ENHANCING TEACHER’S REFLECTION SKILL IN CLASSROOM TESTING TO INCREASE PUPILS’ ENGLISH LANGUAGE PERFORMANCES USING ‘TOOTH DECAY’

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Abstract
Reflection is necessary in classroom testing because it helps teachers to identify their pupils’ problems in English. In reality, teachers seldom reflect because they feel it is a difficult task and it requires teachers to spend extra time doing it. My innovation of ‘Tooth Decay’ helps teachers to identify pupils’ problems easily. A blacken tooth triggers the teacher to be more alert about the topic and skill in English that their pupils may need. This innovation method also encourages pupils to take the responsibility of their learning as it involves pupils’ participation actively in assessing their own weaknesses. ‘Tooth Decay’ is an easy and fun innovation method, which identifies the problems in designing the right intervention. The right intervention that suits pupils’ problems helps to increase pupils’ performances. Thus, boost up pupils’ confidence level in English.


Introduction
Lewis Aiken (1997), the author of a leading textbook on the subject of psychological and educational assessment, contends that a “post-mortem” is necessary in classroom testing, as it is a medicine. Medicine here means, through “post-mortem” or reflection, teachers are not only can define the quality of their testing exercises and tasks but teachers are also able to identify their pupils’ problems. By having this information, teachers can design the right interventions to improve their pupils’ performances in English Language.

Unfortunately, not many teachers are doing classroom testing reflection for English Language due to many reasons such as it is too difficult to do, taking so much time to do it, no instruction from the school admins, feel that it is not important, don't know how to do it and many more (Labuan School Inspectorate and Quality Assurance, English Language Subject’s School Observation Report, 2013).

Based on the data of English teachers interviewed collected, (SISC+ Programmed, 2014), every time after the classroom testing, when teachers are asked about their pupils' problems, teachers will give a few standard answers such as pupils are weak in grammar, pupils don’t understand what they read and thus, influence their marks in comprehension section, they don’t understand English, they are lazy, they refuse to finish their homework, and many other reasons.

All these answers are only based on teachers’ subjectivity opinions without any supporting data, and for that reason, teachers hardly can say out their pupils’ problems in English Language individually. Due to these matters, teachers will plan and carry out the same intervention programs for their pupils’ different problems. Thus, influence the effectiveness of those interventions planned.

Methodology
As been mentioned earlier, classroom testing reflection is the key for all the problems stated above. It is very important to find the best method of reflection tools that can motivate and encourage teachers to want to do a classroom testing reflection, and that means it must be easy and fun.

I planned and did an action research, then came out with innovation related. The action research process helped me to understand what was happening in the classroom and identified changes that improve teaching and learning through classroom testing reflection.

In this research process, I am using three cycles of action research by Kolb (1984) as my reference. Data were collected during the visit and analysed using the Microsoft Office Excell.

**Finding And Discussion**

**Data Collected From The First Cycle's Research (2015)**

Chart 1: 20 pupils' marks at An-Nur Learning Centre increased after using ‘Gigi Buruk’ in their classroom testing reflection.

The chart above showed the increasement of pupils’ marks at An-Nur Learning Centre. After using ‘Gigi Buruk’ in three times classroom testing reflection, the pupils showed improvement in passes grades. Using the data gathered from ‘Gigi Buruk’, researcher planned and carried out the right interventions towards pupils’ problems individually. ‘Gigi Buruk’ is not a tool to increase pupils’ performances in English Language but ‘Gigi Buruk’ is an easy method for the researcher to identify pupils’ problems and then design the right interventions for them. The right interventions successfully helped to solve pupils’ English language problems.

Chart 2: 20 pupils’ positive behaviours showed during the classroom testing reflection using ‘Gigi Buruk’ at An-Nur Learning Centre.

The second chart above showed the positive behaviors of pupils at An-Nur Learning Centre during the reflection session using ‘Gigi Buruk’. Each time researcher used ‘Gigi Buruk’ in the discussion, the pupils showed their positive interests. They followed the researcher’s instruction, involved in the discussion actively and responded to researcher’s questions towards the correct and wrong answers.

Pupils also colored the tooth based on the answer code correctly, smiled and laughed during and throughout the discussions and always showed a positive responds to their ‘Gigi Buruk’s results.

Chart 3: 10 teachers’ actions in conducting classroom testing reflection using ‘Gigi Buruk’.

The data gathered from ‘Gigi Buruk’, researcher planned and carried out the right interventions towards pupils’ problems individually. ‘Gigi Buruk’ is not a tool to increase pupils’ performances in English Language but ‘Gigi Buruk’ is an easy method for the researcher to identify pupils’ problems and then design the right interventions for them. The right interventions successfully helped to solve pupils’ English language problems.
The third chart above showed the five actions taken by the 10 English teachers who involved in this action research in conducting the reflection session using ‘Gigi Buruk’. After returning back pupils’ question and answer papers, all of the teachers began their classroom testing reflection session by introducing the ‘Gigi Buruk’ to the pupils where teachers explained the reasons and the needs of using ‘Gigi Buruk’ in enhancing pupils’ performances in English Language skills.

All teachers explained to the pupils on how to use ‘Gigi Buruk’ so that pupils will have clear pictures about the process of blacken and whiten the tooth correctly. 7 teachers have not only explained it, but they also demonstrated the steps of using ‘Gigi Buruk’ to the pupils. During the process of reflection, all teachers checked their pupils’ ‘Gigi Buruk’ frequently to ensure that their pupils are on the right track of using the innovation method in assessing their performance.

At the end of the reflection session, all teachers asked their pupils to show their layout of teeth and commented it. Teachers’ comments include the section and the question that pupils need to focus more, suggestions towards pupils’ intervention programme and motivation words as to encourage the pupils to do better.

They colored the tooth with black if their answers were wrong and remain the other teeth white without any colors if their answers were correct excitedly. Some of the pupils, especially the girls even decorated their teeth by adding red color onto the lips. At the end of the discussion, their teachers asked them to show their layout of the teeth where they can stated the section that they need to improve, the questions that they were weak at, commented their friends’ teeth layouts and motivated their friends who had many tooth decay to have a more whiten teeth in their next exams.

The fourth chart above showed the behaviors of 260 pupils during the classroom testing reflection of their Mid-Year Paper 1 exam papers using ‘Gigi Buruk’. The pupils showed their positive interest during and throughout the discussions where they were using ‘Gigi Buruk’ happily and joyfully. They followed their teachers’ instructions, involved in the discussions actively and responded to their teachers’ questions towards the correct and wrong answers.

The fifth chart above showed the comparison in the increasement of 260 pupils’ marks between the Mid Year exam and Final Year exam results. 139 pupils increased their marks between 1-3 marks, 73 pupils increased their marks between 4-6 marks, 32 pupils increased their marks between 7-9 marks and 16 pupils had increased their marks between 10 marks.
The sixth chart above showed the opinions stated by the 10 teachers who involved in this research about using ‘Gigi Buruk’ in their classroom testing reflection with the pupils. Most of the teachers agreed that ‘Gigi Buruk’ is a creative method to use in conducting a classroom testing reflection especially for the children. In their opinions, ‘Gigi Buruk’ is not only can attract pupils' attention, but ‘Gigi Buruk’ is also able to motivate pupils to improve their performances.

These 10 English teachers are also agreed that ‘Gigi Buruk’ helped teachers do a classroom testing reflection easily and inspired them to plan a suitable intervention towards their pupils’ problems with English Language individually. Overall, teachers who involved in this research like to use ‘Gigi Buruk’ in their reflection session because ‘Gigi Buruk’ easily helped them to identify the skills and topics that they need to focus more in order to enhance their pupils' language skills.

Data Collected From The Second Cycle Research (2016)

The eighth charts above showed the increasement of pupils’ marks at the Mutiara Mega Learning Centre for Paper 1 and Paper 2 in English Language. After using ‘Gigi Buruk’s ruler in two times classroom testing reflection, the pupils showed improvement in passes grades for both papers. Using the data gathered from ‘Gigi Buruk’, researcher planed and carried out the right interventions towards the pupils’ problems individually. ‘Gigi Buruk’s ruler is a tool to identify pupils’ problems and with the information gathered from it, teachers then design the right interventions for their pupils.

Chart 9 : 18 pupils’ positive behaviors showed during the classroom testing reflection using ‘Gigi Buruk’s ruler at the Mutiara Mega Learning Centre

The ninth chart above showed the positive behaviors of 18 pupils at the Mutiara Mega Learning Centre during the reflection session using ‘Gigi Buruk’s ruler. Each time researcher used ‘Gigi Buruk’s ruler in the discussion, the pupils showed their positive interests. They followed the researcher’s
instruction, involved in the discussion actively and responded to researcher’s questions towards the correct and wrong answers. Pupils also colored the tooth based on the answer code correctly, smiled and laughed during and throughout the discussions and always showed a positive response to their ‘Gigi Buruk’s results for both English Language Paper 1 and Paper 2.

Chart 10 : 25 teachers’ actions in conducting the classroom testing reflection using ‘Gigi Buruk’s ruler.

The tenth chart above showed the five actions taken by the 25 English teachers who involved in this second cycle of action research in conducting the reflection session using ‘Gigi Buruk’s ruler for Paper 1 and Paper 2 in English Language subject during the Mid Year dan Final Year exams. After returning back pupils’ question and answer papers, all of the teachers began their classroom testing reflection session by introducing the ‘Gigi Buruk’s ruler to the pupils where teachers explained the reasons and the needs of using ‘Gigi Buruk’s ruler in enhancing pupils' performances in English Language skills.

All teachers explained to the pupils on how to use ‘Gigi Buruk’s ruler so that pupils will have clear pictures about the process of blacken and whiten the teeth correctly. 18 teachers have not only explained it, but they also always demonstrated the steps of drawing the 'Gigi Buruk' using ‘Gigi Buruk’s ruler to the pupils. During the process of reflection, all teachers checked their pupils’ ‘Gigi Buruk’ results frequently to ensure that their pupils are on the right track of using the reflection innovation tools in assessing their performance.

At the end of the classroom testing reflection session, all teachers asked their pupils to show their layout of the teeth and commented it. Teachers’ comments include the section and the question that pupils need to focus more, suggestions towards pupils’ intervention program and motivational words as to encourage the pupils to do better in their next exams.

Chart 11 : 750 pupils’ positive behaviors during the classroom testing reflection using ‘Gigi Buruk’s ruler at 10 primary schools selected.

The eleventh chart above showed the behaviors of 750 pupils from 10 primary schools during the classroom testing reflection for Paper 1 and Paper 2 in an English Language subject during the Mid Year Dan Final Year exams using ‘Gigi Buruk’s ruler. The pupils showed their positive interest during and throughout the discussions where they were using ‘Gigi Buruk’s ruler happily and joyfully during the process of drawing the 'Gigi Buruk' templates for Paper 1 and Paper 2. They followed their teachers’ instructions, colored the tooth based on the code correctly, smiled and laughed happily and showed their positive response to their 'Gigi Buruk's results.

Meanwhile, there were 450 pupils always involved in the discussion and 500 pupils always gave their response to teachers' questions during the classroom testing reflection for both papers in Mid Year and Final Year exams. Finally, at the end of the
discussion, the teachers asked their pupils to show their layout of the teeth and stated the section that they need to improve, the questions that they were weak at, commented their friends’ teeth layouts and motivated their friends who had many tooth decay to have a more whiten tooth in the next exams.

In their opinions, ‘Gigi Buruk’’s ruler is not only can attract pupils' attention, but ‘Gigi Buruk’’s ruler is also able to motivate pupils to improve their performances without them realizing it. These 10 teachers are also agreed that ‘Gigi Buruk’ helped teachers do a classroom testing’s reflection easily and inspired them to plan a suitable intervention towards their pupils’ problems with English Language individually.

Overall, teachers who involved in this research like to use ‘Gigi Buruk’ in their reflection session because ‘Gigi Buruk’ easily helped them to identify the skills and topics that they need to focus more in order to enhance their pupils' language skills.


Discussion
Researcher believes that if the doctor gives the right pills to the right disease, the sickness will go and the patient will recover. The same concept goes to learning process, if the teachers give the right intervention to the right problem, the problem will disappear and the pupils' skills will improve. When teachers excel in improving pupils’ English language skills, pupils will have the opportunity to develop themselves to the highest potential.

Based on the findings above, researcher found out that ‘Gigi Buruk’ is a creative and innovative assessment method and tools that teachers can use and apply in their pupils’ classroom testing reflection. By using ‘Gigi Buruk’’s ruler, teachers easily can identify the
skills, sections, topics and types of questions that teachers need to focus and concentrate more in order to help the pupils to enhance their English skills.

During or after the discussion, teachers can just ask the pupils to show their layout of the teeth and in only a few seconds or quick glances teachers will be able to know each and every one of their pupils' problems in learning English.

Knowing the real problems of the pupils will help the teachers to plan, design and carry out a suitable and an effective intervention or programme. Good intervention is not only based on its suitability but it is also must be able to give a maximum impact to the pupils in enhancing their learning English language skills. ‘Gigi Buruk’ s ruler is not costly; it is simple, interesting, creative, fun, meaningful and very applicable.

But, the best thing about ‘Gigi Buruk’ is, it involved the participation of the pupils. Pupils take the responsibility towards their own learning process where they know their own mistakes, they understand their weaknesses and they know how to overcome their problems. ‘Gigi Buruk’ is also able to boast up pupils’ motivations and interests in improving themselves to be better in term of understanding, skills, marks and grades in English Language.

References
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