

The Development of Ideas for Writing the Introduction of An Argumentative Essay by Using The 'Idea-Reality-Action-Now' (IRAN) Technique among Non-Native Speakers in Sarikei District, Sarawak

Carolina Kiong

Sekolah Menengah Antarabangsa Regent, Bukit Jalil

Email: carolina6066@gmail.com

Rozita Radhiah Said

Faculty of Educational Studies Universiti Putra Malaysia

Email: radhiahrozita@upm.edu.my

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Abstract

The Secondary School Standard Curriculum (KSSM) has outlined that every student must be proficient in writing skills. The analysis report of *Sijil Pelajaran Malaysia* (SPM) in 2020 shows that 6.1% of the 381,129 total students who sat for the exam failed the Malay language subject. Due to that results, the researchers have developed the IRAN Technique to help students generate ideas and build grammatical sentences in writing the introductory part of an argumentative essay. The IRAN technique is one of the thinking tools that combines cognitive management tools and a mind map to make it easier for students to learn the skills of writing unformatted essays. This qualitative study was conducted by analyzing documents and questionnaires to explore the use of the IRAN Technique when writing introductions and the construction of grammatical sentences in argumentative essays of medium-achieving students. The construction of the IRAN Technique is based on Behaviorism Learning Theory and adapts the Operant Conditioning Theory to ensure that the technique created can help students write the introductory part of an argumentative essay. This study involved two form four students from a secondary school in Sarikei District, Sarawak. The participants in this study were selected based on the purposive sampling method by selecting students with average performance who scored 50% and below in Paper 1 during the exam and were classified as middle-class students. Data collection was carried out with the IRAN Technique Template and analyzed in detail to investigate the use of the IRAN Technique to generate ideas and grammatical sentences in the introduction of argumentative essays. The findings from this research indicated that the IRAN Technique can enhance the introduction of a student's argumentative essay in a manner that strengthens the way ideas are processed and the construction of grammatical sentences.

Keywords: IRAN Technique, Generating Ideas, Grammatical Sentences, Essay Introduction Writing, Argumentative Essay.

Introduction

Secondary School Standard Curriculum (KSSM) in the Malay language has emphasized the importance of improving writing skills. For the upper secondary level, writing skills must be accomplished by students to convey information and generate ideas using appropriate language in the form of writing. Proficiency in writing skills is based on the student's ability to write opinions, write in various forms of genres, criticize and analyze language errors with grammatical sentences, also write with legible and clear writing at a coherent, detailed, and exemplary level according to DSKP, KSSM 2018. Previous studies are more focused on writing skills strategies by using various thinking tools such as mind maps, i-Think maps, flow charts, and others. The approach to writing the essay introduction, unfortunately, has received less attention in earlier studies. The ability to write an essay introduction is very essential to attract the reader to the answer that will be discussed in the whole essay. The IRAN Technique was developed in this study to assist students with developing ideas because some of them perform moderately and find it challenging to begin a sentence when writing the introduction to an essay. Chung et.al (2017) explained that the use of techniques in the teaching of Malay language teachers is very important to achieve learning objectives. Therefore, Malay language teachers need to be creative to construct techniques for writing skills teaching to make it easier for weak students to improve their language skills compared to other excellent students. Therefore, this study will explore the use of the "Idea-Reality-Action-Now" (**IRAN**) technique in the writing introduction of argumentative essays and grammatical sentences of form four students, especially students with moderate achievement. The **IRAN** technique is a thinking tool to build grammatical sentences and help students to generate ideas when writing the introduction of an unformatted essay during the examination.

Problem Statement

Writing an essay requires the highest level of language proficiency, especially for high school students, and requires complex cognitive skills in the generation of ideas. The ability to write a good essay is influenced by a variety of skilled essay writing techniques, including attitude, experience, and talent. Based on the achievement of Sijil Pelajaran Malaysia (SPM) in 2020, data obtained from the *Laporan Analisis Keputusan Peperiksaan Sijil Pelajaran Malaysia 2020*, the percentage of Average Subject Grade (GPMP) showed a declining result of 4.07 for the year 2019 to 4.20 in 2020. The reduction in the GPMP percentage explains that some students fail to achieve satisfactory results in the Malay subject. This raised concern among educators, parents, and the ministry. This statement shows that there are still many students who face difficulties in the aspect of writing which causes the achievement in writing skills to be less than satisfactory level. The challenge that Malay teachers often face when teaching writing is that students cannot generate ideas to start the process of writing an introductory paragraph, thus it takes a long time. This statement is supported by the research findings of Zanariah (2011) stated that students have difficulties when constructing sentences due to limited idea-generating skills resulting in unattractive, ungrammatical essays, use of limited vocabulary, and grammatical errors. Students only write to fulfill the instructions of the exam questions that require students to answer the question. Students get stuck when writing an introduction to an essay, causing boring, uncreative, and quality essay writing (Aisyah, 2016). In addition, students also find it difficult to process grammatical sentences to analyze and generate ideas

based on the title presented in the essay question. This is because students are unable to find out and analyze the requirements of the question and then causes the writing of the essay to be disorganized and not focus on the topic that they want to discuss.

Research Objective

1. To explore the use of the IRAN technique in generating ideas in the introduction of argumentative essays among form four students in Sarikei District, Sarawak.
2. To investigate the use of IRAN technique to write grammatical sentences among form four students in Sarikei District, Sarawak.

Research Question

1. How the use of the IRAN technique assists to generate ideas in writing the introduction of an argumentative essay among Form Four students in Sarikei District, Sarawak?
2. What is result of using the IRAN technique to write grammatical sentences among Form Four students in Sarikei District, Sarawak?

Research Limitation

This qualitative research was carried out by document analysis which focuses on five scripts essay written by non-native speaking students which a junior high school in one of the schools in Sarikei District, Sarawak. The analysis only focuses on the aspect of writing the introduction of an argumentative essay for the essay title that the students have learnt.

Literature Review

Malay Language Essay Writing Skills

The most challenging language skills for students to learn and teachers to teach are writing skills (Zanariah et.al., 2011). This is because students must be able to express ideas in various writing styles using complete, grammatical words and sentences, appropriate punctuation, and an accurate spelling system. Although the terms writing skills and composing skills are alternately used in Malay language instruction, they have similar purposes and equivalent meanings. According to linguist Za'ba (2002), the skill of composing is the arrangement of sentences and the function of words to form meaningful and understandable sentences to describe something. Additionally, composing involves the act of conveying an idea or story through the correct arrangement of words and sentences that are linked to describe something so that it can be conveyed smoothly to the reader (Za'ba, 1965). Nee et.al (2021) widened this perspective by stating that composing is the act of expressing ideas eloquently and accurately to ensure the reader will understand every idea that is expressed in the essay. Furthermore, the Secondary School Standard Curriculum (KSSM) put a lot of emphasis on writing skills as soon as it was implemented. In the Form 4 Malay Language Curriculum and Assessment Standard Document (DSKP), learning standard 3.4.1 outlines that students must master the skills of writing various types of introductions that fit the theme using appropriate language and grammar. This means that students must be able to understand the requirements of the question and master basic writing skills to be able to produce a complete and correct piece of writing. Writing skills also involve the ability to generate ideas, good vocabulary, and grammar through spelling, punctuation, and the use of grammatical sentences. Composing skills also involve oral skills and reading skills. This statement is in line with the opinion of Zamri (2014); Habsah et.al (2018) that failure to comprehend oral skills and reading skills causes difficulty in transferring information in written form. While writing a

person will translate graphic symbols based on a speech to form meaningful words to create information perceived by the reader.

Issues in the Teaching of Writing Introduction to Malay Language Essays

A teacher who teaches Malay education is more sensitive to weaknesses in processing grammatical sentences while writing. Among the issues that students often face when writing is the inefficiency of writing the introductory part so the construction of the sentence structure differs from the requirements of the question. This is due to the limitations of ideas related to the essay title so it affects the formation of a good essay. This statement is supported by Zuraini (2014) who stated that the characteristics of introductions are not satisfactory due to non-uniformity and lack of connection between the title and the introduction section. In addition, Aisyah et.al (2016) stated that some students face difficulties writing introductions because they do not have good language skills. This situation happened due to a lack of confidence in writing a complete paragraph, confusing the constructed sentence. This statement is also supported in the study of Mahzan et.al (2014) stated that students write parts of essays with short and simple sentences, causing the writing of the introduction part to be unrelated to the requirements of the title. Therefore, the teacher should create a suitable technique to write the introductory part so that it can be practiced and applied during learning activities.

According to Nadzrah (2011), the problem that most students in secondary school often face is difficulty in expressing ideas and knowledge when writing introductions. The main reason for the failure of students to be good at writing essays is due to the limitations of ideas that are relevant to the essay title. Even Habsah (2018) expressed that the result of confusion in writing essays such as incorrect sentence construction. On the other hand, from a pedagogical point of view, Malay teachers often use traditional teaching approaches during the learning session. Yahya (2017) also stated that students only rely on notes, explanations, copying from essay examples, and introductory sections that are frequently prepared by teachers without being exposed to concepts or processing information independently. According to Rohaida et.al (2015), using traditional teaching methods such as 'chalk and talk' to teach writing skills makes students less interested in expressing their ideas and makes them rely on the teacher for guidance.

Issues in Writing Introduction for Argumentative Essay

An argumentative essay is an essay that reinforces the facts of a statement or evaluates evidence in writing. Marzni (2018) explained that writing an argumentative essay requires proposals, evidence, arguments, views, and the ability of the correct vocabulary to be expressed in the form of a detailed excerpt to gain the reader's support for the ideas, thoughts, or questions raised. In addition, the procedure for writing an argumentative essay involves students' ability to express their ideas and opinions personally. Thus, students often face difficulties when writing argumentative essays. The teacher's ability to assist students in writing the introduction paragraph of an argumentative essay becomes a restraint when writing the introduction paragraph. According to Ghazali (2016), writing an argumentative essay is difficult for students to accomplish since it requires them to have a broad vocabulary, appropriate grammatical usage, and precise discourse markers. This is because writing an argumentative essay requires a detailed description of facts, evidence, and examples as well as the proper use of spelling, punctuation, sentence structure, and language style to give an

opinion on the requirements of the question in detail by including real examples and evidence to support opinions and views that will be expressed. This claim is supported by a study by Marzni (2018) as an argumentative essay is a type of text in which the author articulates a viewpoint on a subject and urges the reader to act appropriately after reading the essay.

Techniques for Teaching Malay Essay Writing Skills

A study conducted by Habsah et.al (2018) on 150 form 4 students in Daro District, Sarawak regarding the use of strategies in students' writing skills. This study revealed that there are significant differences in the strategies used by high school students when writing, which is crucial for producing high-quality writing results. This means that teachers should practice various types of writing strategies to stimulate students' abilities when processing and constructing sentences. Teachers can apply the use of thinking tools such as mind maps, thought maps, circle maps, and others to help improve students' writing abilities instead of just using existing and teacher-centered teaching methods. According to Rozana et.al (2020), excellent students frequently use writing strategies compared to students with average and poor performance from the study of 234 form four Chinese and Indian students in Hulu Langat, Selangor. Therefore, it is highly expected that students practice a variety of learning strategies when writing essays to generate ideas, construct grammatical sentences, and be able to write a complete essay paragraph. Students' abilities and proficiency in writing skills can be improved if the teacher's teaching and learning process is fun and creative. Teachers should determine and apply various strategies that can improve students' thinking ability while writing. A study conducted by Anthony Akup et.al (2017) on 20 form six students to investigate the use of the i-Think thinking tool in writing unformatted essays, showed that students easily practiced the skills of writing unformatted essays with the help of thinking tools. This finding shows a positive change among form six students when generating content and processing ideas in completing and writing non-formatted essays. Research conducted by Zamri et. al. (2016) related to the *Strategi Pembelajaran Bahasa Melayu (SPBM)* for form four students who are Chinese in Muar District, Johor showed a change in positive attitudes towards the strategy used. This shows that non-native students can easily acquire language skills if they are assisted by various teaching and learning techniques or strategies. Students will be actively involved in teaching and learning sessions if teachers diversify teaching patterns in the classroom, especially when teaching writing skills. Likewise, the study of Yahya (2012) showing the effectiveness of the mind map technique in writing argumentative essays can help in planning what to write and train students to draft the content of essays that have a connection to ideas and can even produce effective writing. This is supported by Chze (2009) who declared that this technique can improve students' writing and process the content of the essay easily.

The Suitability of Operant Conditioning Theory B.F. Skinner with IRAN Technique

Operant Conditioning Theory was founded by Burrhus Frederic Skinner in 1953. He holds a Doctorate Degree (Ph.D.) from Harvard University. He is an expert in the field of psychology. In his published book entitled *Behavior of Organisms*, he explained the principles of operant conditioning. Operant conditioning theory explained that every response that occurs is influenced by the environment. Reinforcement is a key concept in operant conditioning. Positive reinforcement will be repeated by students to get high marks in composing work. In the context of this study, the success of the research participants in writing a complete argumentative essay introduction is in line with Skinner's theory where reinforcement is the

main principle to see the effectiveness of this IRAN Technique. The effectiveness of the IRAN Technique cannot be assessed without the use of reinforcement exercises by the research participants, and the researcher cannot rectify the study participants' writing mistakes if they skipped these exercises. The IRAN technique is implemented based on Behaviorism Theory for 4 weeks by doing reinforcement exercises to provide exposure to building sentences and working on grammatical sentences while writing the introduction of an essay. This is in line with the theory that emphasizes learning techniques based on drills and exercises to give research participants the habit of applying the IRAN Technique to understand the techniques introduced more deeply. Operant Conditioning Theory is very important to be adapted in this study because positive and negative reinforcement should be implemented when carrying out this IRAN Technique. This continuous reinforcement will change the perception and way of writing the introduction of an argumentative essay and even the researcher has changed the behavior of the research participants using stimulus materials such as the IRAN Technique.

Methodology

Research Design

This study uses a qualitative research design. According to Creswell (2007), the selection of a qualitative research design must be based on the title of the study being categorized as exploratory, the research question explaining the actual situation that occurs and the researcher being able to tell the views of the study participants holistically and comprehensively. Therefore, the researcher chose a qualitative research design to explain the description of a phenomenon in real life descriptively about the student's ability to develop ideas and grammatical sentences while writing the introduction of an argumentative essay. This is because the data collected from the research participants in the real field such as school represents the real situation regarding the views of the study participants and is difficult to explain with numbered data as in quantitative studies (Piew, 2011). The study was conducted using a qualitative study so that the results can explain the changes in grammatical sentence processing and the ability to generate ideas using the IRAN Technique used.

Research Participants

This study has applied the purposive sampling method when selecting study participants. The selection of this purposive sampling method provides specific information and images and coincides with the objective of the study to explain a real phenomenon being studied. According to Creswell (2005), the researcher chose the research participants on purpose and met the criteria that had been set in line with the purpose of the study. This is supported by the view of Lebar (2017), who stated that the purposive sampling method is very appropriate to be chosen by the researcher to provide understanding and specific information about the phenomenon being studied. The researchers have listed some general criteria to qualify research participants to be involved in this study. The following are the criteria that have been set by the researchers

Table 1

The Selection of Research Participants

Criteria for the Selection of Research Participants
<ul style="list-style-type: none"> • Can read and write • Have difficulty to generate ideas when writing an essay introduction; • Have difficulty to construct grammatical sentences; • Write a short sentence for the introduction of the essay; • The arrangement of the introductory sentence is not related to the requirements of the question; • Scored less than 50/100 in Paper 2 during the middle school examination; • Being in the group of students with average performance.

According to Merriam (1991), purposive sampling contains 'criterion-based sampling' which means the researcher lists several criteria that must be set before selecting study participants. Therefore, the selection of research participants by the researchers consisted of upper secondary students who are form four from secondary schools in Sarikei district, Sarawak. The selection of students of this level coincides with the criteria that have been set by the researcher and have extensive experience and knowledge in writing non-formatted essays, which are argumentative essays to answer the questions and objectives that have been set. This statement is supported by the study of Ghazali et.al (2016) who stated that there are no specific conditions in the selection of the study sample size as long as it consists of a small sample number of between 1 to 7 study participants is sufficient in a research.

Research Instrument

The research instrument is defined as the method used by the researcher to obtain data from various research data sources. According to Lebar (2017), researchers involve themselves directly in the study as the main instrument to experience the real situation together with the study participants. The research instrument used by the researchers in this study is a set of argumentative essay questions on the theme of the environment and the IRAN Technique template to obtain research findings. This argumentative essay question has been designed by the researcher, but the questions constructed is based on the standard of test questions in the exam. This instrument is expected to provide accurate data as desired by the researcher.

IRAN Technique ("IDEA-REALITY-ACTION-NOW")

The IRAN Technical Template explains that each acronym contains its elements. Idea (**I**) can consist of definitions, current issues related to the topic, past events, and also the writer's opinion related to the topic. Whereas, Reality (**R**) can consist of the current statistics of a topic, the experiences experienced by the writer, and also evidence that can support the topic. Action (**A**) is a positive and negative response about a topic that consists of consequences and effects on oneself, society, and the country as well as some example sentences to support the facts. Now (**N**) is a hope and also a suggestion for improvement on the topic. When constructing a sentence using the IRAN technique, the research participants can select each aspect of each acronym and combine them into one complete paragraph. For example, the respondents chose a definition for Idea (**I**), evidence for Reality (**R**), effect for Action (**A**), and hope for Now (**N**).

Table 3.3
 The procedure to apply IRAN Technique

Sentence 1	Sentence 2	Sentence 3	Sentence 4
I (Idea)	R (Reality)	A (Action)	N (Now)
Sentences construction consist of: - Definition - Current issues - Opinion	Sentences construction consist of: - Statistic - Evidence - Reality	Sentences construction consist of: - Consequences - Effect (Individual/Community/Country)	Sentences construction consist of: - Hope - Suggestion - Dream

After understanding the use of the **IRAN** Technique, the researcher began to provide training with questions that had been designed by the researcher in the second week by using the **IRAN** Technique Template below.

Penulisan Pendahuluan Karangan Argumentatif
TEKNIK IRAN

Tajuk Karangan:

IDEA (I): Definisi, Isi semasa, Pendapat I: AYAT 1	REALITY (R): Statistik, Bukti, Realiti R: AYAT 2	ACTION (A): Akibat/Kesan: Diri, Masyarakat, Negara A: AYAT 3	NOW (N): Harapan, Impian, Cadangan N: AYAT 4

PENDAHULUAN LENGKAP:

Figure 3.4: The template of **IRAN** Technique

Validity and Reliability

To ensure the reliability of this study, several approaches have been used namely; prioritizing ethical issues by obtaining permission to conduct the study from the relevant parties, keeping the identity of the study participants and study location confidential; explaining the assumptions and justification of the use of the chosen theory; developing a complete and comprehensive data file on the study participants, as well as listing in detail the research methods, data analysis procedures, and the report writing process (refer Table 2).

Table 2
Strategies to Determine Validity and Reliability

Type of test	Strategy	Research level
Validity Construct	Through data collection methods: Expert verification and document analysis.	<ul style="list-style-type: none"> • Research design • Collection of information
Internal Validity	<ul style="list-style-type: none"> • Information review process with research participants • Make long-term observations 	<ul style="list-style-type: none"> • Collection of information
Reliability	<ul style="list-style-type: none"> • Explain the theory • Prioritize ethical issues • Develop complete data for each respondents • Provide a network of audits 	<ul style="list-style-type: none"> • Research design • Collection of information • Report writing

Research Findings

Objective 1

To explore the use of the IRAN technique in generating ideas for the introduction of argumentative essays among form four students in Sarikei District, Sarawak.

The researcher's findings based on the first week of writing the introduction using the IRAN technique on November 5, 2022, and compared with the results of writing after the fourth week conducted on November 26, 2022, as shown in Figure 1 (a) and Figure 1 (b) below:

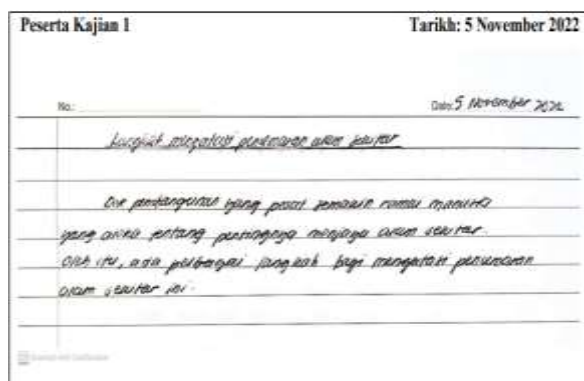


Figure 1(a): PK1 Introduction Writing

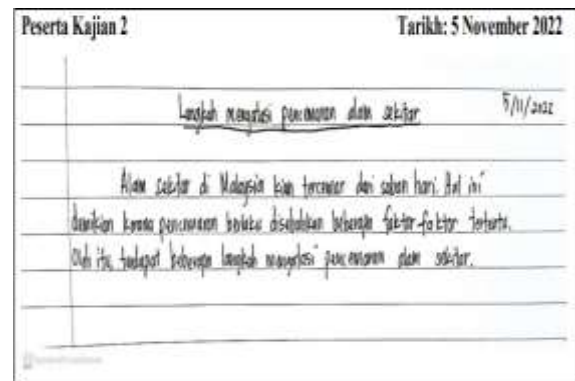


Figure 1(b): PK2 Introduction Writing

Figure 1(a) shows the results of introduction writing PK1 in the first week. The preliminary writing in the first week is based on the ability to process the existing ideas of the participant without being influenced by any writing technique. The writing results showed PK1's weakness in constructing sentences and processing limited ideas. From the aspect of language style, the researchers found that the participant used less varied language, and there were grammatical errors. Figure 1(b) shows the results of the introduction writing of PK2 in the first week. The researchers found that the use of words was quite limited, causing the study participant to construct short sentences. This demonstrates that both participants have difficulty generating ideas for writing sentences and are prone to make simple grammatical errors.

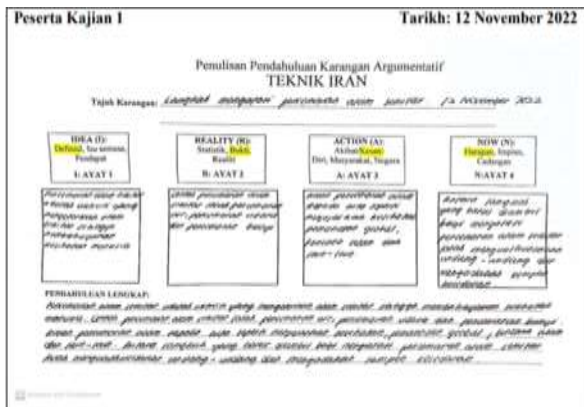


Figure 2(a): PK1 Introduction Writing



Figure 2(b): PK2 Introduction Writing

Figure 2(a) above shows the results of writing an argumentative introduction for PK1 after the first introduction of the IRAN Technique in the second week. Thus, PK1 could not apply the IRAN Technique as the researchers noticed mistakes in the construction of ideas for sentences that represent the acronyms R (Evidence) and N (Hope). The construction of the given ideas and sentences do not match and are not accurate, PK1 should explain the sentence for hope based on the theme and title of the argumentative essay. Figure 2(b) is the result of the introduction writing of the PK2 argumentative essay after the introduction to the IRAN Technique. The researchers found that PK2 has understood the use of the introduced writing techniques. However, the research participants utilized sentences that were only moderately long and minimally developed.

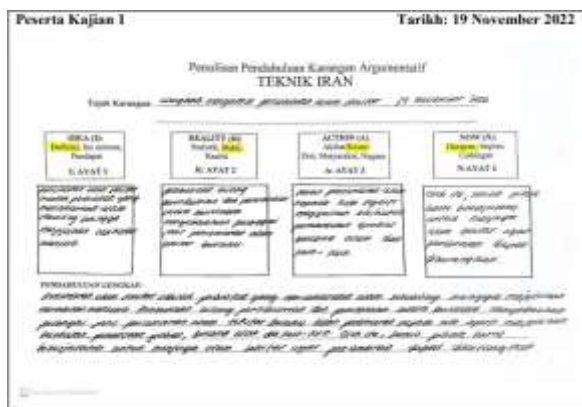
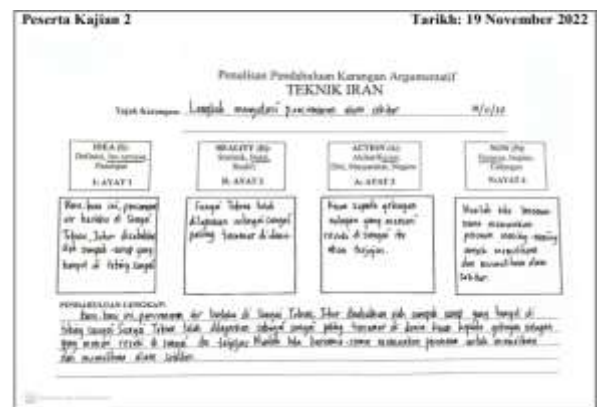


Figure 3(a): PK1 Introduction Writing



Rajah 3(b): PK2 Introduction Writing

Figure 3(a) shows the difference in the preparation of ideas and introductory sentences of the respondents assisted by the use of the IRAN Technique in the third week. Significant changes in terms of sentence arrangement and processing of ideas resulted to be more organized, mature, and rational. Figure 3(b) shows PK2 selected to build an introduction to the essay regarding current issues. The researcher noticed that the elaboration of ideas and the construction of sentences for each acronym were accurate, clear, and appropriate. The results of this writing showed that the respondents have accomplished the IRAN Technique compared to the second week. Based on the findings in the third week,

the researchers found that PK1 and PK2 understood how to use the IRAN Technique and succeeded in generating good ideas from various sentences that represent the acronym.

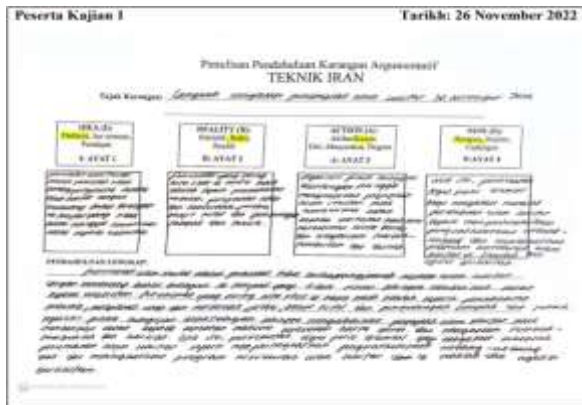


Figure 4(a): PK1 Introduction Writing

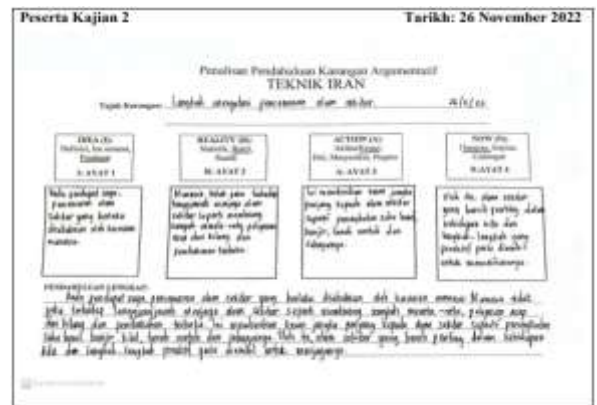


Figure 4(b): PK2 Introduction Writing

Figures 4(a) and 4(b) showed the results of introduction writing of PK1 and PK2 argumentative essays in the fourth week after using the IRAN Technique. PK1 provides correct and accurate definitions accompanied by the use of varied vocabulary. Sentence processing is more structured and uniform. PK2 also successfully mastered the IRAN Technique in building and developing ideas and sentences for writing the introduction to an argumentative essay. Both participants already managed to write a complete and grammatical introductory paragraph by using the IRAN technique which makes it easier to build sentences.

Objective 2

To investigate the use of IRAN technique to write grammatical sentences among form four students in Sarikei District, Sarawak

To answer the second objective, which is how the IRAN Technique is used in writing grammatical sentences, the findings of the study show the results of writing the introduction of an argumentative essay as shown in the diagram below:

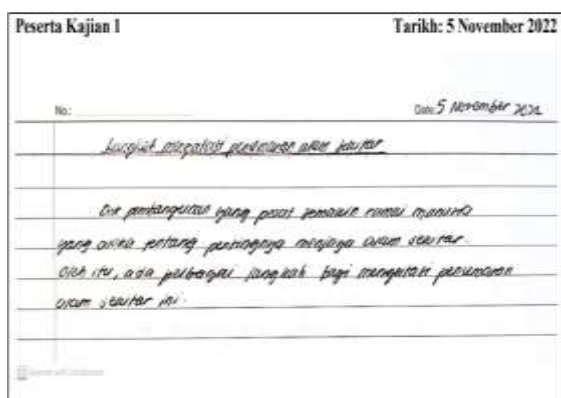


Figure 5(a) shows the results of the preliminary writing of students' argumentative essays before the IRAN Technique was introduced. The results of the researcher's investigation on the preliminary writing of PK1 found that the research participant was able to develop ideas related to the title, but the description of those ideas was lacking in detail. The writing is too simple, consisting of two sentences only, which means the respondent did not develop ideas

to explain the theme in depth. Based on the construction of the second sentence which is (ada pelbagai langkah untuk mengatasi pencemaran alam sekitar ini) shows the error of using (ada) after the use of discourse markers. It should be (Oleh itu, pelbagai langkah) and (ada) should be dropped because it is not appropriate to use in the early of a sentence. This is because the use of the word (ada) should explain the predicate to emphasize something that is to be said. The researcher found that the structure of the second sentence was also not clear and confusing. Research participants should have stated, (Oleh itu, pelbagai langkah proaktif perlu ambil bagi mengatasi pencemaran alam ini). Overall, the researchers found that PK1's vocabulary is very limited, and the sentence structure is less grammatical, incomplete, and unclear construction of the sentences.

After the introduction to the IRAN writing technique, the researchers found the respondents were able to construct long sentence structures as shown in Figure 5(b). Findings showed written sentences aligned with the title and in grammatical sentences. PK1 explained each sentence precisely and clearly. The construction of the first sentence to the fourth sentence shows a change in the processing of ideas and sentences that are more organized, developed, and grammatical. The research participants were seen using a variety of vocabulary as an attraction to the reader and fulfilling the requirements and title of the question.

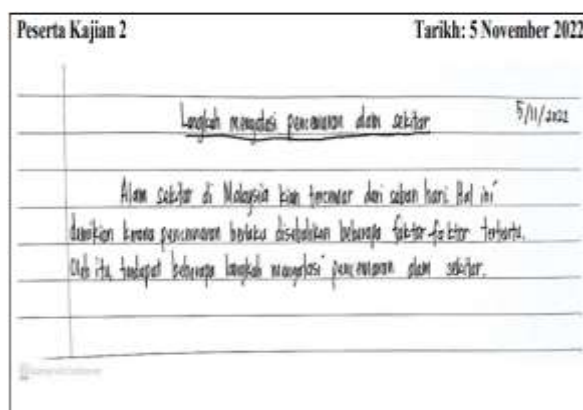


Figure 6(a): PK2 Sentence Order before Using IRAN Technique

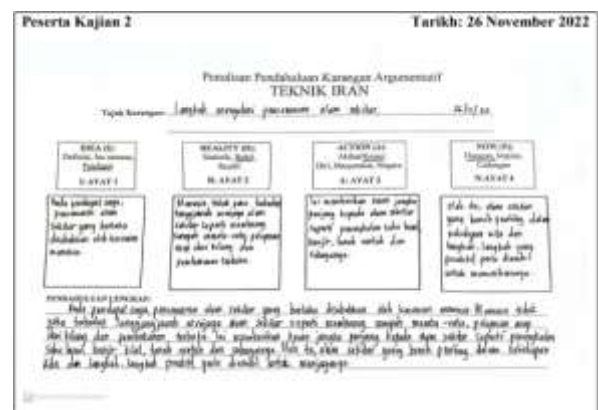


Figure 6(b): PK2 Sentence Order after Using IRAN Technique

According to the research results shown in Figure 6(a), the writing in the introduction is too simple, and the sentence structure is also not quite grammatical. Research participants made mistakes in the construction of sentences consisting of subjects and predicates, causing sentences to be incomplete. This mistake can be seen in the second sentence (Hal ini demikian kerana) where the construction of this sentence does not meet the construction of the phrase based on the four types of sentence patterns in the Malay language. Failure to fulfill these four sentence patterns causes the sentence to be constructed depending on its nature. The word (demikian) is an adverb while the word (kerana) is a conjunction where neither can function as a phrase in a predicate. The correct use should add verbs or adjectives to form a perfect and grammatical sentence, for example, (Hal ini dikatakan demikian kerana). Study participants also made mistakes using the double word (beberapa faktor-faktor). Research participants should use the word (faktor-faktor) because it has explained many. However, if the word (faktor-faktor) is accompanied by plural words such as some, all, everything, and so on, then the word (faktor) does not need to be repeated or doubled like (beberapa faktor).

For the third sentence, the researchers found that the structure of the constructed sentence is not clear so the meaning of the constructed sentence is difficult to understand.

Figure 6(b) shows the results of processing PK2 ideas and sentences. The researchers found that PK2 had accomplished the IRAN Technique and was able to write complete, interesting, and grammatical introductory sentences. PK2 managed to develop good ideas and sentences that corresponded with the requirements of the title. No phrasal mistakes were made, sentences are built more diversely and can use interesting terms. The findings of the study found that there was a difference in the arrangement and processing of ideas and sentences from the first week to the fourth week. PK2 successfully increased the number of sentences from two sentences to three grammatical sentences.

The overall research findings showed that the respondents were able to use the IRAN Technique in writing the introduction of an argumentative essay. The research participants have mastered the IRAN Technique as a thinking skill tool and have shown improvement in grammatical sentence structure and progress in ideas. As a consequence of this improvement in writing style, the research participants can construct sentences more confidently. Thus, it has helped to address both concerns regarding the investigation of the use of the IRAN Technique in the study participants' preliminary writing.

Discussion and Recommendation

The use of the IRAN Technique in essay writing can trigger ideas and stimulate students to think more critically and creatively. This statement is supported by Aziziee et.al (2018) who stated that the use of thinking tools can help students generate ideas when writing essays. The application of the IRAN Technique in this research has a positive effect on the research participants' ability to write an introduction argumentative essay and on their writing style. This is due to the implementation of the IRAN Technique in creating an engaging argumentative essay introduction, which could facilitate research participants' ability to process ideas and arrange sentences according to the IRAN Technique's steps. The research participants were guided by the IRAN technique to come up with ideas based on each letter of the acronym I-R-A-N. As a result, by using IRAN Technique, the research participants can write an introduction that was complete and consisted of four perfect grammatical sentences. The findings of this IRAN Technique have matched the findings of the research by (Rubiato et. al., 2018). From that research, there is an improvement in the processing of sentences and ideas due to the BoGraf technique in essay writing by students with average performance. The findings of the IRAN Technique are also in line with the findings of the Rohaida et. al (2015) study, showing that the use of thought maps (i-Think) as a thinking tool has changed the style of writing Malay language essays compared to conventional teaching methods. The findings of the study found that students generate more ideas with the help of thought maps and encourage students to practice reasoning skills and think creatively and critically in writing. Yahya et.al (2012) also stated the same research findings for the use of mind maps since it has shown significant effects on constructing sentences and idea processing when writing argumentative essays in secondary school. The results of this study also showed the ability of both study participants to successfully develop ideas, elaborate descriptions and form grammatical sentences in writing the introduction of an argumentative essay with the help of the IRAN Technique. This result is consistent with Mariani et.al (2018) study, which found that using the 'PILI' Technique can help students produce well-structured,

and grammatically correct ideas based on experience gained from their external environment. The improvement in building and processing grammatical sentences with the help of thinking tools while writing the introduction of the essay is similar to the study conducted by Zikri et.al (2019) on the use of thinking tools such as thinking maps during teaching and learning to write. A quasi-experimental study of four form three students found that the thinking map used was very effective in describing and commenting on the content of the essay using more grammatical sentences. This shows that the use of various techniques as a thinking tool will help students to think at a high level when generating ideas while writing and can even improve language skills.

The researchers hope that future research will concentrate on the IRAN Technique for additional non-formatted essays, such as narrative essays, descriptive essays, and others. Further research must be conducted to determine whether the IRAN Technique can be applied to other non-formatted essays since this research only recruits respondents with average performance and got 50 marks on Paper Two in the middle school exam. As a suggestion, further research can focus on low-performing students who scored 30 or below on the same test to see the effectiveness of this IRAN Technique to assist weak students to build grammatical sentences in preliminary writing. This research, only involved two respondents and was based on a qualitative design. Therefore, further studies should be carried out quantitatively to include a larger research population which can provide higher, dense, and better data and reliability.

Conclusion

To sum up, the objectives and research questions suggested by the researchers, which are to explore the use of the IRAN Technique in writing introductions and writing grammatical sentences in the introduction of argumentative essays, have been achieved and answered based on the results of the study obtained. The use of the IRAN Technique has successfully helped both research participants in generating ideas and developing grammatical sentences while writing the introduction of an argumentative essay. The researchers provided support and guidance to the research participants during the four weeks of the study to ensure that they understood how to use the recently introduced IRAN Technique. After using the IRAN Technique template, research participants were able to write the introduction paragraph comprehensively and with correct grammar.

In conclusion, the research participants experienced a positive impact from using the IRAN Technique when writing the essay's introduction. The researchers developed this technique to help Malay language teachers to overcome the problem of generating ideas and constructing grammatical sentences, especially for students with average performance. The IRAN technique is one of the tools for thinking and is also a motivator for low-achieving students to improve their writing proficiency and be able to compete with excellent students. In the goal of producing a future generation that is competent in basic Malay language skills, the use of high-impact thinking tools is vital during the teaching and learning sessions of writing skills.

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