MUET Class Interventions in a Sixth Form College

Name of school: Sixth Form Tun Fatimah College **Name of teacher:** Dr. Jai Shree Bipinchandra **Buddy:** Pn. Nanthini Maree a/p S. Velayutham	**Project Category:** Academic **Class:** B25 KMK

School Context

Preliminary data

Data 1: Diagnostik Test B25 (KMK)	Data 2: Needs Analysis Survey	Data 3: Recording of a lesson
Findings: None of the 23 students reached the required MUET Band 4. Most scored Band 3, with a few at Band 3.5 and Band 2.5. Improvement is needed for university entry.	In a mixed-ability class, most students struggle more with speaking than writing. Key challenges: elaboration, organisation, grammar, and vocabulary. Task 2 writing is seen as more difficult than Task 1.	Teachers need to improve classroom management by using differentiation and encouraging student feedback. Students should take a more active and conscious role in their learning.

Problem Statement

19 KMK students have low English proficiency, especially in speaking and writing, with scores below Band 4. Improved teaching strategies are needed to help them qualify for top university courses.

Planning: Logic Model

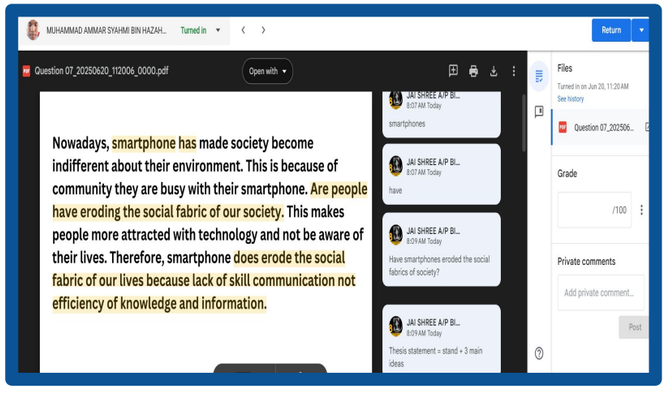
EDVOLUTION

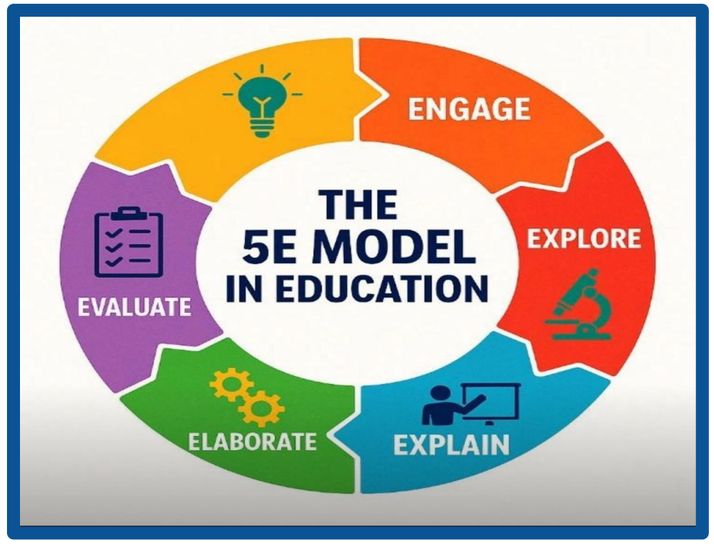
INPUT	ACTIVITY	OUTPUT	OUTCOME	IMPACT
Implementation Teachers teaching MUET subject at Form 6 level	Vocabulary enrichment activities & assessment tests.	Minimum of 80% achieved on Vocabulary tests.	Students can speak for at least 2 minutes in Speaking Part 1. B. Students can write at least 5 paragraphs for Writing Part 2.	Students increase their confidence levels in English Language proficiency.
Financially Sufficient sources as the office allows us to photocopy materials for student use	10 SVA exercises & 5 SVA sentences	Students answer a minimum of 8 out of 10 answers correctly	20% reduction in grammatical errors in essays.	All students achieve a minimum of Band 3 while at least 4 students achieve a band 4 in their MUET tests.
Expertise SME (Dr. Jai Shree & Dr. Jane Cheok)	Speaking intervention uses Rank-Support-Refute (RSR) group discussion	All students work in groups to complete a minimum of 10 Speaking Part 2 tasks.	Improve speaking (Part 2) scores by 20%	
	555 Intervention: 4 writing tasks - students create 5-paragraph essays in 5 slides, targeting Band 5.	All students write a 5-paragraph argumentative essay in 5 slides, aiming for Band 5 level.	All students achieve a Band 5 in writing Part 2 essays (100%)	

Implementation

1. Students sat for **two vocabulary assessments** after going through 17 topics. The min difference in their performance **improved by 0.2 percent**, which is from 0.79 to 0.81.

2. Two forty minute sessions were conducted. Initial results indicated a min of 0.59 but after the intervention, results indicated only 0.57. The **SVA** enrichment involved grammar exercises.





3. As for the **Rank-Support-Refute** activities, 2 sessions were held, mainly to present. **14 out of 18 students gave extremely positive comments/ feedback** about this activity. The keywords that were highlighted in their responses include words such as “like” (14 occurrences) and “help” (9 occurrences)

4. There were altogether five classes that were conducted to produce **5 paras in 5 slide for a Band 5.**

5. Overall, there was a **100% submission** from all students and clearly, they understood the task.

Outcome and Next Steps

Latest Data

1. Semester 2 Pre-Trial Results

Out of 19 students, 2 students obtained Band 4, 15 students obtained band 3.5. 1 student obtained a Band 3 while 1 student is still in Band 2.5 are in Remedial class. 84.2% of students scored more than 40 upon 90 marks for speaking skill and were able to speak for more than 2 minutes. All students can write 5 paragraphs of an essay and are able to achieve a minimum of Band 4. Band 5 seems to be a bit too high of a score.. Grammatical errors are still a problem as there was a reduction of 0.2% in their performance.

2. Feedback from the KMK students

88.2% of KMK students are highly motivated to obtain a Band 4 while 11.8% of them are aiming for a Band 5. This means that although students are still finding the productive skills (Speaking and Writing) to be tough, they are willing to try their best to improve their bands.

3. Class recording

As for the Classroom Management, the scores have clearly improved from 1.8 and 2.0 to 2.6 and 3.4 respectively. Students are clearly more responsive and able to participate in group activities. Teacher has significantly improved on all parts of lesson delivery and enhanced her classroom management skills.

Next Steps

1. Teachers in the MUET Unit and then students as Young Teachers.

2. The next project period will involve any teacher who wants to implement this project in their classes. For myself, it involves young teachers who will try to teach their peers. We need a minimum contribution of RM500 to carry out this YT 5-5-5 writing project as a new programme in our college and possibly in the state of Melaka.

3. The achievement target is to increase the score in the Writing and Speaking tests for the MUET Exam because the KPI is a minimum of Band 3.