

Effective Creative Charts Helps to Improve the Learning of Present Continuous Tense Among Rural Primary School Pupils

Esther Anatasia anak Kaleman, Dr Parilah Mohd Shah

Abstract—The research is carried out in one of the school in Sarawak and the number of the participants is 10. I am using Kurt Lewin's model in conducting my action research. This study is inspired by my previous teaching experience where the pupils are having difficulties in learning present continuous tense. Hence, the purpose of this study is to help to improve student's learning of present continuous tense by using creative charts. Besides, this study also helps me to find out how do creative charts affect the teacher teaching of present continuous tense. The participants used the creative charts as the medium in constructing present continuous sentences. Each column of the charts represents one word in each sentence. Thus it helps to enhance the participants' learning of present continuous tense. The action taken to conduct the research is using one early observation and two cycles. The amendments are done to the strategy and creative charts in the second cycle where I break the auxiliary verb with the main verb to reduce confusion. I used 7 steps in Lewin's model in conducting the cycles which are identifying the problem, fact finding, planning my strategy, take the first action step, evaluate the strategy and findings, make amendments and start the next cycle. Besides, I have gathered the data by collecting, observing, interviewing, and getting feedback from the participants. Through the collection of data, I analysed and interpreted the data according to the findings that I have. The data is integrated because it helps me to make connections between my findings. In my findings, the participants are showing positive improvement.

Index Terms—creative charts, Kurt Lewin's action model, present continuous tense, Year 5 pupils, 7 steps

I. INTRODUCTION

This research was conducted in a school in Sarawak area. This research was focusing on the students' learning of present continuous tense. I conducted this study because most of the students in my class were having difficulties in learning grammar especially present continuous and past continuous tense. However, in this study I only focused on present continuous tense. From this study, I would like to know, what are the effects of using creative charts on students' learning of present continuous tense and how does it affects my teaching methods.

Esther Anatasia anak Kaleman, Master Degree Student in TESL education. Malaysiya

Dr Parilah Mohd Shah, lecturer in Malaysia National University (Universiti Kebangsaan Malaysia).

In this research, I have gone through three phases of cycle. My first and second cycle is for my findings whereas the third cycle is for the confirmation of the findings. The test given in the two cycles indicate the effectiveness of creative charts as participants showed positive improvement. To carry out this research, I used several data collection methods. The methods that I used are observation, feedback and interview. The tools that I used for observations are photos and tests. As for feedback, I used feedback form and also statements from the participants whereas for interview, I used open-ended questions and unstructured interview form. Another section in this research is data analysis. For the analysis, I used triangulation method since I have three data collection methods, tabulation of data and data integration.

A. Reflection of previous teaching and learning practises

Based on my experiences in my previous teaching practises, I found out that most of the pupils were having difficulty in learning grammar especially in using present continuous tense correctly. Mostly, the students wrote verb in the base form only while writing a present continuous sentence. There were reasons for this problem. One of it was because the pupils are having difficulty in understanding the grammar rules. Another reason was because the pupils feel bored to learn grammar and their memory retention was not good. The short term memory happened because the pupils did not have any stimulus that helps them to remember the usage of present continuous tense. Therefore, based on my previous teaching experience I realised that the pupils can remember better when there are stimulus to help them to trigger their memory plus interesting activity and teaching materials to aid their learning. Thus, I am using creative charts in this action research to help to improve students' learning of present continuous tense.

B. Research focus/Issue of concern My concern

This study was inspired based on my teaching experience to help the pupils of Year 5 Bijaksana in one of the school in Sarawak to improve their learning of present continuous tense and to experiment new way in teaching English as second language to the pupils. This study focused on using effective creative charts to improve students' learning of present continuous tense. Based on my teaching experience, I found that most of the pupils are having difficulty in learning the present continuous tense. Most of them are

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using base form of verb when they are writing a sentence using present continuous tense. There are two common mistakes that I spot when the pupils are using present continuous tense. First, they always left the '-ing' and use the base form of the verb. Second, they are not sure whether to use plural or singular verb for plural or singular subject.

Example:

Common mistake:

1. The boy **is kick** the ball.
2. The **boys is** kicking the ball.

Besides, I notice that the pupils can remember better when they are doing the mind mapping which lead me to use a creative chart to overcome this issue. Creative charts are to be improved from time to time depending on the students' achievement. The creative charts are adapted depending on the pupils' level

C. Research Objectives

- a) The purpose of this study is to help me to improve the learning on present continuous tense among 10 pupils (out of 37 pupils in Year 5) of Year 5 by using creative charts.
- b) Besides, this study also helps me to find out how do creative charts affect the teacher teaching of present continuous tense.

D. Research questions

- a) How do the creative charts affect the teacher teaching of present continuous tense?
- b) What are the effects of using creative charts on students' learning of present continuous tense?

E. Research Participants

a) 10 pupils of Year 5 Bijaksana

For the participants, there are 10 pupils from Year 5 Bijaksana is involved in this research. 7 girls and 3 boys are selected to be the participants of this research. The rationale is to help the pupils to improve their learning of present continuous tense. These pupils are having difficulty in writing their sentences using correct present continuous tense. Besides, the level of English proficiency level of these participants is below average to average level. Their score during their last test is written in Table 1.

Table 1: Results of the participants based on their previous examination

Participants	Marks (%)	Gred
A (Boy)	54	C
B(Boy)	70	B
C(Girl)	65	B
D(Boy)	50	C
E(Girl)	60	B
F(Girl)	53	C
G(Girl)	53	C
H(Girl)	47	C
I(Girl)	68	B
J(Girl)	65	B

Most of them are average. However, these participants are having the common problem which is the incorrect usage of present continuous tense.

b) Researcher

I am currently a teacher in one of the school in Sarawak. I have been teaching for three years. I, myself is

the participant of this action research. This is because; through this research it helps me to improve my teaching method or strategy. From here, I will know the strengths and weaknesses of my teaching method. Besides, through this action research I was able to improve my strategy from time to time. Throughout this study, I changed my method in conducting the session. The methods must be suitable for the participants' level of proficiency. Thus, it did affect my teaching method of present continuous tense.

II. LITERATURE REVIEW

A. Theories

Based on the literature review that I have read, action research is "a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions." (Sagor, 2000). Therefore, the action research that I had conducted was reflecting on the pupils' improvement as well as reflecting the teacher teaching method. Specifically, I focused on the effectiveness of using creative charts to improve pupils learning on present continuous tense. I changed some of the method of my teaching based on the literature that I had reviewed. I no longer viewed my work as being that of a conductor directing the actions of others but I came to comprehend that change must first come from within my own practice. I could not guide effective literacy-teaching practices if I did not fully understand them and, to become more effective in my work, I had to immerse myself in effective literacy-teaching practices. Therefore, I tried a new method by using creative charts to make the lesson more interesting and engaging. As Mcniff says, stated in Chapter 5: Data Collection and Analysis, retrieved from *in keeping with action research practices, my action research cycles reviewed my current practice, identified an aspect that I wished to improve and then sought solutions that were tried in practice and re-evaluated.*

As stated by Bertrand, 1998, p. 117. *He believes that we have to rely on our imagination, or we risk believing that textbook, and the media, such as TV and movies show us real life* (taken from Chapter 5: *Methodological Approach:* (retrieved Feb 20, 2015 from <http://www.actionresearch.net/living/farren/ch5.pdf>)). Therefore, I am using creative charts as my media or tools to carry out this action research. I am using creative charts as the media to help the pupils to improve their learning of present continuous tense. In my action research, I had integrate the use of ICT where the creative charts are created using ICT such as computers, Microsoft Publisher. I did not use the old method or traditional method using mah-jong paper to create creative charts. This is supported by Cochran-Smith and Lytle (Action Research Methodology: Diversity of Rationales and Practises). They *reject the traditional boundaries between knowledge generation and the process of teaching.* Thus, along with the new era of globalization, the implementation of ICT in teaching and learning process is important. Besides, in the charts I had added relevant pictures that help to aid the participants in learning present continuous tense. This is because it helps to engage the participants to focus on learning since interesting charts can attract their attention. Attracting pupils' attention in learning is very important where mind mapping is one of

the best ways to capture their thoughts and bring them to life in visual form. Beyond just note-taking, though, mind maps can help them to become more creative, remember more, and solve problems more effectively. Therefore, I had adapted the mind map and use creative charts instead to create a flow in writing sentences using present continuous tense.

III. METHODOLOGY

A. Action Plan

For this action research, I used Kurt Lewin's model. Kurt Lewin (1952) is credited as being the first to coin the term 'action research'. Lewin's original formulation of the idea of action research was based on the belief that it is in trying to change social situations that we best come to understand them. Lewin's approach consists of the following steps: plan, act, observe and reflect. According to Kurt Lewin, action research is a *comparative research on the conditions and effects of various forms of social and research leading to social action*. To conduct my action plan, I will follow the steps that Kurt Lewin's model recommends.

Figure 1 shows the framework of Kurt Lewin's model

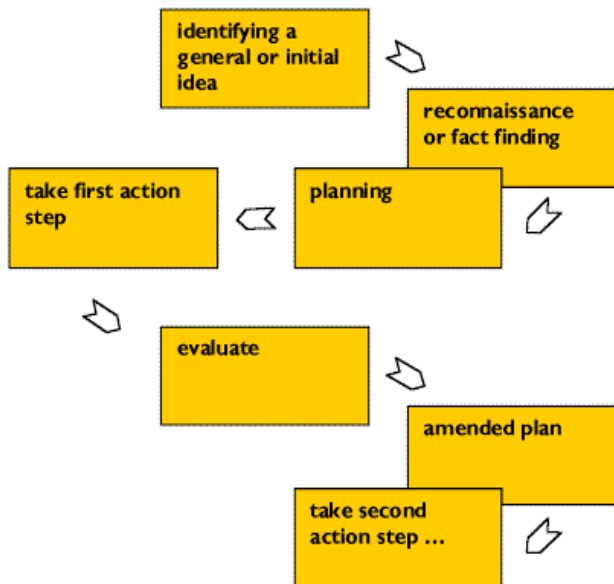


Figure 1: Kurt Lewin's model

Kurt Lewin's model has seven stages that I had followed. Firstly I identified problem or general idea about state of affair a participant wish to change or improve, evaluated or formulated. For the first stage, the problem that I identified was the difficulty in learning present continuous tense. I used creative charts to help to improve the students learning of present continuous tense.

For the second stage I looked for fact so that a fully drawn picture of the situation is presented to help me to clarify the nature of the problem. I used interviews and questionnaires to collect the information about the nature of the problems. I also used a simple test first to see the specific problem of the participants.

In the third stage, I did critical review of the problem in stage two. I generated hypotheses which attempt to enlighten some of the facts of the problem. Here, I read

some literature review and relate it to the problem that I raised based on the reading

Next, in stage four I gathered relevant information to test hypotheses proposed in the previous stage. The information will come from the exercise that the pupils had done previously. Besides, some information from the class teacher and subject teacher also gathered.

In stage five, I collaborated with my partner and teachers to discuss negotiate and made decisions on the selection of research procedures including materials choice, teaching methods, allocations of tasks. Discussion with the subject teacher helped and gave me a clear view of what can I do to improve my research. It is easier when more ideas can be generated.

In the next stage, I determined circumstances and methods of data collection, classification and analysis, monitor the task and consider the choice of evaluative procedures. The methods of data collection that I used are observation, interview, questionnaires and feedback. Through this data collection method, I analyzed it which will happen in the next stage.

In the last stage, I interpreted the data collected and the overall evaluation of the research. The interpretation is based on the data collected in stage 6. I used the integration various data method to analyze and interpret the data. I used triangulation, complementary and development as my strategies in analyzing and interpreting the data.

At the end of each cycle, outcomes of the research are studied, some suggestions are proposed and test. At the end of every cycle and session, I gave the pupils a simple test and exercise to evaluate their progress and understanding. Below is the summarization of my actions and steps.

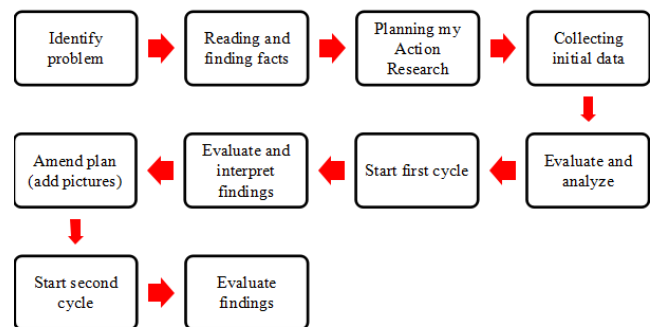
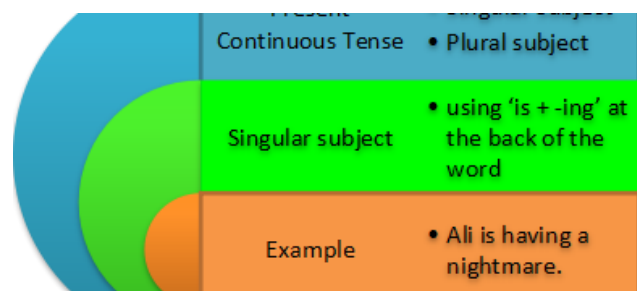


Figure 2: The action steps that I had conducted

Below are sample of creative charts that I used.

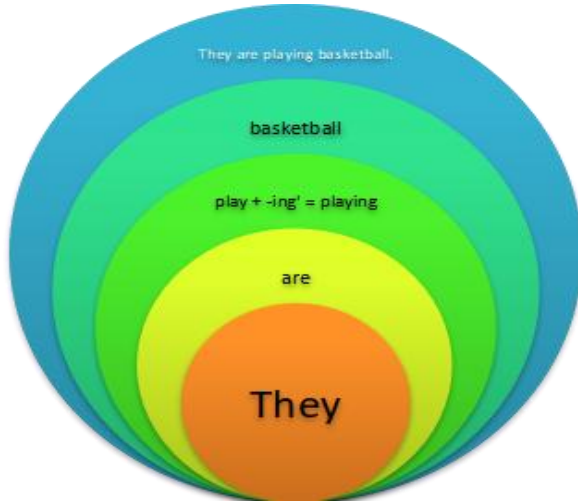


Picture 1: Chart 1

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Picture 2: Chart 2



Picture 3: Chart 3

B. Research ethics

Before the research was conducted

- a) Before I conducted my research, I asked the students whether they want to be the participant of this action research. This is because I had to make sure that the pupils are willing to be the participant of the research. The participant concern is very important because it might affect the outcome of the research. They should know exactly what they are being asked to do, and what the risks are, before they agree to take part.

During the research

- a) During this research, I practised no biasness. I conducted the research fairly and no biasness in my research to ensure the validity of the data and research.
- b) Besides, I also kept the information for confidentiality. I kept my participants' profile confidentially. Any personal information should be confidential.
- c) Other than that I gave no pressure on individuals to participate. If a participant fails to complete and return a questionnaire, I change my method and ask them to continue it later. This happened when some of my participants unable to attend the session together with their friends. I asked them to continue their work after they had finished with the schools' events. It is to ensure that the participants doing their tasks sincerely.

After the research

- a) I collected the data and findings. All the results and data were presented as it is. It is unethical for me to manipulate the data.

- b) Respect the autonomy. After the research, I had to make sure that the data making data is 'anonymous' means removing the contributor's name. I had removed my participants' name to respect their autonomy as well as confidentiality.

C. Data collecting plan

There are several data collection method that I used which are observation, questionnaire, interviews and feedback.

a) Observation

During my action research, I observed the pupils progress. I observed whether they are able to understand and use the present continuous tense correctly. At the end of the session, I gave some tests. Through their performance in their exercise, I observed their answers whether they are accepted or not. If not, then I revised my creative charts and teaching method.

The reason why I use observation to collect my data is because it is way to check for how much time is spent on various activities. Besides, I am able to interpret behaviors, intentions, situations, and events as understood by the pupils. It helps to improve the quality of data collection and interpretation.

I used the technique of obtaining data through direct contact with a person. Besides, I observed them in their natural state as undisturbed as possible. In this action research, I am the participant-observer as I am participating in this action research. Therefore I for this method, I play two roles which are as the observer and as the participant. The researcher participates in the activities of the persons being observed rather than being an observer. I participate as much as possible in the daily life of the subjects while also carefully observing everything. Besides, I as a researcher am seeking to gain what is called an 'emic' perspective or the native's point of view or the insider's perspective.

In addition, I used tests as my tools in observing the participants. The test was given as my early observation or preliminary data to see the problems that my participants had in learning present continuous tense. Then, I observed them in during the first cycle where they are using creative charts. From there, I observed their behaviour as well as their performance in creating sentences using present continuous tense with the help of the creative charts. After that, I used test as my tools to observe their performance whether they showed improvement or not. Then, I used photos to look at their works and kept it in my file as reference to indicate their improvements.

b) Interviews

For this method, I interviewed the pupils to check on the participants' ability and background. I am using the interview method to elicit certain information that is needed for the action research. In this research I only use two types of interview which is unstructured interview.

i) Unstructured

Unstructured interviews are an extremely useful method for developing an understanding of an as-of-yet not fully understood or appreciated culture, experience, or setting. Unstructured interviews allow me to focus the participants' talk on a particular topic of interest, and gave me the opportunity to test out his or her preliminary understanding, while still allowing for ample opportunity

for new ways of seeing and understanding to develop. Besides, the interviews can be an important preliminary step toward the development of more structured interview. Besides, I used unstructured interview to find out their interest and their learning styles. Through this interview, I found the reasons on why the participants had difficulty in learning present continuous. The reasons had been stated in my issue of concern above. Besides, from the unstructured interview, I form questions for my second type of interview which was structured interview.

ii) interview

Here, I gave the participants questions. It was an open-ended type of questions where the participants gave various answers based on their own understanding. The questions given were in written form. From the answers given, I was able to find out their interest as well as their preference. The findings were shown in Table 3 in chapter 4 of this report.

c) Feedback from the pupils

Another data collection method that I used is feedback. I used the feedback from the participants and as my data to compare and see the results of using creative charts to improve students' learning of present continuous tense. From the feedback, I know whether the method used is suitable or not. The feedback before the session given will be compared to the feedback given after the session ended. From here, I make comparisons whether is there any changes or not. Other than that, I used questionnaire to collect the data. It helps me to know the pupils' thought on the activity conducted. There are several things that I did when I do the questionnaire.

The feedback forms from the participants can be found in the appendixes. I used three types of items to carry out this data collection method which are:

- a) Opened-closed forms
- b) Scaled item
- c) Ranked item

For open-ended forms, it was used to reflect on my research. Here the participants gave their opinions on the strengths, weaknesses and suggestions for this research. It helped me to reflect on my teaching method as well as indicates how creative charts help the participants' in learning of present continuous tense. As for scaled item, I gave it to the participants before I started my cycle. This helped me in my initial data. Another type of feedback that I used was ranked item. The participants ranked each statement after the session was over. From the ranking given, I am able to look at the effectiveness in using creative charts whether they like it or not. All the forms are put in the appendix section.

IV. DATA ANALYSIS AND INTERPRETATION

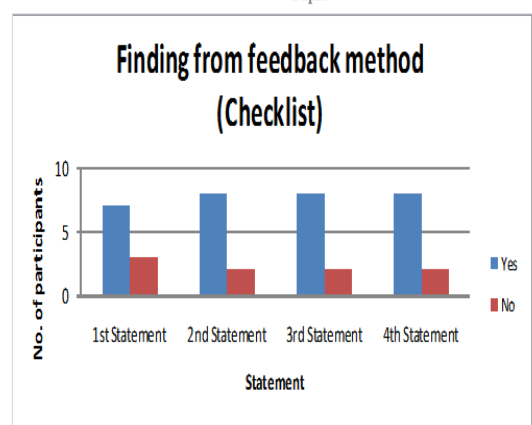
A. Findings (Data Collection Procedures and Presentation of Data)

First, I gave set of statement to the participants regarding their interest in learning English subject. The results from the feedback are as follows:

Checklist:

Table 2: Shows number of participants that agree or disagree with the statements given

Checklist	Yes	No
Statement 1 I have learnt using creative charts before.	7	3
Statement 2 We used creative charts in English lesson	8	2
Statement 3 We are using other materials other than textbook in English class	8	2
Statement 4 I like colourful materials	8	2



Graph 1: Shows the answer given by the participants

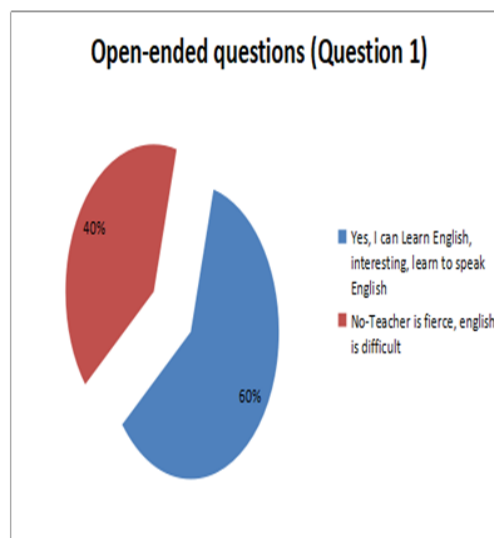
The results from the interviews are as follow:

Open-ended question:

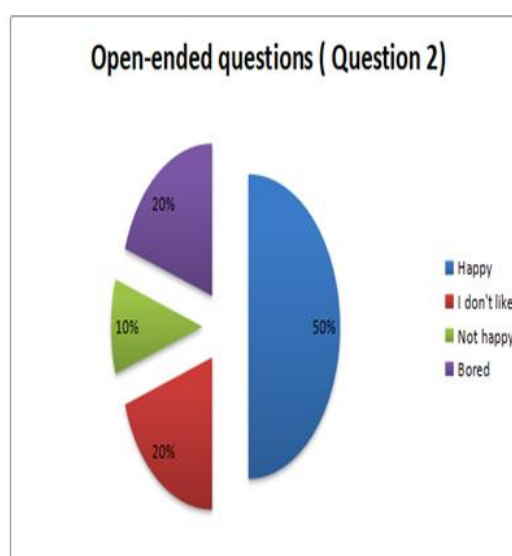
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Table 3: Shows the answer given by the participants before I conducted the cycle

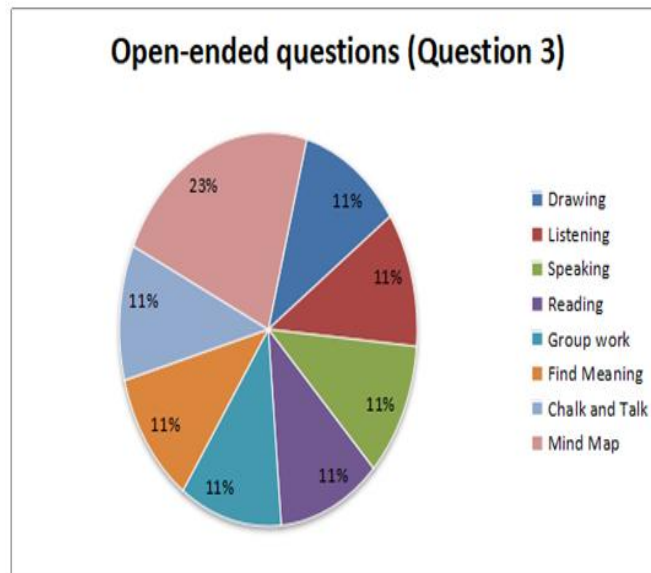
Questions	Answer
Question 1 Do you like English subject? Why?	Yes-6; reasons: I can learn and speak English, it is interesting, it is fun and I can speak English No-4; reasons: The teacher is very fierce, English is difficult
Question 2 How do you feel when you learn English subject in the class?	Happy: 5 participants I don't like it: 2 participants Not happy: 1 participant Bored: 2 participants
Question 3 What kind of learning style that you prefer?	Drawing, Find meaning, Reading, Writing, Chalk & Talk, Listening, Group work, speaking and use mind map



Pie 1: Shows participants' interest



Pie 2: Results of participants' interest in learning English



Pie 3: Learning Style that the participants' preferred

The second step that I take after giving them questions is giving the participants an exercise as my initial data for my early observation on present continuous tense. The results are shown in Table 4.

Early observation (Initial Data)

Table 4: Result of the participants for the early observation before starting the cycle.

Participants	Number of correct answers	Score (%)
A	1/6	17
B	0/6	0
C	2/6	33
D	0/6	0
E	2/6	33
F	0/6	0
G	0/6	0
H	0/6	0
I	0/6	0
J	0/6	0

After the collection of my initial data, I started my first cycle. I introduced the creative charts using ICT which is laptop and how they can use it using. I provide colour papers and crayons to the participants and they create their own creative charts. Figures 3 show some of the creative charts produced by the participants.

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Figure 3: The pictures show some creative charts produced by the participants.
The next step that I did is observing the participants.



Figure 4: Shows the process in creating the charts

After the participants had finished creating their charts, I gave them a small test to see their understanding and improvement in learning present continuous tense. The result of the first cycle is shown in Table 5.

Result from the first cycle

Table 5: Results after conducting the first cycle

Participants	Number of correct answers	Score (%)
A	3/7	43
B	3/7	43
C	4/7	57
D	6/7	86
E	3/7	43
F	0/7	0
G	0/7	0
H	0/7	0
I	4/7	57
J	0/7	0

For the second cycle, I add on pictures so that the participants get a clearer view on using present continuous tense in a sentence. I gave them pictures of one people or more than one people.

It minimize their confusion on the use of the auxiliary verb 'is' and 'are' in writing sentences using present continuous tense. Here are the processes of the pupils in creating their creative charts in learning present continuous tense in the second cycle.

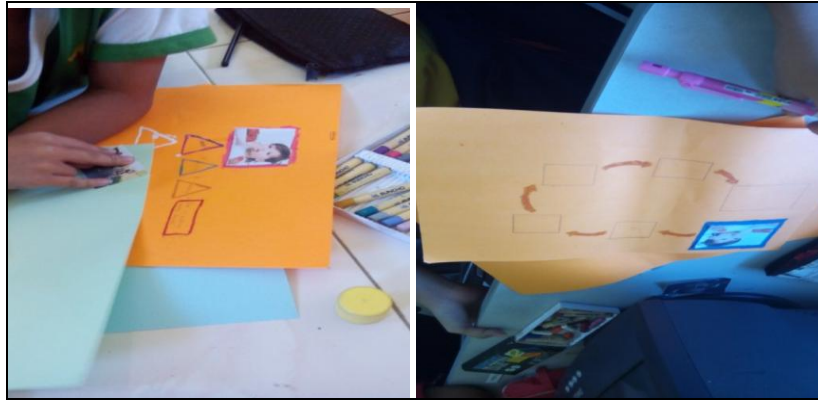


Figure 5: Some of the participants are creating their present continuous chart using pictures.



Figure 6: Some of the participants' works

After they had done with their charts, I gave them another small test where they had to fill in the blanks using correct present continuous tense. The result is shown in Table 6.

Table 6: Result of the test after second cycle

Participants	Number of correct answers	Score (%)
A	11/11	100
B	10/11	91
C	7/11	64
D	10/11	91
E	11/11	100
F	11/11	100
G	11/11	100
H	11/11	100
I	7/11	64
J	11/11	100

Result of second cycle

After that, I interviewed the participants. I asked them whether they like to learn in this way or they prefer the other ways. Next, I carried out the third cycle to reconfirm the data that I have collected. In my third cycle, I put them in group where they had to work as pairs. Here are the pictures of the activity that they had done.

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Figure 7: Some of the participants' works in the third cycle.

Table 7: The scaled that had been given by the participants

Statement	Indicators
I like using charts in learning present continuous tense	Slightly agree: 2 participants Agree: 3 participants Strongly agree: 5 participants
I am able to understand how to use present continuous tense in writing sentences	Slightly agree: 3 participants Agree: 5 participants Strongly agree: 2 participants
Creative charts help me to improve my understanding in learning present continuous tense.	Slightly agree: 1 participant Agree: 5 participants Strongly agree: 4 participants
Using creative charts is fun and meaningful	Slightly agree: 1 participant Agree: 4 participant Strongly agree: 5 participant

After the third session ended, I gave some feedback form to the participants. The results from the feedback are shown in Table 7.

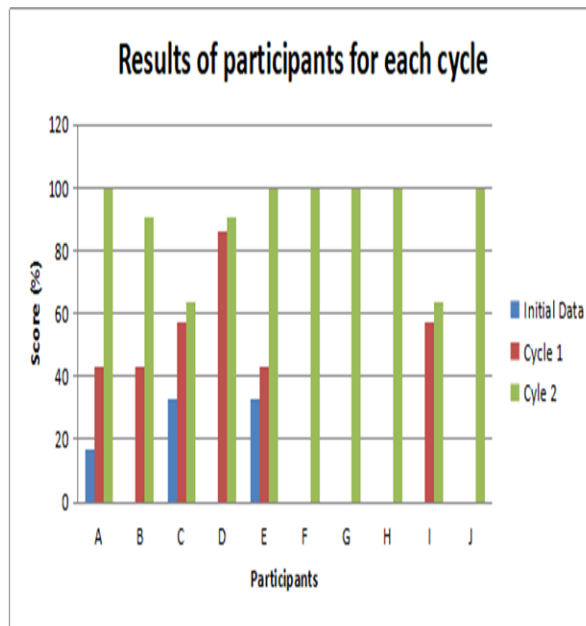
Table 8: Summary of the feedback given by the participants.

Strength	Weaknesses	Suggestions
Most of the participants answer because it is colourful and fun.	One participant points out the time taken is quite long.	Some participants suggest inculcating the usage of ICT in creating the charts to make it easier and saving time.

Summary of the findings

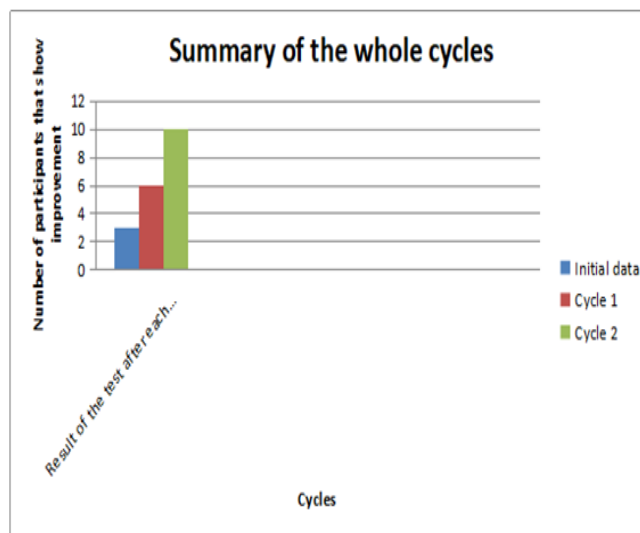
Table 9: The summary of the three tests

Participants	Early observation (%)	First Cycle (%)	Second Cycle (%)
A	17	43	100
B	0	43	91
C	33	57	64
D	0	86	91
E	33	43	100
F	0	0	100
G	0	0	100
H	0	0	100
I	0	57	64
J	0	0	100



Graph 2: Result of participants for each cycle

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Graph 3: Summary of the result for each cycle.

B. Analysis and Interpretation

From the initial data collected, I know the participants' interest in learning English subject. Most of them like English subject and based on the checklist above, most of the participants have been introduced to charts by their subject teacher. The initial data shows that participants have the experiences using creative charts which lead them to understand how to use it in my research. Therefore, the participants are able to create their own creative charts without any difficulties.

Other than that, from the early observation test that I have collected, I found out that 7 participants did not know how to use and write present continuous tense in a correct form. Only three participants are able to get at least one correct answer. It shows that the pupils are having problems in learning of present continuous tense. Here are some of the participants' answers.

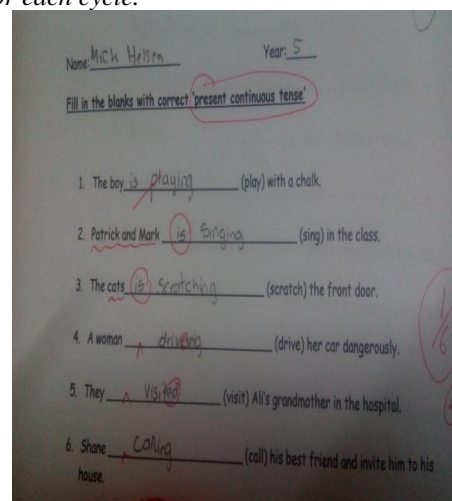


Figure 8: Some of the participants' answers.

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From the data collected that I have observed, I try to use my first method in the first cycle which is using colour papers in creating the creative charts and write present continuous tense in it.

Based on the result of the test shown in Table 5, 6 participants showed improvement compare to their preliminary data that had been conducted earlier. However, 4 participants gave all wrong answers during the small test. Therefore, from the observation, feedback and interviewed that I have conducted, I make some amendments in my strategy. I look at their preference in learning where some of them like to listen to the music and draw. Since the result of the first cycle was not showed much improvement, I change the strategy and use pictures, drawing their own creative charts while listening to the music. Thus, it did affect my teaching method in helping the participants.

In cycle 2, I change the strategy that I used by adding pictures to the charts. Based on my observation, I found out that the participants were able to understand and get a clearer view whether to use auxiliary verb 'is' or 'are' after the amendments were made. Indirectly, they know how to create present continuous tense using singular and plural subject. The results showed in Table 9 shows a drastic improvement where the participants are able to get more than half correct answers. Some of the participants showed a drastic improvement such as participant F, G, H, and J. In the first cycle these participants wrote the wrong answers for the entire sentences given. However, in the second cycle, they were able to give all correct answers. This shows that the strategy that I amended is able to help them and reduce their confusion in learning present continuous tense using effective charts. Thus, it also helps to improve my teaching and learning method where I can add pictures to enhance participants' understanding.

Besides, I have got some information from the interview session. Most of them like to use creative charts however some of them prefer to use other ways because it takes time for them to create their own creative charts. I also asked them after using the charts, did they find that present continuous tense is easy to learn and all of them agree to it. This shows that the participants are having fun in learning using effective creative charts. In the last cycle, participants are able to create their own charts with their pairs as shown in Figure 5. In summary, the graphs showed a positive improvement by the participants after using creative charts in learning present continuous tense. Besides, throughout the process I changed my strategy in using creative charts by asking the participants to create their own, work in group and also use pictures to enhance their understanding. Thus, it helps to improve my teaching and learning skills.

V. CONCLUSION

The results showed improvement made by the participants. It is shown in the graphs and tables above. The creative charts effect participants' learning of continuous tense as they are able to write correct present continuous tense's sentences by using creative charts. It enhances and acts as a stimulus for them to understand the usage of present continuous tense. Besides, it also affects and improves my teaching and learning strategies because for each cycles, I changed the strategy used and amended the charts. Thus, the issue can be solved when the participants are using stimulus

or medium such as creative charts to help them to understand and learn present continuous tense. Apart from that, from the method that I used, I would like to conclude that it indicates that the participants are interested to learn present continuous tense using creative charts because it is interesting. It helps them to reduce their confusion.

A. Limitation

The limitation that I encounter during my research is that, time taken for each cycle is too long. Based on the feedback that I have gotten, some of the participants wrote that it takes time for them to create their own creative charts. Besides, time constraint is another limitation where I have to conduct and collect data within 1 week time frame. It is not easy to gather the data as it might cause some mislead findings. Besides, I had problems in gathering the participants together due to their practise for their upcoming events in school. Some of the participants need to leave the session early or unable to join the session together with their friends. Therefore, I had to conduct the session with them at other times alone. It had to be

B. Recommendation

For further research, I would like to recommend that the researcher can do an action research on using creative charts to improve students' learning of past continuous tense. This is because students are always confused on when to use past tense and when they can use present tense. Therefore, after using creative charts for present continuous tense, it is good to carry out the research on past continuous tense to see the effectiveness of creative charts.

C. Reflection

The action research would be better if I can implement the usage of ICT in carrying out the action research. I only used ICT to introduce the charts to them. However, it will be much better if the participants themselves can create their own charts using computer. It is will easier, and the time management will be better. It does not require a lot of time as the creative charts is there.

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First Author

Esther Anatasia anak Kaleman is a Master Degree Student in TESL education. She has her degree in TESL and she has been working as a teacher in a rural primary school for 3-4 years.

Second Author

Dr Parilah Mohd Shah is lecturer in Malaysia National University (Universiti Kebangsaan Malaysia). She has done a lot of research papers along her career especially in English Education and Education as overall.