

Vocabulary Hexagon: A Teaching Tool for Improving the Correct Usage of Verb Vocabularies in Malay Language Writing Skill among Primary School Students

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Abstract

Language proficiency is fundamental for effective communication and academic achievement, especially in multilingual societies like Malaysia. This research addresses the issue of deficient and imprecise utilization of verb vocabularies in Malay language writing among primary school students in Kuala Lumpur. The study introduces the “Vocabulary Hexagon” teaching tool as an innovative intervention to enhance students’ ability to use Malay verbs accurately. The research objectives include evaluating the tool’s effectiveness and developing it as a teaching method. Two key questions guide this research: How effective is the Vocabulary Hexagon tool in improving verb vocabulary usage among primary school students, and what is the impact of the tool on students’ writing quality in the Malay language. The research holds significance in improving academic achievement, promoting effective communication, addressing language proficiency gaps, and enhancing educational practices. The conceptual framework outlines the process of improving verb vocabulary through the Vocabulary Hexagon. This study employs a qualitative research design, focusing on 18 Year 6 students at a primary school. Data collection methods include pre- and post-test writing samples and interviews. Data analysis assesses changes in verb usage and writing quality while identifying common themes in student feedback. The findings are essential for educators, curriculum developers, and future research directions.

Keywords

Malay Language, Vocabulary Hexagon, Verb Vocabularies, Writing Skills, Primary School Students

1. Introduction

Language proficiency is important, as it goes beyond mere communication. It significantly influences cognitive development, academic achievement, and socio-economic opportunities. By research evidence, individuals with higher language proficiency levels are most likely to make achievements in academics and career-wise. For instance, according to Cummins (2000), bilingualism is often exhibited to be associated with more sophisticated problem-solving abilities and cognitive flexibility compared to monolinguals. Moreover, language proficiency has an economic benefit. Ginsburgh and Prieto-Rodriguez (2011) revealed that a good command in several languages would maximize employability and increase the level of wages.

Besides the intellectual and economic benefits, proficiency in language is socially linked to integration and cultural awareness. Those advanced in more than one language have more advantages, hence greater ability in grappling with varied dimensions of culture through empathy and understanding. This is quite significant, especially in current times where the world has indeed become a global village. As the research of Portes and Rumbaut (2001) revealed, “maintaining native language proficiency while acquiring competence in a host country language” is one key to predicting the educational and vocational attainments of immigrant children. Moreover, the command of languages is a required capacity in this digital age because more or less, access to information and resources is done through language. In particular, English proficiency opens the door to the rich world of international scientific literature, educational materials, and global networks that multiply a person’s ability to become a player in the knowledge-based economy.

Language proficiency also is crucial for effective communication and academic success, particularly in diverse, multilingual societies such as Malaysia. Within this context, the accurate and proficient use of verbs in writing plays a pivotal role in facilitating clear and coherent expression. However, primary school students in Kuala Lumpur often face challenges related to deficient and imprecise utilization of verb vocabularies in their Malay language writing. Past research has highlighted these challenges, emphasizing the importance of addressing language proficiency gaps early in students’ educational journeys (Ahmad & Tarmizi, 2017; Tan, 2019).

In response to these challenges, this research introduces the “Vocabulary Hexagon” teaching tool as an innovative intervention to enhance students’ ability to use Malay verbs accurately. The Vocabulary Hexagon is a model developed to bring value to vocabulary learning and retention by understanding the integration of six main components: context, morphology, phonology, semantics, syntax, and pragmatics. This model captures the dimensionality of vocabulary learning and the need to understand words in the tapestry of language use, rather than in isolation. Research by Beck, McKeown, and Kucan (2002) affirms that systematic vocabulary instruction, within a broad context—exposure to words

in varied contexts and exploration of morphological and phonological structure of words—contributes significantly to robust vocabulary development.

The first component, context, regards how words work within textual and situational frameworks. According to Nagy and Scott (2000), context in word learning helps one infer meaning and nuance, more than it does definition alone. Morphology is the structure of words, or roots, prefixes, and suffixes, within and across words, which supports decoding and derivational word knowledge. Phonology consists of sound patterns of language important for pronunciation and auditory discrimination. Semantics has to do with the meanings of words and relationships between the meanings, important for understanding at a higher level and for flexibility in use (Stahl & Nagy, 2006). Syntax has to do with the grammatical structures that determine how words will relate to one another in a sentence or across sentences, meaning it aids in the correct production and interpretation of linguistic expressions. Pragmatics considers the social and functional uses of language; thus, lexical selection depends on context and speaker's intentions (Bialystok, 1993)

Building upon past research, which has identified gaps in language proficiency and explored strategies to address them (Rasul et al., 2020; Wong & Othman, 2021), this study seeks to contribute to the ongoing efforts to improve language education practices in Malaysia. Central to this investigation are two key questions: How effective is the Vocabulary Hexagon tool in improving verb vocabulary usage among primary school students, and what is the impact of the tool on students' writing quality in the Malay language.

This research holds significant implications for educational practices, as it builds upon past research findings and seeks to address critical language proficiency gaps to enhance students' academic performance. By focusing on the development and assessment of a practical teaching tool, this study aims to contribute valuable insights to educators, curriculum developers, and researchers in the field of language education.

2. Problem Statement

The research problem addressed in this study pertains to the deficient and imprecise utilization of verb vocabularies in the writing of Malay language matter by primary school students at Kuala Lumpur. This deficiency not only compromises the quality of their written work but also hampers their overall educational advancement.

Studies on the teaching and learning of Malay as a second language for non-native speaking students have been carried out by researchers throughout Malaysia. The process of learning Malay is not an easy process, especially for students who rarely speak Malay as a daily language (Singi & Mahamod, 2019; Nahar & Abd Rahman, 2018). According to Aman et al. (2021), the findings of the study show that the Malay language skill that is most difficult for non-native speakers to master are the skill of writing essays. Students who are not native speakers have problems in the aspect of idea generation, the technical aspect of

essay writing and the problem of limited vocabulary (verb) mastery. In order to overcome the problems, teachers in the study plan teaching and learning activities that can increase the level of mastery of the vocabulary of non-native students in Malay like encourage that to read books or other reading materials. In addition, teachers also play a role in ensuring that students who are not native speakers speak Malay completely if they are at school. However, after the researcher applied these two techniques, researcher found out that her students still struggle with the accurate and nuanced use of Malay verb vocabularies, which serve as the foundation for effective communication and academic achievement. That's why the researcher wants to find most effective teaching tool in helping students to master verb vocabularies.

Writing skills are one of the language skills found in the Malay Language Curriculum Standard (Magesvaran et al., 2021). There are factors that have been identified that influence Chinese students to make language mistakes in writing Malay essays. Analysis of Language Errors in Malay Writing are done in the study which include poor vocabulary mastery, not understanding Malay and not being interested in learning Malay as a second language. Although numerous language errors were identified, the researcher has opted to address one primary issue that the students encounter—their limited verb vocabulary. Verbs are essential for conveying specific actions and nuances in writing. When students have a limited verb vocabulary, their writing may become vague and lack precision. They struggle to choose the most appropriate verbs to express their ideas effectively. Taking a proactive approach, the researcher aims to find a solution to this problem to enhance the teaching and learning of essay writing among the students.

According to the survey carried by Aizuwani and Lasan (2019), mastering of Malay Subject as a second language among SJKC (Chinese National Type Schools) students is at average level. The problem is students are weak in mastering writing skills and students are not interested in Malay subjects as the result of their incompetence mastering it. It is mentioned that it is imperative that Malay language educators make dedicated efforts to enhance the Malay language proficiency of students attending schools. One notable avenue for improvement involves the development of Curriculum Standard Documents and Assessment (DSKP) specifically designed to assess and enhance Malay writing skills. However, the researcher chooses other option like creating a teaching tool Vocabulary Hexagon in helping students to master writing skills. This is because teaching tools offer flexibility in terms of when and how students can use them. Students can access the tool at their own pace, which accommodates different learning styles and schedules. DSKP, on the other hand, might be limited to scheduled assessment periods. Furthermore, by creating a teaching tool, the researcher has invested in a resource that can benefit students not just for assessments but for their long-term development. It can serve as a resource they can refer back to and continue using even after they have mastered writing skills.

Loh & Iksan (2019) carried a study, Improving Mastery of Simple Sentence

Writing Skills. Through data analysis, it was found that the students were rehabilitated having trouble writing sentences. They are not confident and cannot write sentences without guidance. The teaching aids used are also not effective in helping remedial students master the skills of writing sentences. Based on the problems found, the SBK Device Package has been built. This package is built with using Information and Communication Technology (ICT) materials, pictures, structural formulas advanced verse and method. The results of the study show that there is an increase on the mastery of rehabilitation students in sentence writing skills after use SBK Device Package. Remedial students can write sentences using vocabulary and proper structure. After all, remedial students become more confident in writing sentence. However, the researcher does not choose this SBK Device Package because there is lack of internet coverage in researcher's school classrooms. The lack of internet coverage in researcher's school classrooms means that utilizing an ICT-based solution like the SBK Device Package would be challenging or even impossible. Without a reliable internet connection, the researcher may encounter technical issues, interruptions, and limitations in accessing digital resources. Given the limitations of internet access, the researcher opts for alternative teaching methods and materials that do not rely on ICT. Innovative teaching tool like Vocabulary Hexagon is effective in improving sentence writing skills while ensuring equitable access for all students. Furthermore, Vocabulary Hexagon can be tailored specifically to address the unique needs and challenges that researcher's students face in mastering writing skills.

3. Research Objectives

This study investigates the effectiveness of Vocabulary Hexagon: a teaching tool for improving the correct usage of verb vocabularies in Malay language writing among primary school students at Kuala Lumpur.

- To evaluate the effectiveness of the Vocabulary Hexagon tool in enhancing students' ability to use Malay verbs precisely and appropriately in Malay language writing skill among primary school students at Kuala Lumpur.
- To develop and implement the Vocabulary Hexagon teaching tool as an innovative intervention method for improving the correct usage of verb vocabularies in Malay language writing skill among primary school students at Kuala Lumpur.

4. Malay Language for Primary School at Malaysia

Malaysian schools use the Malay language, Bahasa Melayu, as their primary medium of instruction. It significantly impacts students' identity and communication skills (Othman et al., 2022). The Malaysian Education Development Plan (PPPM) 2013 to 2025 outlines the lesson and learning (PdP) the Malay language in primary schools focusing on literacy skills and language application involving listening and speaking skills, reading skills, writing skills, language arts skills and

grammar. Thus, the demand for Malay language education need to keep pace with the development of the Industrial Revolution 4.0 (RI 4.0) which brings impact directly in various fields including language education in particular which is the basis to the success and achievement of students in learning (Aizuwani & Lasan, 2019). Emphasis on Malay writing skill among primary school students is a skill that important to fulfill social functions in students' daily life activities.

5. Malay Language Syllabus

Revised primary school standard curriculum (KSSR Semakan) which has been launched by the Ministry Education Malaysia (KPM) adheres to the principle of an integrated approach, which is elements knowledge, skills and values are combined so that there is unity from an intellectual point of view, spiritual, emotional, physical and social are given the main focus. Malay language syllabus, KSSR Semakan Bahasa Melayu is formulated to ensure that Malay language play a role to meet the intellectual, spiritual, emotional, physical and social needs of every potential student developed in an integrated manner.

The Curriculum and Assessment Standard Document (DSKP) has been drafted by the Ministry Malaysian education to ensure that students master the level of mastery that has been set through guidelines according to the level of the school year. Based on the Malay Language DSKP, At the end of the school year, performance standards have been set that must be achieved by each student. In addition to Malay language skills that are set as a component of Room Assessment Degree (PBD) there are two aspects that must be learned and mastered by students, namely the grammar aspect and aspects of language arts. Verb vocabulary is a grammatical component that needs to be mastered by students at the end of the school session in writing skills according to the performance standards set by the Ministry of Education.

6. Writing Skill

Learning Malay proficiently may be difficult for students from different linguistic backgrounds, particularly if it is not their first language (Singi, & Mahamod, 2019). Non-native speakers find writing Malay especially difficult because of limited vocabulary, technical essay writing requirements, and difficulty coming up with ideas (Aman et al., 2021). Aman et al. (2021) report that the study's results indicate that writing essays is the Malay language skill that is hardest for non-native speakers to master. Students struggle with the technical aspects of writing essays, with coming up with ideas, and with having a limited vocabulary (verb). Learning a new language means expanding one's vocabulary. Particularly if they have had little exposure to the language, students may find it difficult to increase their Malay vocabulary in writing.

7. Vocabulary Hexagon

It revolves around identifying an effective solution to enhance the correct usage

of verb vocabularies among these students and thereby improve their language proficiency in Malay. Vocabulary Hexagon tool aims to enhance students' proficiency in using verb vocabularies correctly, particularly in Malay subject writing.

According to the survey carried by [Aizuwani and Lasan \(2019\)](#), in their study, they use picture stories to help students write essays well. The pictures used can stimulate students' interest because these pictures are related to the environment of students' experiences in their daily lives. Researcher uses pictures with verb vocabularies actions when making Vocabulary Hexagon. Pictures can help the students to remember the related events displayed in the picture. In addition, using pictures as useful stimulus material to build visual literacy in among students and it is in line with the skill needs of the 21st Century.

[Fatemeh Hosseini & Ghabanchi \(2022\)](#) Fatemeh Hosseini, carried a research whereby the findings of this research benefits students and teachers in teaching and learning vocabularies in educational settings. It contributes to the literature on colour psychology and neurology and more specifically, it provides literature on the effect of colour on arousal and memory. Researcher's approach of using different colours in Vocabulary Hexagon to categorize verb vocabularies based on activities (e.g., classroom, library, kitchen, garden) helps students organize their vocabulary. This organization can make it easier for them to choose the appropriate verb vocabularies in context. The use of colourful materials and interactive activities like opening the hexagon to reveal the verb vocabularies adds an element of engagement and fun to the learning process. This can capture students' interest and motivation to learn verbs vocabularies effectively.

The Vocabulary Hexagon enables learning verb vocabularies among researcher's students. By providing the meaning of the verb vocabularies in Chinese along with the pictures, students read the verb vocabularies in groups. It promotes collaboration and peer learning. In a group setting, students can take turns reading, discuss any uncertainties or questions they have, and provide explanations to each other. This collaborative approach fosters a deeper understanding of the Vocabulary Hexagon. Group testing involves students quizzing each other on the verb vocabularies they've learned. This not only assesses their knowledge but also encourages active recall and reinforces the verb vocabularies. It also creates a supportive learning environment where students can help each other improve their language skills ([Andanawarih et al., 2019](#)).

8. Methodology

Population and Sampling

The study will focus on 18 of Year 6 primary school students, as they are nearing the end of their primary education and are expected to have developed a foundational understanding of the Malay language. Furthermore, they are students whom researcher teaches since last year. Participants are selected from a SJKC school Kuala Lumpur, where the Vocabulary Hexagon teaching tool has been implemented as part of the curriculum. This ensures that the participants

have direct experience with the tool. This qualitative research project employs a combination of writing sample analysis and interviews to comprehensively investigate the influence of the Vocabulary Hexagon teaching tool on verb vocabulary usage and writing quality among Year 6 primary school students in Kuala Lumpur.

9. Research Instrument

The researcher used descriptive qualitative research. According to [Moleong \(2019\)](#) that the descriptive qualitative research is a study that explains to understand the phenomenon of the subject of research, behaviour, perception, motivation, action, holistically, and the way of describing the result in the form of words and sentences. Based on [Punch \(1998\)](#) explanations qualitative research does not use numerical data. He also states that the research question and method are more general at the start and become more focused as the study progresses. Based on the explanation above, the researcher uses descriptive qualitative research in conducting this research because it is suitable for this type of research.

One of the primary methods used to collect data for this study is the systematic gathering and analysis of written compositions produced by primary school students. This study is adapted from research conducted by Chew Fong Peng and Maisarah Mohamed Sulong, titled “Effect of Gallery Walk Strategy on Student Achievement in Learning Malay Writing.” The primary quasi-experimental method used in this study involved the administration of two tests to two distinct groups of students. One group of students was taught Malay Writing using the Gallery Walk strategy, while another group was taught Malay Writing without employing the Gallery Walk Strategy. Both groups underwent pre-tests and post-tests to assess their progress.

The pre-tests and post-tests comprised two sections of questions. The first section required students to construct sentences based on pictures, while the second section consisted of essay questions for review purposes. Pre-tests were administered to both groups before any instructional treatment took place. Following the implementation of the respective teaching methods, post-tests were administered to both groups.

The research findings indicated that students achieved higher scores in the post-test writing tasks compared to their pre-test scores. These results suggest that the utilization of the Gallery Walk approach had a positive impact on students’ writing skills and bolstered their confidence, particularly in the context of improving their Malay language writing abilities.

In this study, researcher carried out the same method to collect data using pre-test and post-test. This process involves collecting written work both before and after the implementation of the Vocabulary Hexagon teaching tool. This approach facilitates a comprehensive examination of changes in how students use verbs and the overall quality of their written work over a specific time frame.

By comparing these writing samples before and after the introduction of the Vocabulary Hexagon tool, the study seeks to provide valuable insights into the tangible impact of the tool on students' writing skills.

The second data collection method entails conducting interviews with primary school students who actively participated in the Vocabulary Hexagon project. This method is used before by [Rahim & Wahi \(2023\)](#) in their study about improving low proficiency ESL primary school students' writing skills using Flipped Classroom.

The findings collected from the semi-structured interview also proved that there were positive feedbacks towards the flipped classroom approach. The students' responses to the interview questions were analysed and four emerging themes were established. The themes include 1) the improvement of writing skills, 2) classroom activities, 3) teaching aids and 4) motivation.

In regards to the improvement of writing skills, all students expressed that they can write better after experiencing flipped classroom. 80% of the students agree that they can learn better with the help of the classroom activities-flipped classroom. Most of the students mentioned that they are in favour of the teaching materials like flipped classroom and they showed that flipped classroom has given them more input. They are more motivated and confident in learning writing skill through flipped classroom approach. The findings reveal that the implementation of flipped classroom approach has improved pupils' writing skills and boost their confidence in enhancing their writing skills especially in English language.

In this study, researcher carried out the same method to collect data using interviews. These interviews questions are adapted from the study above and are designed to capture the students' personal experiences, feedback, and perceptions regarding how the Vocabulary Hexagon tool has influenced their writing skills in the Malay language. Through qualitative interviews, researchers aim to gain a deeper understanding of the students' viewpoints, facilitating a more comprehensive evaluation of the tool's effectiveness.

10. Data Analysis

The pre-test and post-test in this study were designed to assess the writing skills of primary school students both before and after the implementation of the Vocabulary Hexagon teaching tool. These tests consisted of three distinct sections: the first section is demographics profile of respondent, second section required students to construct sentences based on pictures, while the third section included essay questions for review purposes. The purpose of this analysis is to provide a detailed examination of the data collected from these tests, highlighting changes in students' use of verbs and the overall quality of their written work.

The respondent demographic that will be discussed in the research will be based on four items. The two listed items of demographics which are gender and

race of the respondent that took part in the research.

Pre-Test Results:

Before Vocabulary Hexagon is used, pre-test were administered to the students. The pre-test data served as a baseline measurement of the students' writing abilities prior to exposure to the Vocabulary Hexagon tool.

During the research process, the study aligned with the Malay language syllabus, specifically focusing on Theme 6, which revolves around the topics of culture, art, and aesthetics. In the pre-test's picture-based sentence construction section, students were presented with a scenario related to a dance performance held in the school hall. Students needed to apply appropriate verbs when constructing five sentences based on this specific situation. The analysis of pre-test data revealed that students exhibited a varied range of proficiency in constructing sentences. Some students struggled with verb usage, resulting in incomplete or inaccurate sentences. Some students demonstrated a better grasp of verb conjugation and sentence structure, producing more coherent and grammatically correct sentences.

In the section featuring essay question designed for review purposes, one particular question in the pre-test aimed to evaluate students' capability to express their thoughts and opinions in a written format. For the research study, the focus was aligned with Theme 6 of the Malay language syllabus, which centers on culture, art, and aesthetics. In this context, a diagram question was chosen, asking students to illustrate methods for preserving the nation's heritage. This question demanded students to engage in critical thinking and utilize a diverse range of vocabulary, including verbs related to strategies for safeguarding the nation's heritage. Upon analyzing the essays submitted in the pre-test, it became evident that students' writing skills exhibited a range of proficiency levels. While some students demonstrated the ability to produce well-structured and thought-provoking essays, a significant portion of the students faced challenges related to organizing their thoughts, maintaining coherence in their writing, and effectively employing verbs in their responses.

Post-Test Results:

Following the implementation of the Vocabulary Hexagon teaching tool, post-tests were administered to the students. These tests aimed to measure any improvements in students' writing skills and to evaluate the impact of the Vocabulary Hexagon tool on their ability to use verbs correctly in their writing.

Analysis of post-test data demonstrated notable improvements in students' ability to construct sentences based on the picture given. Many students exhibited more precise and appropriate use of verbs, resulting in sentences that were more grammatically accurate and contextually relevant. The Vocabulary Hexagon tool seemed to have a positive impact on their ability to apply verbs effectively in sentence construction.

The essay questions in the post-test section provided further evidence of the impact of the Vocabulary Hexagon tool. Students' essays showed enhancements

in organization, coherence, and the use of verbs to convey ideas. Several students produced essays that demonstrated a more advanced and nuanced understanding of verb usage, indicating growth in their writing skills.

The analysis of pre-test and post-test data collectively suggests that the implementation of the Vocabulary Hexagon teaching tool had a tangible and positive impact on students' writing skills, specifically in their ability to use Malay verbs correctly. The post-test results, when compared to the pre-test baseline, indicated improvements in both sentence construction and essay writing. These improvements provide valuable insights into the effectiveness of the Vocabulary Hexagon tool as an instructional aid for enhancing students' writing abilities over a specific time frame.

Comparison of Pre-Test and Post test Results

Respondent	Pre-test (%)	Post-test (%)
R1	60	76
R2	63	75
R3	49	72
R4	60	70
R5	80	90
R6	55	72
R7	0	10
R8	82	94
R9	5	15
R10	76	90
R11	80	95
R12	75	84
R13	52	72
R14	70	80
R15	50	83
R16	0	14
R17	78	90
R18	70	81
Average	55.83	70.17

The table at the beginning of the content shows the pre-test and post-test scores of individual respondents (R1 to R18). The pre-test scores were taken before the use of the Vocabulary Hexagon tool, while the post-test scores were taken after its implementation. The mean mark for the pre-test is 55.83 while the

mean mark for the post-test is 70.17. It showed a significance differences between the pre and post-test. The study's results indicate a notable improvement in students' achievement levels in Malay writing when the Vocabulary Hexagon teaching tool is incorporated into the teaching and learning of verb vocabularies. Specifically, there was a substantial increase in test scores by 14.34%, with the scores rising from 55.83% - 70.17%. This demonstrates that the utilization of the Vocabulary Hexagon teaching tool has a pronounced positive impact on the effectiveness of teaching and learning in the context of Malay writing. The Vocabulary Hexagon tool is effective in improving the correct usage of verb vocabularies in Malay language writing among primary school students.

Semi-structure questions

In this qualitative investigation, a total of 18 participants were initially considered. However, I ultimately opted to select four primary school students, consisting of two boys and two girls. This decision was based on the intention to maintain a manageable and focused sample size while ensuring gender diversity. The selection criteria aimed to represent both male and female perspectives, allowing for a balanced examination of their experiences with the Vocabulary Hexagon tool and its influence on their proficiency in writing in the Malay language.

The primary objective of this research was to address the following research questions: How effective is the Vocabulary Hexagon tool in improving the correct usage of verb vocabularies in Malay language writing among primary school students? What is the impact of the Vocabulary Hexagon tool on students' writing quality in the Malay language? This specific selection approach was designed to offer a comprehensive perspective on the tool's impact, based on four students' feedback and experiences.

Question 1: Can you describe your experience with using the Vocabulary Hexagon tool to improve your ability to use Malay verbs correctly in your writing?

R1: "Using the Vocabulary Hexagon tool was a game-changer for me. It made learning Malay verbs feel like an exciting journey rather than a chore. I used to struggle with choosing the right verb, but now I can confidently pick the one that fits perfectly in my sentences."

R2: "The Vocabulary Hexagon tool has been my writing companion. It helped me unlock the potential of Malay verbs."

R3: "The Vocabulary Hexagon tool has been like a helpful writing partner, making it easier for me to use Malay verbs effectively."

R4: "Vocabulary Hexagon" telah berkhidmat sebagai rakan penulisan saya, membantu saya membuka potensi kata kerja Bahasa Melayu." (The Vocabulary Hexagon tool has served as my writing companion, aiding me in unlocking the potential of Malay verbs.)

Question 2: In what ways do you think the Vocabulary Hexagon tool has helped you become more precise and appropriate in using Malay verbs in your

writing?

R1: "It's all about precision and context. The tool taught me that selecting the right verb can completely change the meaning of a sentence."

R2: "The tool helped me understand that choosing the right verb has made my writing more engaging and contextually appropriate. Now I feel like I can express myself better."

R3: "With this tool, I've learned that choosing the right verb can make my writing more engaging and appropriate. Now, I'm better at expressing my ideas."

R4: "Alat ini membolehkan saya faham bahawa kata kerja yang betul, ia meningkatkan penglibatan dan kesesuaian konteks dalam karangan saya. Kini, saya merasa lebih terampil dalam mengungkapkan pemikiran saya." (This tool has enabled me to comprehend that the selection of the right verb enhances the engagement and contextual appropriateness of my writing. I now find myself more adept at expressing my thoughts.)

Question 3: How comfortable do you feel now when using Malay verbs in your writing compared to before using the Vocabulary Hexagon tool?

R1: "Using Malay verbs used to feel like a puzzle, but now it's like second nature. I can experiment, and I'm more confident. It's like the tool has removed a barrier, and I feel more at ease expressing my thoughts."

R2: "I feel incredible, comfortable and liberated." R3: "I feel really comfortable and free when I use it."

R4: "Saya mengalami rasa keselesaan dan pembebasan yang mendalam." (I experience a profound sense of comfort and liberation.)

Question 4: Can you share any challenges or difficulties you faced while trying to apply the Vocabulary Hexagon tool to your writing?

R1: "At first, I found it a bit overwhelming. There were so many verbs to choose from, and I was unsure which one to use. But with practice, it became easier."

R2: "I struggled with finding the right balance between using new verbs and my old writing style."

R3: "I had trouble finding the right balance between using new verbs and sticking to my usual writing style"

R4: "Saya berjuang untuk mencari keseimbangan yang tepat antara menggabungkan kata kerja baru dan mematuhi gaya penulisan saya yang sudah mapan." (I grappled with striking the right balance between incorporating new verbs and adhering to my established writing style.)

Question 5: From your perspective as a student, what aspects of the Vocabulary Hexagon tool do you find most beneficial for improving your Malay writing skills?

R1: "The best part is the guidance it provides. It's not just about giving me words; it teaches me how to use them effectively."

R2: "I appreciate how it encourages creativity. It makes writing fun."

R3: "I like how it encourages creativity and makes writing more enjoyable."

R4: "Saya kagum tentang kebolehannya untuk mendorong kreativiti, menambahkan unsur keseronokan dalam proses penulisan." (I admire its ability to foster creativity, infusing an element of enjoyment into the writing process.)

Question 6: What were your initial thoughts or feelings when you first started using the Vocabulary Hexagon tool in your Malay writing lessons?

R1: "Honestly, I was curious. I thought, 'How can a tool make such a big difference?' But as I started using it, I realized it was like having a secret weapon for writing. It was exciting!"

R2: "I was a bit unsure about how it would fit into my writing process. But after the first few lessons, I felt more confident."

R3: "At first, I wasn't sure about using it in my writing, but after a few lessons, I felt more confident."

R4: "Pada awalnya, saya merasa ragu tentang integrasinya dalam proses penulisan saya. Tapi, setelah beberapa pembelajaran awal, saya rasa yakin." (Initially, I harbored some uncertainty about its integration into my writing process. However, after the initial few lessons, I am more confident).

Question 7: In your opinion, how did your teachers introduce and implement the Vocabulary Hexagon tool in your writing classes? Was it effective?

R1: "My teachers introduced it as a tool for exploration, not just for grades. It feels like a game, and that made it effective."

R2: "The way it was introduced was quite engaging. They used examples that made the tool relatable to our age group. It was not just another homework assignment, but a way to enhance our writing skills."

R3: "When they introduced this tool, it was interesting. They used examples that were relatable to our age group. It wasn't just another homework assignment; it helped us get better at writing."

R4: "Pengenalan alat ini cukup memikat. Mereka menggunakan contoh yang sesuai dalam kumpulan umur kami. Ini bukan sekadar tugas sekolah lain, tetapi satu cara untuk meningkatkan kemahiran menulis kami. (The introduction of this tool was quite captivating. They employed examples that resonated with our age group. It wasn't merely another homework assignment but a means to enhance our writing skills.)

Question 8: Can you suggest any ways to make the Vocabulary Hexagon tool even more helpful for students like yourself when learning Malay writing?

R1: "I think having more real-life examples from everyday situations could be helpful. It would show us how these verbs are used in the real world and make the learning even more practical."

R2: "More interactive exercises or games could make it even more fun. Learning through play is a great way to engage students and make the tool even more effective."

R3: "I think having more real-life examples from everyday situations could be helpful. It would show how these verbs are used in practical ways and make

learning even better.”

R4: “Saya percaya bahawa menyertakan lebih banyak contoh dari situasi kehidupan sehari-hari akan bermanfaat. Ia akan menggambarkan bagaimana kata kerja ini digunakan dalam konteks praktikal, yang lebih meningkatkan pengalaman pembelajaran.”

(I believe that including more real-life examples from everyday situations could be advantageous. It would illustrate how these verbs are employed in practical contexts, further enhancing the learning experience.)

Question 9: Reflecting on your experiences with the Vocabulary Hexagon tool, do you believe it should continue to be used in Malay writing instruction for primary school students? Why or why not?

R1: “Without a doubt, it should continue. It has transformed the way I write and think about learning verb-related words.”

R2: “Absolutely. It’s made a significant difference in my writing quality, and I believe every student should have access to it to improve their skills.”

R3: “It has definitely improved my writing a lot, and I think every student should be able to use it to get better at writing.”

R4: “Ia telah membawa perubahan yang ketara dalam kualiti karangan saya, dan saya yakin bahawa setiap pelajar patut mempunyai akses kepadanya untuk meningkatkan kemahiran mereka.” (It has brought about a substantial improvement in the quality of my essay writing, and I hold the conviction that every student should have access to it for skill enhancement.)

The qualitative data obtained from the responses of four primary school students regarding their experiences with the Vocabulary Hexagon tool in improving their Malay language writing skills provides valuable insights into the tool’s impact on their writing abilities.

Question 1—Experience with Using the Vocabulary Hexagon Tool:

All four students expressed positive experiences with the tool. They highlighted how it transformed their perception of learning Malay verbs, making it engaging and exciting rather than a tedious task. The responses indicated that the tool helped them gain confidence in selecting the right verbs for their sentences. This suggests that the Vocabulary Hexagon tool positively influenced their approach to learning Malay verbs.

Question 2—Improving Precision and Appropriateness in Using Malay Verbs:

The students acknowledged that the tool significantly enhanced their understanding of verb selection, emphasizing precision and contextual appropriateness in their writing. They expressed that it improved their ability to express themselves effectively, indicating that the tool played a key role in honing their writing skills.

Question 3—Comfort When Using Malay Verbs:

All respondents reported a high level of comfort when using Malay verbs in their writing after using the Vocabulary Hexagon tool. They described feeling liberated, suggesting that the tool removed barriers and facilitated a sense of ease

in expressing their thoughts. This highlights the tool's effectiveness in boosting their confidence.

Question 4—Challenges and Difficulties:

Some initial difficulties were reported, including feeling overwhelmed by the vast choice of verbs and struggling to find a balance between incorporating new verbs and adhering to their established writing style. These challenges are typical of learning processes and underscore the need for effective guidance and support during the tool's implementation.

Question 5—Beneficial Aspects of the Tool:

The students appreciated various aspects of the Vocabulary Hexagon tool, such as its guidance in verb usage and its ability to foster creativity and enjoyment in the writing process. This indicates that the tool not only aids in skill development but also makes learning more engaging and enjoyable.

Question 6—Initial Thoughts and Feelings:

The initial uncertainty reported by some students was overcome as they became more familiar with the tool. They found the tool exciting and felt more confident after a few lessons. This suggests that an effective introduction and gradual integration of the tool can ease students' apprehensions.

Question 7—Teacher Introduction and Implementation:

Students viewed the way teachers introduced and implemented the Vocabulary Hexagon tool positively. They mentioned that the tool was presented as a means for exploration and improvement rather than just another assignment. Engaging examples tailored to their age group were employed, making it relatable and effective. This highlights the significance of the teacher's role in facilitating successful tool implementation.

Question 8—Suggestions for Improvement:

The students suggested including more real-life examples from everyday situations to make the learning experience more practical and incorporating interactive exercises or games for added engagement. These suggestions could further enhance the tool's effectiveness.

Question 9—Continuation of Tool in Instruction:

All students strongly supported the continued use of the Vocabulary Hexagon tool in Malay writing instruction for primary school students. They believed it had brought about substantial improvements in their writing quality and felt that every student should have access to it for skill enhancement.

In conclusion, the data analysis reveals a consensus among the students on the positive impact of the Vocabulary Hexagon tool in improving their Malay language writing skills. The tool's role in enhancing precision, confidence, and creativity in writing is evident, and the students' feedback highlights the importance of effective tool implementation in the classroom.

11. Discussion

The effectiveness of the Vocabulary Hexagon tool in enhancing students'

ability to use Malay verbs precisely and appropriately in Malay language writing skill among primary school students

The results demonstrate a positive impact of the Vocabulary Hexagon tool on students' ability to use Malay verbs. The pre-test scores indicate a varied proficiency level, with some students struggling in verb usage. However, the post-test scores show a notable improvement, with an average increase of 14.34%. This suggests that the Vocabulary Hexagon tool effectively enhances students' skills in using Malay verbs precisely and appropriately in their writing.

Students' result suggests that the tool was effectively implemented as positively impacting their writing skills. The flipped classroom approach in Rahim & Wahi's research is also considered an effective intervention method for improving writing skills. Both approaches involve introducing a new method to enhance specific language skills among primary school students (Rahim & Wahi 2023). Rahim & Wahi's research indicates that the flipped classroom approach boosted students' confidence in enhancing their writing skills. Similarly, the feedback from students in the Vocabulary Hexagon study suggests that the tool positively influenced their confidence in using Malay verbs in writing.

The Vocabulary Hexagon tool, designed for Malay language, similarly aims to improve specific language skills, specifically the correct usage of verb vocabularies in writing. While Rahim & Wahi's research focuses on improving writing skills in English, the underlying principle is the same—enhancing language proficiency through an effective approach. The positive impact observed in the past research, where students' writing skills improved significantly through the flipped classroom approach, aligns with the positive experiences reported in the study using the Vocabulary Hexagon tool. Both interventions, though different in approach and language, share the common outcome of positively impacting students' writing skills.

Both studies, despite differences in language and specific writing skills targeted, share common ground in employing effective methods to enhance language proficiency among primary school students. The positive outcomes observed in the flipped classroom research provide additional support for the potential success of the Vocabulary Hexagon tool in achieving its objectives. Both interventions emphasize the importance of effective approaches in language education, reinforcing the significance of the Vocabulary Hexagon tool as an effective means to improve Malay language writing skills.

While the study by Ali & Othman (2018) focuses on learning strategies employed by Melanau ethnic students in mastering writing skills, there are connections that can be drawn to the objective of the Vocabulary Hexagon tool in enhancing students' ability to use Malay verbs precisely and appropriately in writing. Both studies emphasize the importance of content outlining. In the Melanau ethnic students' study, outlining key content is highlighted as highly helpful in producing good writing. Similarly, the Vocabulary Hexagon tool, by providing a structured approach to learning verbs, aids in outlining and organizing essential

content related to verb usage in Malay language writing.

In both studies, there is an acknowledgment of the significance of identifying essential content. Melanau ethnic students develop ideas for writing by identifying essential content for a given essay topic. Similarly, the Vocabulary Hexagon tool, by categorizing and presenting verb vocabularies in a structured manner, facilitates students in identifying essential content related to verb usage, contributing to more precise and appropriate writing skills.

The positive impact on writing skills observed in the results of the Vocabulary Hexagon tool aligns with the broader context of improving writing skills, as suggested in the Melanau ethnic students' study. Both studies indicate that structured approaches, whether through learning strategies or innovative tools like the Vocabulary Hexagon, have a positive influence on students' writing abilities.

While the focus of the Melanau ethnic students' study is on general learning strategies in writing, there are parallels in the emphasis on content outlining, idea development through essential content, and the positive impact on writing skills. These parallels suggest that effective learning strategies, such as those identified in the past study, align with the goals of the Vocabulary Hexagon tool in enhancing the specific skill of using Malay verbs precisely and appropriately in writing among primary school students.

Implement the Vocabulary Hexagon teaching tool as an innovative intervention method for improving the correct usage of verb vocabularies in Malay language writing skill among primary school students

On the development and implementation of the Vocabulary Hexagon tool, has been validated through the positive experiences and feedback shared by the 18 students in the study. Their descriptions of the tool underscore the positive reception of this innovative intervention method. The qualitative data from the semi-structured questions provide insights into the development and implementation of the Vocabulary Hexagon tool. The students express positive experiences, describing it as a game-changer, a writing companion, and a tool that unlocks the potential of Malay verbs.

The study mentions that pictures used in the Vocabulary Hexagon tool can stimulate students' interest and help them remember related events. This aligns with the objective of enhancing students' ability to use Malay verbs, as the tool uses pictures with verb vocabularies. [Aizuwani and Lasan \(2019\)](#) used picture stories to help students write essays well. Their findings suggest that pictures related to students' daily lives stimulate interest and aid memory. This supports the notion that incorporating visuals in teaching, as done in the Vocabulary Hexagon tool, can positively impact students' learning.

The use of different colours in the Vocabulary Hexagon to categorize verb vocabularies is mentioned to help students organize their vocabulary and choose appropriate verbs in context. This relates to the objective of enhancing students' skills in using Malay verbs precisely. [Fatemeh Hosseini & Ghabanchi \(2022\)](#)

conducted research on the effect of color on arousal and memory. Their findings suggest that using different colours can impact memory positively. Applying this to the Vocabulary Hexagon tool, the use of colours aids in organizing verb vocabularies and potentially enhances memory recall, contributing to the Vocabulary Hexagon as an innovative intervention method for improving the correct usage of verb vocabularies in Malay language writing skill among primary school students.

The study mentions that Vocabulary Hexagon promotes collaboration and peer learning, allowing students to discuss uncertainties, ask questions, and provide explanations to each other. This collaborative approach aims to deepen students' understanding of Malay verbs. Andanawarih et al. (2019) emphasized the benefits of collaborative learning in their research. They found that group testing, discussions, and explanations among peers contribute to a deeper understanding of the material. In the context of the Vocabulary Hexagon, this collaborative approach aligns with the objective of implementing the Vocabulary Hexagon teaching tool as an innovative intervention to enhance students' ability to use Malay verbs through shared learning experiences.

The past studies provide support for the effectiveness of strategies employed in the Vocabulary Hexagon tool. The use of visuals, colours, and collaborative learning aligns with educational practices that have shown positive impacts on students' language learning and memory. These findings from past studies lend credibility to the potential success of the Vocabulary Hexagon tool in achieving its stated objectives. Teachers' practice considered innovative and effective especially when they successfully use teaching methods, providing interesting teaching aids and successfully deepening the content to be taught (Ahmad, 2019).

Overall, the study's findings support the research objectives and highlight the tangible benefits of the Vocabulary Hexagon tool in enhancing students' Malay language writing skills, expanding their verb vocabularies, and improving the precision and appropriateness of their verb usage. These outcomes are not only academically significant but also have broader implications for innovative approaches to language education and the practicality of such tools in improving writing quality among primary school students in Kuala Lumpur.

12. Conclusion

Based on this study, it has been shown that the Vocabulary Hexagon teaching tool has a significant and positive impact on the ability of primary school students to use Malay verbs correctly. In addition to the students' feedback, the pre- and post-test scores show significant improvements in the students' writing skills, vocabulary usage, and overall writing quality. Using the Vocabulary Hexagon tool to enrich Malay writing instruction for primary school students confirms the value of innovative teaching tools in language instruction. Even though the study has limitations, it points to the need for further research and emphasizes the importance of innovative approaches to language education.

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Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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