & TO)

The use of SVO is visible in all of the students' writing. (TO)

However, some of them showed some errors in terms of tenses and meanings. Students were able to construct proper SVO sentences under teacher's guidance. (RO)

The participants' confidence in constructing sentences could also be seen as mentioned by the researcher in the reflective journal (RJ). The participants showed some improvements in writing correct sentence structures in the exercises done.

Pupils showed some improvement in writing the correct sentence structures. (RJ)

The use of Tree Map has been found to be able to build the learners' confidence in constructing sentences. As stated by Li

[15], it is important to put learners into a language learning environment to acquire a large amount of understandable language input. As in this study, the categorization of the keywords has allowed the learners to understand the words better and construct sentences easily. This finding can be related to the Affective Filter Hypothesis which suggests that language learners can be influenced by emotional factors in language learning process [29]. Therefore, emotional factors can contribute to the learners' learning quality as in this study is their confidence to use the language.

3) Organization in Writing

From the experts' perspective, the participants had shown organization in their writing. This could be explained through the observations done which were the RO and TO; and the reflective journal (RJ). As found in the TO, the use of the guided questions had allowed the teacher to guide the participants to write their stories according to paragraphs. Other than that, as observed in RO, the participants' writing were seen with the use of SVO. From the RJ, it was found that the participants had used Tree Map to classify the keywords into few categories before writing up their story. This had affected on the way they were writing their essays as they had more organized content.

The use of questions allowed the teacher to guide the students to write their stories in paragraphs. (TO)

The use of SVO is visible in all of the students' writing. (RO)

The use of Tree Map allowed the pupils to classify the keywords into few categories before writing up their story. (RJ)

More organized content in the pupils' writing. (RJ)

4) Errors in Tenses and Meanings

However, through the finding, it was identified that there were some errors in the pupils' writing such as the tenses and meanings. This had been identified as stated in RJ and RO.

"Some of the pupils showed some errors in terms of tenses and meanings in their writing." (RJ)

"However, some of them showed some errors in terms of tenses and meanings." (RO)

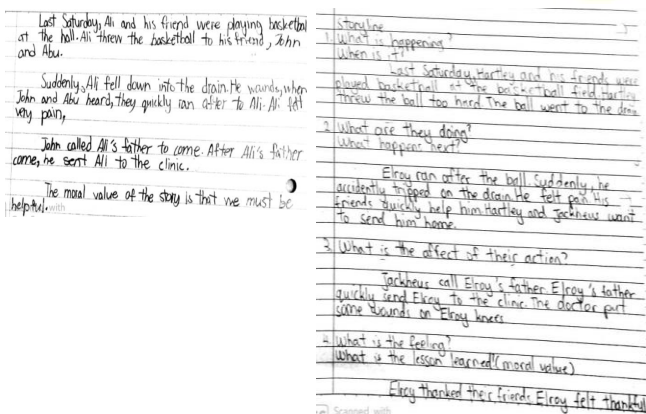


Fig. 5. Errors in the use of words.

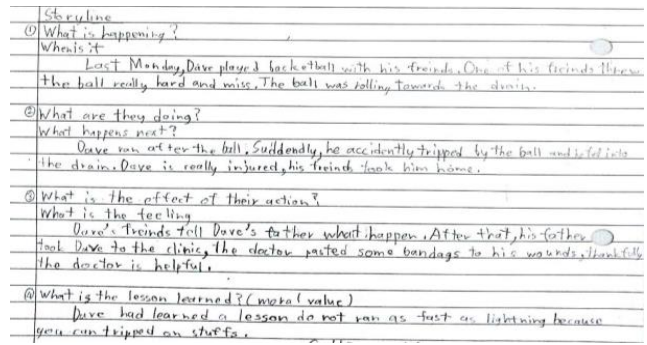


Fig. 6. Errors in spelling.

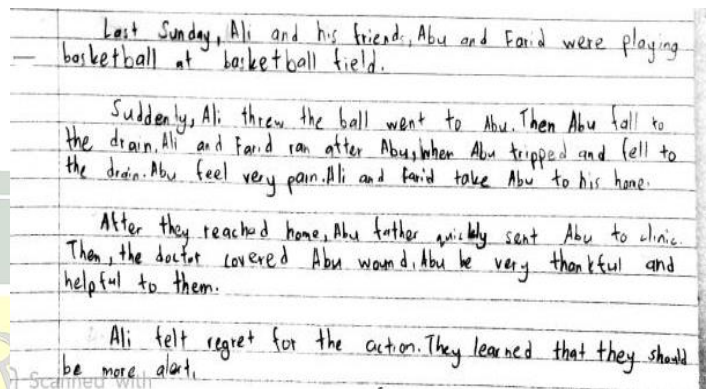


Fig. 7. Errors in tenses.

Other than that, these errors could also be identified in the participants' writing during POST. As seen in Figure 5, some of the participants had used the word 'pain' wrongly in constructing sentences. They had used the word wrongly as an adjective 'painful'. Another type of error identified in the finding was the spelling error. As shown in Figure 6, the participant had wrongly spelled the word 'suddenly' as 'suddently'. Figure 7 showed another type of error which was the tenses. The participant was unable to construct sentences based on the correct tenses.

The finding was identified as the study was only focussed on the sentence construction of SV and SVO. This is in-lined with the theory of Cognitive Constructivist which emphasizes on the cognitive structures as "basic, interconnected psychological systems that enable people to process information by connecting it with prior knowledge and experience, finding patterns and relationships, identifying rules, and generating abstract principles relevant in different applications" [4]. The teacher had brought the participants into one focus which was the teaching of sentence construction. Therefore, the participants had lack of knowledge on other grammatical parts which eventually contributed to this finding. However, it is hoped that a different study can be done in the near future to cope different grammatical parts by using Thinking Maps.

VI. CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

Pupils have positive perceptions towards the usage of Tree Map for sentence construction. It has enabled them to learn new knowledge in a more interesting manner and ways. In addition, the use of Tree Map allows the pupils to learn writing especially the sentence construction in an interesting way.

Hence, the use of Tree Map allows the pupils to identify and categorise the given keywords correctly and constructing correct sentence structures.

Hence, with the study carried out, it is hoped that it may anticipate beneficiary parties such as the researchers, policy makers, students and teachers from primary, secondary and tertiary education. An organize and coherent process in enhancing ESL pupils' ability and motivation in writing sentence structures are needed to be emphasized to ensure this goal can be occurred.

VII. RECOMMENDATIONS FOR FUTURE RESEARCH

The following are some suggestions that researchers might want to consider for future research. First, this study can be further explored by using Tree Map in other types of sentence structures. Second, a multiple case studies can be carried out to compare the outcomes of the findings. Third, this study can be further explored by expanding the number of respondents. Finally, this study could also be expanded on areas of other types of Thinking Maps to teach other possible word classes. For example, using Bubble Map to teach adjectives.

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