Using Adjective Monsters Kit to Improve the Pupils' Mastery of Comparative and Superlative Adjectives

Soon Ming Hui, Tan Siok Yong, Melor Md Yunus

Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia
Email: p111799@siswa.ukm.edu.my, p111802@siswa.ukm.edu.my, melor@ukm.edu.my

Abstract
The teaching of grammar has always been a disputable topic among the ESL teachers, since the teaching approach is frequently dull and mundane. In response to this issue, 21st century teachers are encouraged to engage their pupils in a fun and interesting manner throughout the teaching and learning process. In light of the progressive adoption of digital technologies, more innovative tools are created in today's education field. Throughout years of teaching experiences, the researchers discovered that the majority of their Year 4 pupils were having problems mastering comparative and superlative adjectives. On that account, an innovation, namely Adjective Monsters Kit was created to help solve the said learning problem. It consists of three significant items, namely Adjective Monsters Family, Adjective Monsters Game and Adjective Monsters Worksheet. Accordingly, this paper aimed to investigate the use of Adjective Monsters Kit in improving the pupils' mastery of comparative and superlative adjectives. The participants of this research comprised a total of 30 Year 4 pupils from a primary school in Terengganu, Malaysia. Data were collected using the pupils' pre-test and post-test results as well as survey questionnaire. They were then analysed and discussed quantitatively in descriptive analysis. The findings revealed that Adjective Monsters Kit has improved the pupils' understanding of comparative and superlative adjectives. Results of the study showed that the pupils were more motivated to learn and participate in a fun learning environment. Future research is suggested to modify the learning kit for other relevant grammar items.
Keywords: Comparative and Superlative Adjectives, Adjective Monsters Kit, Understanding, Motivation

Introduction
English is the official language of 53 countries and used by 400 million people around the world (Ilyosovna, 2020). As the world heads into globalisation, its importance as a universal language is undeniable. In many countries, English has become inseparable from their daily lives as it is widely used in almost every field like technology, science, economy, art, sociocultural, education and so forth (Tarigan, 2021). Consequently, many English as a Second Language (ESL) learners are struggling to learn English as they are aware of its

importance, yet often fail to comprehend the complexity of English grammar (Hashim et al., 2019).

Grammar is defined as a set of rules to develop its language accuracy, by making use of the abundance of expressions available in English (Al-Jarrah, 2019). In 2013, the Common European Framework of Reference for Languages (CEFR) was officially introduced in Malaysia. In light of this, specific cycles of skill-based lessons, namely listening, speaking, reading, writing and language arts were outlined for subsequent years, starting at year one in the national curriculum (Curriculum Development Division [CDD], 2017). As a result, the teaching of grammar is taught in unison with all types of language skills, instead of teaching it in isolation (Zakaria & Yunus, 2020).

Teaching pupils English in an ESL classroom setting is often full of challenges as a matter of fact that English is not their first language. According to Derakhshan and Karimi (2015), the language learned by an individual before the age of three is considered as the first language. Often, ESL pupils encounter difficulties to master grammar as most of them would tend to misunderstand that English grammar rules work similarly as their first language. At many occasions, ESL pupils were found confused in differentiating multiple forms of grammar items, for instance comparative and superlative adjectives. They simply could not distinguish between the particular syllables in regular and irregular adjectives. Thus, this study aims to investigate the use of Adjective Monsters Kit in improving the pupils' mastery of comparative and superlative adjectives.

Problem Statement

Teaching grammar has always been a controversial subject over the past centuries in English language teaching. The introduction of CEFR syllabus has abundantly transformed the existing Malaysian curriculum from an exam-oriented approach to an action-oriented approach based on Communicative Language Teaching (CLT) activities, such as reception, production, interaction and mediation (Bérešová, 2017). Despite the urge of CLT approach which emphasises on learners' interaction as the ultimate study goal, the importance of grammar as the backbone of the language is unquestionable.

Throughout years of teaching experiences, the researchers noticed that the majority of their pupils were constantly unmotivated to study grammar, resulting in failure to master the targeted grammar item. Besides, they also discovered that their primary four pupils were specifically baffled with the formation of Comparative and Superlative Adjectives. On that account, an innovation, namely Adjective Monsters Kit was created to help solve the said learning problem. Taking everything into account, the researchers believe that it is essential to explore the effectiveness of Adjective Monsters Kit on the mastery of the targeted grammar item. Hence, the purpose of this study is to investigate the use of Adjective Monsters Kit in improving the pupils' mastery of comparative and superlative adjectives.

Research Questions

Two research questions are formulated as follow:
(a) To what extent does Adjective Monsters Kit help in improving the pupils' understanding of comparative and superlative adjectives?
(b) To what extent does Adjective Monsters Kit help in increasing the pupils' motivation to learn comparative and superlative adjectives?

Literature Review
Grammar Teaching and Learning

The role of grammar is undeniable as it is relatively a requisite for successful language learning. According to Cam and Tran (2017), grammar acts as the foundation of the English language, which empowers ESL learners to perceive, comprehend, produce and interact in English efficiently. It is also further supported by Ibrahim (2016) in his study where he highlighted the importance of grammar learning in achieving a higher proficiency in English. Today, grammar teaching has been a problem for many educators around the world as they are often indecisive on whether grammar should be taught implicitly or explicitly.

One of the conventional teaching approaches in teaching grammar for ESL learners is the top-down approach. It is a process which requires the learners to apply their existing knowledge into practice with certain areas of comprehension (Yeldham, 2018). Teachers are often observed to be top-down approach practitioners in traditional grammar classes, where they will normally start with the presentation of rules followed by applying them within the specific examples given. However, as the CLT approach came into practice in many language classrooms, there seemed to be a significant transition in grammar teaching where the priority was no longer on rules application but rather on communication of meanings. In light of this, bottom-up approach started to be the norm for many language teachers, where grammar rules were illustrated through real-life examples and meaningful activities under the given concepts (Tulanboyeva, 2019).

Gamification Technology in Education

The amalgamation of digital technology and gamification in language learning is no stranger to the education system today. According to Mohammad (2018), Information and Communication Technology (ICT) plays a fundamental role in enhancing various learning tasks as teachers can sharpen their pedagogical skills and learners get to expand their horizon through limitless resources and possibilities. Technology is inseparable from the generation of millennials nowadays as it is part and parcel of their lifestyle. Consequently, it leaves the educators no option but to diversify their teaching pedagogies so that their teaching methods stay current and relevant to their Gen Z pupils (Muralidhar, 2019). At this juncture, teachers' behaviours towards ICT usage is somehow significant in language teaching, as proposed in Technology Acceptance Model (TAM) by Davis et al. (1989), which is illustrated in Figure 1, as shown below.

Figure 1: Technology Acceptance Model (TAM) (Davis et al., 1989)
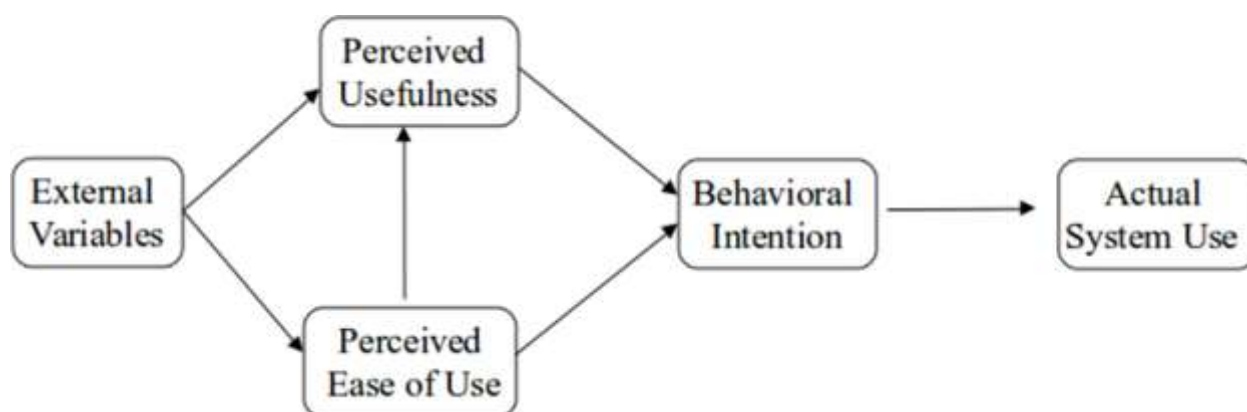
It serves as a motivational model that can be applied in 21st century learning classrooms to transform the educators' existing teaching practices. According to Davis et al (1989), *Perceived Ease of Use (PEOU)* and *Perceived Usefulness (PU)* are two fundamental elements to predict individuals' acceptance of technology in certain fields of work. Considerably, PEOU is interpreted as an individual's presumption level in which the usage of a particular technology is free of effort. Moreover, PU is defined as the degree of an individual who would believe that the particular ICT tool will enhance his/her performance or productivity.

Following the prominence of ICT usage, the practice of gamified learning has started to emerge in the education field lately. According to Leaning (2015), through gamified activities, learners will be able to participate actively in the ESL classrooms which eventually helps them to build a solid foundation in grammar learning. Apart from that, gamification is also claimed to store procedural memory in a learner's subconscious mind when one learns about grammar components such as syntax, semantics and morphology under a relaxing learning atmosphere (Idris et al., 2020). Therefore, it is deem wise for the Malaysian teachers to utilise copious existing educational game applications in their lessons as it is in line with one of the principles in National Philosophy of Malaysian Education, which is to produce an all-round individual throughout 21st century learning approaches (Ministry of Education [MOE], 2013).

Implications of Gamification Technology in Education
The growing access of ICT and language games in language classrooms has ushered an alteration from customary language teaching to fun learning approach. On that account, educators are encouraged to incorporate digital games owing to its entertaining features, aesthetic values and gaming dimension (Manesis, 2020). Accordingly, a favourable learning environment is created due to the integration of ICT tools and game-based activities. Adjective Monsters Kit is seen as a gamifying technology tool to promote active learning among the pupils. Through the composite of Interactive PowerPoint and game-based quizzes, it helps the learners to relate better between their schemata and language apprehension. According to Hilmun (2020), active learning is a social interaction where the learners actively engage in a favourable teaching and learning process. Teachers as facilitators in the classrooms utilise spontaneous responses among the pupils to build their own understanding of the knowledge (Krusche & Seitz, 2018). In short, gamification technology emphasises the

significance of involvement among the pupils, thus promoting active learning in building their own knowledge.

Besides, gamification technology foresees dynamic participation from iGeneration learners who share a natural affinity towards digital games. In light of this, the learners' motivation and attentiveness will be elevated as they learn in highly motivating virtual environments (Williyam et al., 2017). The assumption is further supported by Min (2016) where she seconded that learning anxiety will diminish once the language barrier of secondary language acquisition is removed from the learners' surroundings. Moreover, the hypothesis is further manifested through Krashen's (1982) classical theory of Affective Filter where he highlighted three main affective elements, namely motivation, self-confidence and anxiety which will contribute to second language acquisition. In other words, pupils with relatively high motivation and confidence as well as low anxiety levels are believed to learn more effectively. Given the advantages and interactivity of ICT tools and gamified learning, gamification technology is proven to be effective in improving pupils' learning motivation. Hence, this paper attempted to explore the use of an innovative tool, namely Adjective Monsters Kit in improving the pupils' mastery of comparative and superlative adjectives.

Methodology
Research Design
Figure 2: Kemmis and McTaggart Action Research Model (2004)
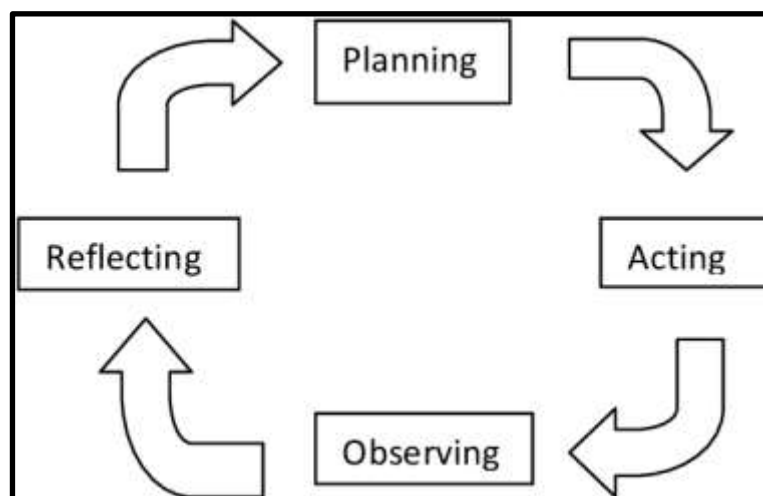
This research was conducted based on Kemmis and McTaggart Action Research Model (2004) which allowed the researchers to examine the significant processes in carrying out an intervention, namely Adjective Monsters Kit to help enhance the understanding of comparative and superlative adjectives among the targeted pupils. According to Kemmis and McTaggart (2004), for an action to successfully take place in a classroom setting, it requires four systematic stages which include planning, acting, observing and reflecting. In the planning stage, the researchers made classroom observations on the pupils' learning performance and detected that most of their pupils were baffled with the formation of comparative and superlative adjectives. In light of this, an Adjective Monsters Worksheet was distributed to them via Quizizz and consequently the pre-test results revealed that the majority of the pupils failed to master the targeted grammar items.

Following the acting stage, the researchers carried out the Adjective Monsters Kit in a 60 minutes lesson with the pupils. In general, Adjective Monsters Kit comprises three components, namely Adjective Monsters Family, Adjective Monsters Game and Adjective Monsters Worksheet. Through animated PowerPoint slides, Adjective Monsters Family serves as a media to model the pupils with correct forms of comparative and superlative adjectives. Next, Adjective Monsters Game serves as a gamified tool to consolidate the pupils' mastery of the targeted adjective forms. Finally, via Quizizz, Adjective Monsters Worksheet serves as a platform to test the mastery of comparative and superlative adjectives among the pupils. Accordingly, the main components of the Adjective Monsters Kit and three procedural steps to carry out the intervention were shown in Figure 3 and Figure 4 below respectively.

Figure 3: Three Main Components of Adjective Monsters Kit

Figure 4: Three Procedural Steps of Adjective Monsters Kit

Later in the observing stage, pupils' classroom participation was observed while they were exposed to the use of the Adjective Monsters Kit. As a result, active learning was manifested through the pupils' learning behaviours as they interacted enthusiastically with the teacher while playing the Adjective Monsters Game. Subsequently, each pupil was given an Adjective Monsters Worksheet via Quizizz and a survey questionnaire through Google Form to testify the effectiveness of this study. The data were then analysed to identify

whether the intervention had reflected any changes on the pupils' learning. The findings revealed a positive alteration in terms of pupils' understanding of comparative and superlative adjectives through the post-test results as well as a significant elevation of their learning motivation after being exposed to the intervention use. Finally in the reflecting stage, the researchers reflected upon the intervention for future planning and research.

Respondents

The participants of this research comprised a total of 30 pupils from a primary school in Terengganu, Malaysia. 11 of them (36.7%) were male learners and the other 19 participants (63.3%) were females. They were in Year 4 and on an average of ten years old. Additionally, the pupils had low to high levels of proficiency in English.

Data Instrument and Data Analysis

The instruments used in this study were the pupils' pre-test and post-test results as well as a survey questionnaire. Both pre-test and post-test used the same questions and each of them consisted of ten Multiple Choice Questions (MCQ) which was conducted via Quizizz. Besides, the survey questionnaire was created online via Google Form as it could be linked automatically to Google Classroom and shared among the participants.

The questionnaire attempted to investigate to what extent does Adjective Monsters Kit help in improving the pupils' understanding and motivation to learn comparative and superlative adjectives. It consisted of two sections, with seven closed-ended items for each section. Throughout the process of designing this questionnaire, the researchers modified part of the items based on the Attitude/Motivation Test Battery (AMTB) which was developed by Gardner (1985). Moreover, a number of questionnaire items were also adapted from Halim et al. (2020) to suit the context of this research. The researchers had amended the questionnaire after it was being validated by two expert teachers.

In general, the questionnaire items were classified and arranged according to a five-point Likert scale where the pupils had to select the responses given on their screen pertaining to each item. After all the needed data had been gathered, they were then analysed and discussed quantitatively in descriptive analysis.

Findings

This section presents the data collected related to the use of Adjective Monsters Kit in improving the pupils' mastery of comparative and superlative adjectives. Data were collected using the pupils' pre-test and post-test results as well as survey questionnaire.
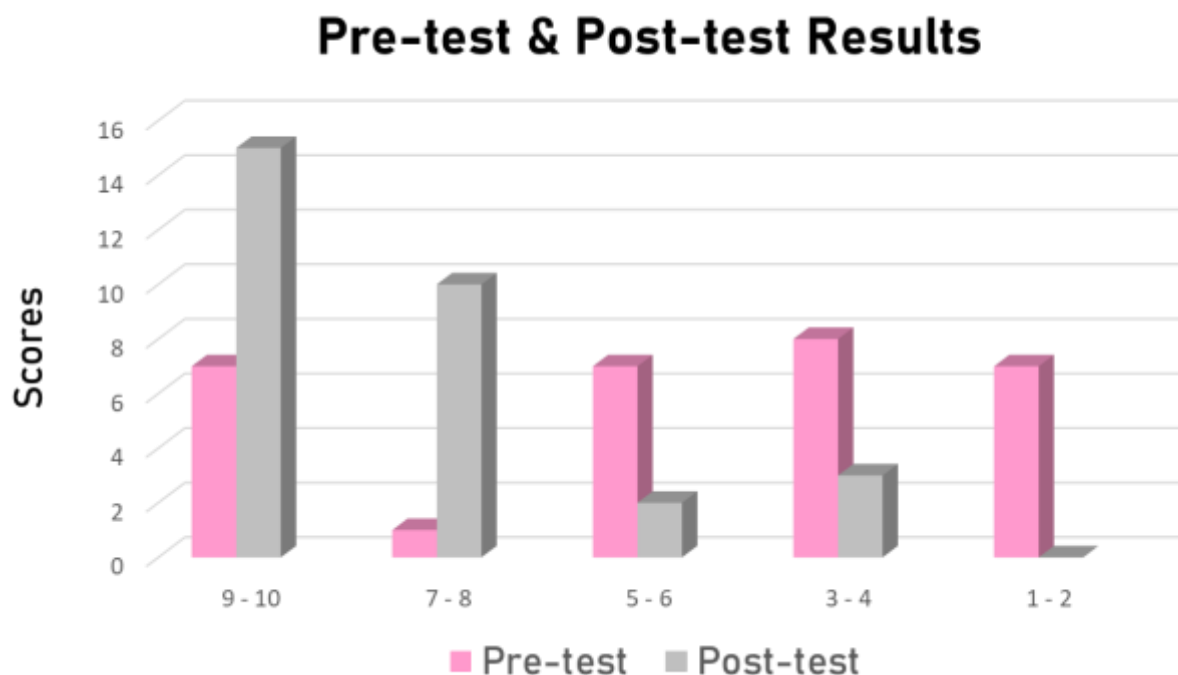
Pre-test and Post-test
Figure 5: Comparison of pupils' pre-test and post-test results

Figure 5 showed a comparison of pupils' pre-test and post-test results. The results were divided into five categories as follows: 9 - 10, 7 - 8, 5 - 6, 3 - 4 and 1 - 2. Based on the data tabulation in Figure 5, it indicated a positive increment in the number of pupils that managed to get 9 - 10 and 7 - 8 answers correctly. There were only 7 pupils (23.3%) who scored 9 - 10 in pre-test whereas 15 pupils (50%) obtained the similar score in the post-test. Simultaneously, the number of pupils who scored 7 - 8 increased from 1 pupil (3.3%) in the pre-test to 10 pupils (33.3%) in the post-test. In contrast, the graph in Figure 5 displayed a decrease in the number of pupils who scored 5 - 6, 3 - 4 and 1 - 2 from their achievement in the pre-test and post-test. The total number of pupils who scored less than 7 in the pre-test and post-test are 22 pupils (73.3%) and 5 pupils (16.7%) respectively, which implied the usefulness of Adjective Monsters Kit in improving the pupils' mastery of comparative and superlative adjectives.

Survey Questionnaire
Based on the survey questionnaire given, the data of 30 Year 4 pupils pertaining to the use of Adjective Monsters Kit in the English classes were collected. The questionnaire given to the respondents consisted of two sections, which corresponded to the research objectives.

Section A: Pupils' Understanding of Comparative and Superlative Adjectives Through the Use of Adjective Monsters Kit
The items in this section were to answer RQ1 in this paper, which was aimed to investigate to what extent does Adjective Monsters Kit help in improving the pupils' understanding of comparative and superlative adjectives. There were a total of 7 items in this section. The tabulation of data was shown on Table 1.

Table 1

Pupils' understanding of comparative and superlative adjectives through the use of Adjective Monsters Kit

Section A: Pupils' understanding of comparative and superlative adjectives through the use of Adjective Monsters Kit						
Item	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A1	I think adjectives are easy to learn now.	-	-	5 (16.7%)	14 (46.7%)	11 (36.7%)
A2	Monster characters help me to understand adjectives better now.	-	-	3 (10%)	11 (36.7%)	16 (53.3%)
A3	Colours help me to understand adjectives better now.	-	-	3 (10%)	10 (33.3%)	17 (56.7%)
A4	Audio clips help me to understand adjectives better now.	-	-	4 (13.3%)	9 (30%)	17 (56.7%)
A5	I think I can pay more attention in English class now.	-	-	6 (20%)	10 (33.3%)	14 (46.7%)
A6	I can understand better in English classes now.	-	-	2 (6.7%)	16 (53.3%)	12 (40%)
A7	I think my English has improved now.	-	-	7 (23.3%)	10 (33.3%)	13 (43.3%)

Adapted from Gardner's AMTB (1985) and Halim et al (2020)

Based on Table 1, it was found that out of 30 respondents, none of them strongly disagreed or disagreed with the statements given from item A1 until item A7. Most of the respondents in which 14 of them (46.7%) agreed that adjectives are easy to learn with the use of Adjective Monsters Kit, as listed in item A1. Meanwhile, 11 respondents (36.7%) strongly agreed with that statement. Following item A2 (Monster characters help me to understand adjectives better now), a total number of 16 respondents (53.3%) strongly agreed whereas 11 of them (36.7%) agreed with the statement respectively. Besides, a similar number of respondents, 17 of them (56.7%) strongly agreed that colours and audio clips help them to understand adjectives better, as listed in item A3 and A4. Concurrently, 10 respondents (33.3%) chose 'Agree' for item A3 while 9 of them (30%) selected 'Agree' for item A4. Next, the data in item A5 (I think I can pay more attention in English class now) showed that 14 respondents (46.7%) strongly agreed and 10 of them (33.3%) agreed with the statement given. For item A6 (I can understand better in English classes now), it was discovered that 12 respondents (40%) opted 'Strongly Agree' and 16 of them (53.3%) chose 'Agree' for this statement. Last but not least, 13 respondents (43.3%) strongly agreed with item A7 (I think my English has improved now), followed by 10 of them (33.3%) agreed with it.

Section B: Pupils' Motivation to Learn Comparative and Superlative Adjectives Through the Use of Adjective Monsters Kit

The items in this section were to answer RQ2 in this paper, which was aimed to examine to what extent does Adjective Monsters Kit help in increasing the pupils' motivation to learn comparative and superlative adjectives. There were a total of 7 items in this section. The tabulation of data was shown on Table 2.

Table 2
Pupils' motivation to learn comparative and superlative adjectives through the use of Adjective Monsters Kit

Section B: Pupils' motivation to learn comparative and superlative adjectives through the use of Adjective Monsters Kit						
Item	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
B1	I think the Adjective Monsters Kit is very fun and interesting.	-	-	-	7 (23.3%)	23 (76.7%)
B2	I love using the Adjective Monsters Kit to learn adjectives.	-	-	1 (3.3%)	7 (23.3%)	22 (73.3%)
B3	I enjoy participating in the Adjective Monsters Game.	-	-	1 (3.3%)	9 (30%)	20 (66.7%)
B4	I feel excited when my life points increase.	-	-	3 (10%)	8 (26.7%)	19 (63.3%)
B5	I think I am more confident to learn adjectives with the help of Adjective Monsters Kit.	-	-	3 (10%)	11 (36.7%)	16 (53.3%)
B6	I feel like playing games when I am learning adjectives through the Adjective Monsters Kit.	-	-	2 (6.7%)	4 (13.3%)	24 (80%)
B7	I like to attend English classes now.	-	-	5 (16.7%)	7 (23.3%)	18 (60%)

Adapted from Gardner's AMTB (1985); Halim et al (2020)

Based on Table 2, none of the respondents opted 'Strongly Disagree' or 'Disagree' for all the items. The majority of the respondents in which 23 out of 30 of them (76.7%) strongly agreed with item B1 (I think Adjective Monsters Kit is very fun and interesting) while 7 of them (23.3%) agreed with the statement given. For item B2 (I love using Adjective Monsters Kit to learn adjectives), it was shown that 22 respondents (73.3%) chose 'Strongly Agree' and 7 of them (23.3%) opted 'Agree' for this statement. In the upcoming item B3 (I enjoy participating in the Adjective Monsters Game), 20 (66.7%) and 9 (30%) of the respondents selected 'Strongly Agree' and 'Agree' respectively. Subsequently, there were 19 respondents (63.3%)

who strongly agreed that they felt excited when their life points increased while playing Adjective Monsters Game, as listed in item B4. Meanwhile, 8 of them (26.7%) agreed with the statement. Later in item B5 (I think I am more confident to learn adjectives with the help of Adjective Monsters Kit), 16 of the respondents (53.3%) strongly agreed and 11 of them (36.7%) agreed with the statement given. The data in item B6 (I feel like playing games when I am learning adjectives through Adjective Monsters Kit) revealed that most of the respondents in which 24 of them (80%) strongly agreed with the statement given, whereas there were 4 respondents (13.3%) who agreed with it. Last but not least, there were 18 respondents (60%) strongly agreed with item B7 (I like to attend English classes now), followed by 7 of them (23.3%) agreed with it.

Discussion
Pupils' Understanding of Comparative and Superlative Adjectives through the Use of Adjective Monsters Kit

Generally, the graph in Figure 5 revealed a positive increment in the number of pupils that managed to score at least 7 correct answers from a total number of 8 pupils (26.7%) in the pre-test to 25 pupils (83.3%) in the post-test. Similarly, the findings in Table 1 revealed that none of the respondents opted 'Strongly Disagree' or 'Disagree' for all the items. This proved that with the use of Adjective Monsters Kit, pupils acquired better understanding on comparative and superlative adjectives.

Besides, from the findings collected in Table 1, item A1 and A2 suggested that Adjective Monsters Kit was indeed useful to assist the pupils in mastering comparative and superlative adjectives as it emphasises on the meaning of the forms and pupils learn the targeted grammar item through significant examples in various circumstances. It was in line with the stand that the bottom-up approach was comparatively meaningful and impactful in grammar teaching (Tulanboyeva, 2019). Likewise, items A3 and A4 showed that most of the pupils could understand comparative and superlative adjectives when diverse teaching methods such as integration of audio clips and colourful images were adopted throughout the lesson. It was seconded by Muralidhar (2019) that educators need to diversify their teaching pedagogies at times to stay relevant to the millennial generation.

Furthermore, in item A5, the respondents opined that their overall attention span increased significantly through the use of Adjective Monsters Kit as it employed gamified quizzes to recollect the pupils' memory on comparative and superlative adjectives. It was due to the fact that gamification is deemed effective to store the learners' procedural memory on grammar rules as they learn through a subconscious environment (Idris et al., 2020). In addition, items A6 and A7 indicated that the pupils' overall English performance had improved remarkably to a certain extent after being exposed to the Adjective Monsters Kit. This was in line with Cam and Tran's view (2017) where they claimed that grammar acts as the foundation for ESL learners to perceive, comprehend, produce and interact in English efficiently. It was further supported by Ibrahim (2016) in his study where he asserted that grammar learning is essential to achieve higher proficiency in English.

Pupils' Motivation to Learn Comparative and Superlative Adjectives through the Use of Adjective Monsters Kit

The findings in Table 2 showed that most of the respondents agreed that their

motivation to learn comparative and superlative adjectives had increased substantially through the use of Adjective Monsters Kit. Firstly, items B1 and B2 revealed that the pupils were prompted to use the Adjective Monsters Kit due to its fun and entertaining features. By presenting four Adjective Monsters, namely Austin, Macy, Kai and Clare with human-like nature in animated cartoon characters, pupils would be more motivated to learn the targeted grammar item in motivating virtual environments (Williyam et al., 2017). Apart from that, items B3 and B6 disclosed the pupils' excitement as they enjoyed participating in gamified activity, which was evident as they were thrilled to rescue the Adjective Monsters from the Evil Monster in the Adjective Monsters Game. The phenomenon is in consonance with Leaning (2015) in his study where he asserted that gamified learning was able to encourage active participation from the learners which eventually helped them to build a solid foundation in grammar learning.

In addition, item B4 suggested that the pupils were excited to play the Adjective Monsters game which in turn activated their classroom interactions with the teacher. It was manifested as the pupils showed either red, yellow or green colours of their personal realia to make choices pertaining to the questions through the animated quiz. It was also in line with Hilmun's stand (2020) where he referred to active learning as a social interaction of lively engagement in favourable teaching and learning processes created by the teacher. Not least of all, items B5 and B7 indicated that the Adjective Monsters Kit had notably upraised the pupils' confidence level and enthusiasm to learn English owing to its motivating and less intimidating platform. The finding was corresponding to Krashen's Affective Filter Hypothesis where he highlighted that affective filters such as motivation, self-confidence and anxiety would extensively contribute to second language acquisition when the language barrier was removed from the learners' surroundings (Krashen, 1982; Xu, 2016).

Conclusion

In conclusion, the Adjective Monsters Kit adopts various teaching strategies, from animated PowerPoint to gamified quizzes and finally online worksheets via Quizizz. It is a beneficial tool to consolidate pupils' understanding in learning comparative and superlative adjectives. The pupils found it easier to comprehend the grammar rules taught through the use of Adjective Monsters Kit compared to the conventional teaching approach. Substantially, the use of Adjective Monsters Kit also elevated the pupils' motivation as it integrated the underlying pedagogical principles of the curriculum, which are fun, meaningful and purposeful learning as well as integration of salient new technologies in the lessons (CDD, 2017).

In spite of grammar teaching not being an entirely new topic of interest in acquiring English language, it is still found essential especially for ESL pupils; given the fact that their first language is not English and they somehow need a proper structure like grammar rules to follow. Nonetheless, if grammar were to be taught traditionally with textbooks and drillings exercises, pupils would often feel mundane and tedious to learn. Accordingly, the Adjective Monsters Kit offers breaks from using the conventional instructional methods as the teacher exposes the use of comparative and superlative adjectives through bottom-up approach in a less intimidating way. As a result, the pupils immerse themselves in a virtual world with mesmerising sound effects and gamified features to remember the targeted grammar items better. Simultaneously, this innovation is highly practical and flexible for primary school

teachers to conduct both online and offline teaching as they can promote active learning among their students under a favourable teaching and learning environment.

Nevertheless, every coin has two sides, which is similar to the Adjective Monsters Kit. It is suggested that prospective researchers could adopt various forms of quizzes with gamified features such as fill in the blanks and short answers in order to prepare the pupils to be critical thinkers, which is in line with the Malaysia Education Blueprint 2013 - 2025 (MOE, 2013). Moreover, it is recommended that further research be done in depth through the modification of Adjective Monsters Kit for other relevant grammar items such as prepositions, conjunctions and tenses. In short, there is no 'one size fits all' tool or approach in grammar teaching. Hence, the educators are encouraged to embrace the variety of teaching strategies in order to develop the 21st century learning environments.

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