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## Enhancing Grammar Competence of Vocational School Students through the Omygram Learning Chart

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### Abstract

*Various methods and approaches have been used to support English learning. However, there is still a lack of information on how the grammar competence of vocational students can be improved in the Malaysian context. This study aims to build the Omygram learning chart and identify its effects on the achievement level of the students in Program Vokasional Menengah Atas (PVMA), or the upper-secondary vocational programme, on their English grammar competence. The study involved two secondary schools in Johor, Malaysia, employing a quasi-experimental design. A descriptive analysis from SPSS showed the increment in the mean score for the post-test of the treatment group of 5.58, higher than the control group (0.33) after the intervention was applied. The results of t-test showed no significant difference in achievement between pre-test and post-test for the control group [ $p = 0.504$ , ( $p > 0.05$ )]. On the other hand, the result of the t-test for the treatment group showed a significant difference in achievement between the pre-test and post-test [ $p = 0.000$ , ( $p < 0.05$ )].*

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*Students' motivation after using the Omygram learning chart was also high. In conclusion, the development of the Omygram learning chart is proven to effectively increase students' achievement in English. This confirms that developing learning aids improves students' grammar competence and motivates them to learn the language better. As a result, the goal of producing a skilled workforce in TVET (Technical Education and Vocational Training) and possessing soft skills will be more achievable.*

**Keywords:** Achievement, grammar competence, Omygram learning chart, motivation, *Program Vokasional Menengah Atas* (PVMA).

## 1. INTRODUCTION

There is a demand for students to master English in today's world. Most books, journals, encyclopaedias, and scientific printed materials are available in English. Hence, students need to be proficient in the language to deepen their knowledge and gather information. In terms of employment opportunities, workers with better English proficiency have more opportunities for career advancement (Ting et al., 2017).

However, many students have difficulty mastering English and do not even reach the minimum level to pass the subject (Albalawi, 2016; Dağtan & Cabaroğlu, 2021). Although English has been taught as early as primary school, it remains a difficult foreign language to master (Dağtan & Cabaroğlu, 2021; Darus & Subramaniam, 2009; Harun & Abdullah, 2020). Students living in rural areas often face this problem as they rely heavily on teachers for information and revisions (Harun & Abdullah, 2020; Lazim, 2020). Most of them have limited English literacy achievement (Che Musa et al., 2012; Lazim, 2020). University students also face the same problem, especially during job interviews, which require them to communicate in English (Dandu et al., 2020). As a result, it is difficult for university graduates to obtain employment.

The government, private agencies, universities, and schools have implemented various methods and approaches to improve language proficiency among students. However, the results have not been encouraging (Che Musa et al., 2012; Harun & Abdullah, 2020). English is difficult to master, especially for academically weak learners such as PVMA (*Program Vokasional Menengah Atas*, or the upper-secondary vocational programme) students. The Malaysian Certificate of Education (MCE) 2020 has shown a decrease in the average grade of English, which is 5.85 compared to 5.81 in 2019 (Kementerian Pendidikan Malaysia, 2020). In terms of average grades, smaller numbers indicate better results. This average grade is also the highest recorded for core subjects in MCE. It proves that the mastery of most students in this subject is still weak. Besides that, a review of the current literature found that there is still a lack of studies in English language teaching conducted among vocational students in Malaysia, which can be referred to or reflected by the local English language teachers and practitioners concerning English language teaching practices in technical education institutions (Abu Bakar et al., 2019).

## 1.1 Problem Statement

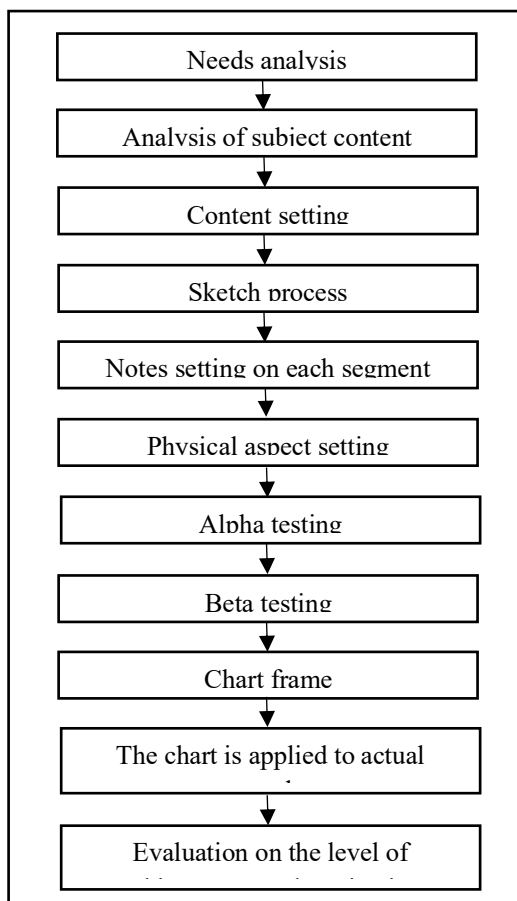
Learning grammar is a fundamental feature of the English language, although it is hard to master (Mortazavi & Barjesteh, 2016; Yusob, 2018). When communicating, either verbally or written, a set of structural rules that shape words and string together sentences into paragraphs and comprehensible arguments is needed. Without them, the message could not be delivered effectively. That is why it is important to master grammar if students wish to master English well. Studies show that students have been unable to write essays properly due to poor grammar and a lack of English vocabulary (Moses & Mohamad, 2019; Pratiwi, 2015). Another study summarises that students are weak in applying correct grammatical rules in their writings, especially subject-verb agreement and use of singular and plural forms (Darus & Subramaniam, 2009). Lacking vocabulary has also become a big problem for students in sentence construction. Weak grammar contributes to the difficulty of mastering the English language (Chiou, 2019).

Thus, there is a need for an appropriate technique to teach grammar. Due to the emphasis on functional English to serve a communicative purpose of language learning, the learning aids for English grammar are lacking in the market (Mahbub, 2018). With more attention to other language skills, grammar is seen as the least important and is often taught incidentally through other skills without proper assessment and preparation (Yusob, 2018). That is why we rarely found physical learning aids for English. Suppose that there are materials related to English in the market, in that case, most of them are related to reading comprehension skills (Mortazavi & Barjesteh, 2016) or non-authentic materials such as books, handouts, worksheets, and modules (Sorohiti & Aini, 2021). The same problem also occurs in Malaysia. The lack of learning aids causes most teachers to rely entirely on computer usage, LCD projectors, and other ICT facilities to teach grammar (Yusob, 2018). Learning grammar through these methods does not help in terms of student engagement because they are passive and promote one-way communication only without involving the use of many senses.

This situation is different from other subjects such as Geography and Science, which have many learning aids, such as globes, compasses, maps, and thermometers. We know that using learning aids will help students better understand the lessons taught and attract them to learn. It is proven true in a study by Hughes (2016), which concludes that the application of learning aids could make the learning process more attractive and engaging. However, most teachers still use the conventional structural method of teaching English grammar (Yusob, 2018). Teachers prefer to use the grammar-translation method, where the learners' mother tongue is used and seen as important in explaining the meaning of the target language. Sometimes, teachers are not provided with enough facilities, which makes them go back to the traditional method of teaching and learning, which is chalk and talk, which lacks students' involvement (Mahbub, 2018; Yusob, 2018). Thus, it is difficult for students to understand the topics taught because no other stimuli can strengthen their understanding. Students are also less motivated to learn because the learning and teaching process is carried out using conventional methods. The students have to memorise many grammatical patterns rather than be encouraged to learn how the patterns are used in many different contexts (Jong & Tan, 2021).

## 1.2 Research Objectives and Questions

This study aims to design and develop a learning aid for grammar that is easy, concise, and on the go to facilitate the comprehension of PVMA students in English. The developing chart is related to grammar for the topic of plurals, known as Omygram. Omygram stands for ‘Oh my diagram!’, derived from the title of a popular TV series in Malaysia called ‘Oh My English!’. This chart is produced purposely for the topic of plurals, but not from the combination of some existing learning aids. Figure 1 shows the development process of the chart.



**Figure 1.** The development process of the Omygram learning chart.

The Omygram learning chart is a non-electronic physical teaching aid used in the teaching and learning process. Therefore, teachers can use it anytime and anywhere and save time because it is unnecessary to prepare before using it. The chart is easy to operate. So, students can use it even without a user manual. It can be operated only by matching the same colours. Its attractive colours can also entice students to use it. This chart is also light and can be carried anywhere easily. In addition, its modest size simplifies the storage process. On top of that, teachers will not face any problems as they face when applying technology-aided lessons, like the lack of comprehensive internet coverage, limited computer lab usage time, lack of technology-based facilities in schools, and lack of technology accessibility (Nathan & Renganathan, 2020).



about the lessons and concepts can be delivered more precisely and easily than verbal methods (Arora & Kumar, 2019). The proof is that learning aids, such as 3D-printed models in medical and surgical education, resulted in better performance and learning experience (AlAli et al., 2018). The application of learning aids is vital in learning activities as it involves using many senses (Rosli et al., 2018). Therefore, students can understand a topic that is taught more easily. Interesting learning aids, such as crossword puzzles in language learning, could enhance students' learning experience (Arora & Kumar, 2019).

Students will also be more addicted and involved in the learning process. This is in line with Hughes (2016), who found that learning aids such as computers and robots can help students understand many aspects of engineering and computer science better. This is because the application makes learning and teaching more attractive and engaging to students. These learning aids can be used for all subjects, including English and Mathematics. This is proven by De Andrade and Fachada (2021) through their study on PyXYZ, a 3D wireframe software rendering framework for educational purposes which has been used with positive results in a mathematics course. This framework provides a simple-to-understand tool that students can build a more sophisticated engine while learning mathematics. Besides that, with learning aids, students can repeat studying the topic even without the presence of a teacher (Sorohiti & Aini, 2021).

## **2.1 The Use of Learning Aids for English Grammar**

Grammar aspects in learning English are often considered difficult, tedious, and complex (Aarts et al., 2012). This is because students have been taught too much and in-depth grammar skills to the point of neglecting the communicative aspect, which is also an important aspect of learning English (Yew, 2008). A study showed that grammar activities in most textbooks in Malaysia still maintain the traditional method, namely the structural method (Chung, 2006). This means that grammar teaching still does not integrate communicative language teaching. This structural method is unattractive and challenging for students to understand the lesson taught. This opinion is in line with a study by Chang (2011) about the grammar-translation method, a traditional method of teaching grammar. Teachers will teach language structures through this model, which students will then practice in oral or written exercises. Although this method helps improve students' grammar skills, students cannot use it flexibly and well in daily communication. This method of teaching grammar has traditionally restricted students from developing their communicative competencies.

Thus, Chang (2011) studied which method was better, the grammar-translation method or the communicative approach, for college students in Taiwan. The results found that students from the treatment group taught using the grammar-translation method improved grammar compared to students from the control group using the communicative approach. In conclusion, the best way to improve grammar skills among college students in Taiwan was by combining both methods, namely the grammar-translation method and the communicative approach. Through the communicative approach, students were emphasised on the fluency aspect while the grammar-translation method involved the accuracy aspects. Thus, both were important for a person to master English well.

Many studies apply learning aids in teaching and learning English to make grammatical teaching activities more communicative. The suggestions include teaching grammar through games and technology and using more fictional books, stories, and fairy tales during lessons. A study by Aminova (2016) suggested teaching grammar through games because games were time-filling and students gained great educational value. Most grammar games made learners use the language instead of thinking about learning the correct forms. Examples of popular games are flashcards and Kahoot! (Sorohiti & Aini, 2021). Games like Kahoot! attract students as a fun atmosphere could make any subject easier to understand. Students are also happy to learn with Kahoot! application. Ismail et al. (2018) found that the gamification implementation concepts using the Kahoot! platform as a teaching aid was well accepted by vocational college students.

A study by Campos (2020) revealed that online games appeared to be a booster that neutralised one virtual interaction with other players and helped learn more about daily English vocabulary. This showed social interaction between players and made grammar learning more relaxed and more communicative. It can also be implemented as blended learning relevant to the English language class for the students to learn without teacher aid. Using games to learn grammar effectively motivated students to learn English. Several issues related to game-based learning needed to be addressed for effective English learning experiences. Games required much time to prepare, and additional materials were often required (Selvan & Renganathan, 2020). At times, a teacher could not finish the game-based lessons due to a lack of class time. There were also instances where students were too noisy when playing games, and thus classroom management became difficult.

Among the examples of teaching grammar using technology is the flipped classroom strategy (Al-Harbi & Alshumaimeri, 2016). The researchers chose several videos based on the textbooks and uploaded the videos to the Edmodo site before the class began. This provided active learning opportunities for interaction. The statistical analysis conducted on the post-test showed that the flipped classroom strategy could improve students' grammar achievement in English. This study also found that students held positive attitudes towards the flipped classroom. It gave them more opportunities to communicate in English and helped them improve their pronunciation, and supported their understanding of the lesson by repeating the video. Moreover, Edmodo can also be one of the educational learning networks used to provide an easy way for teachers to administer online classroom activities. It has been used widely across the globe. Implementing Edmodo would contribute to autonomous learning where the students do and accomplish the tasks provided independently (Baharudin & Md. Yunus, 2018). Findings from a study indicated positive outcomes among the participants after learning grammar via this tool. However, there was a constraint to applying technology in the learning process. One of the flaws was the advent of big data, which required more stable cyberspace connection and advanced computer technology, which may not be accessible to students in rural areas and urban poor of developing countries (Basca, 2020).

Some websites are specially developed for students who want to learn English grammar. Students learn subjects using materials built on the web (online). Through this method, students can create an active and motivating learning environment and promote exploration (Beaudoin, 2004). The study on the online website to enhance students' grammar ability showed that this method offered grammar learning with an

attractive style as there were animated elements and interactive exercises (Ekaningsih, 2017). However, problems emerged where students needed to sit in front of a computer with an internet connection all the time (Aarts et al., 2012). Along with modernisation, as computers become smaller and more portable, so-called ‘smartphones’, essentially low-powered hand-held computers, become popular. They offer a new way of studying grammar on the go because they can be used without a continuous internet connection (Aarts et al., 2012).

Besides the learning aids discussed earlier, Kolb’s experiential learning cycle can also be considered a learning aid in studying grammar. In a study by Lazim (2020), Kolb’s experiential learning cycle in a reflective journal has improved students’ grammar and vocabulary knowledge retention. Participants who went through the experiential learning cycle were more conscious of their learning and aware of their mistakes. It was in line with a study by Sudirman et al. (2021) that indicated reflective journals were useful for students to make critical reflections and self-discovery responses.

### **3. METHODS**

#### **3.1 Research Design**

This study employed a quantitative approach with a quasi-experimental design. The research design was chosen because the selection of respondents was not conducted randomly (Creswell & Creswell, 2018). The design of this study involved two groups, namely the treatment group and the control group. Both groups were required to sit for a pre-test at the beginning of the experiment. Next, both groups had their teaching and learning processes accordingly. The treatment group applied the Omygram learning chart as a learning aid during the process. Meanwhile, the control group had their teaching and learning process conventionally, without any aids. The learning process went on for ten weeks. Lastly, all group members sat for a post-test after finishing the learning process. The interval length for pre-test and post-test data collection was ten weeks because the period was sufficient to see significant changes in terms of a dependent variable against an independent variable (Cohen et al., 2000). A survey was conducted to evaluate students’ motivation after using the Omygram learning chart within the twelve weeks. Only the treatment groups were involved in this survey.

#### **3.2 Population**

The study population consisted of Form 4 (i.e., Grade 10) PVMA students throughout Johor. The samples were Form 4 PVMA students from two schools in Johor: 24 students from School A and 19 students from School B. The students had a weak level of proficiency in English. This was based on the results of the English subject in the lower secondary assessment they occupied in Form 3 (i.e., Grade 9). Samples were selected by random cluster sampling.



### 3.3 Research Instrument

Three types of instruments were developed to meet the purpose of the study and answer the research questions. The developed instruments went through a process of validity and reliability. The instruments designed were pre-test and post-test questions (a quiz regarding plurals nouns), a questionnaire on students' motivation, and a checklist form.

#### 3.3.1 *Pre-test and post-test questions*

The pre-test and post-test questions were developed to evaluate students' knowledge of plurals topics. The questions were formulated based on a table of item specifications to produce quality questions to assess students' overall achievement. A total of three experts, English teachers from the Ministry of Education, were appointed to review the questions and verify them. The researchers constructed 40 question items containing three levels of thought based on Bloom's Taxonomy. The levels of thought involved were understanding and knowledge, application, and analysis. Of the 40 questions formulated, 20 were understanding and knowledge level questions (50%), 12 application-level questions (30%), and 8 analysis level questions (20%).

#### 3.3.2 *Questionnaire on students' motivation*

A questionnaire was used in this study because it was time and cost-effective. In addition, the data obtained from this method were more consistent than data obtained through the survey method. The purpose of the questionnaire was to study students' perception of the Omygram learning chart in enhancing their motivation. The questionnaire was adapted from a previous study by [Shroff and Keyes \(2017\)](#). Through the questionnaire developed by [Shroff and Keyes \(2017\)](#), motivational factors have been integrated into the Technology Acceptance Model (TAM). This aimed to study the relationship between intrinsic motivational factors towards the level of student acceptance and the use of mobile applications in learning. The researchers made modifications to the questionnaire based on the needs and cognitive levels of the respondents. As a result, four intrinsic motivation scales in the new questionnaire were formed: competency, choice, interest, and desire. A total of five experts from a university and schools in Johor were appointed to review the questionnaire and verify it. The questionnaire employed a 5-point Likert scale (1: Strongly Disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly Agree). The questionnaire consisted of five parts, as follows:

- Part A : Demographics
- Part B : Students' perception of the Omygram learning chart in enhancing students' motivation from the competency aspect
- Part C : Students' perception of the Omygram learning chart in enhancing students' motivation from the choice aspect
- Part D : Students' perception of the Omygram learning chart in enhancing students' motivation from the interest aspect
- Part E : Students' perception of the Omygram learning chart in enhancing students' motivation from the desire aspect

The total number of questions for each part was four (Part B), four (Part C), five (Part D), and four (Part E) questions. The mean values were interpreted to three levels for items in each part based on Table 1.

**Table 1.** Interpretation of mean score (source: [Jamil, 2002](#)).

Mean score	Interpretation
1.00 – 2.33	Low
2.34 – 3.67	Medium
3.68 – 5.00	High

### 3.3.3 Checklist form

The experts used the checklist form to evaluate the chart that had been developed. The construction of items in the checklist form was based on the needs or criteria in the product development. Three experts from a university in Johor State validated the checklist form. There are five parts in the checklist form as follows:

- Part A : Demographics
- Part B : Content
- Part C : Physical design
- Part D : User friendly
- Part E : Interest

In parts B, C, D, and E, a 5-point Likert scale was used (1: Strongly Disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly Agree). The total number of questions for each part was nine (Part B), eight (Part C), eight (Part D), and ten (Part E) questions.

## 3.4 Data Analysis

The data gained from the study were analysed by using descriptive analysis through SPSS. The descriptive analysis described the frequency distribution, percentage, mean, and standard deviation. Next, to interpret the mean score value obtained, the researchers referred to the mean score interpretation table adapted from [Jamil \(2002\)](#). The analysis of effectiveness of the Omygram learning chart on students' achievement was analysed by measuring the difference between the mean scores of the pre-test and post-test for both groups and the paired-sample t-test.

## 4. RESULTS

The results analysis referred to two constructs: the effectiveness of the Omygram learning chart towards students' achievement on the topic of plurals and students' perception of the Omygram learning chart in enhancing their motivation. The results are shown in tables.

### 4.1 The Effectiveness of Omygram Learning Chart towards Students' Achievement in the Topic of Plurals

The analysis of the effectiveness of the Omygram learning chart towards students' achievement in the topic of plurals was carried out by measuring the

difference between the mean scores of the pre-test and post-test for both groups and the paired-sample t-test. The pre-test and post-test questions were used as the instrument for this purpose. Table 2 shows the mean scores of the pre-test and post-test for the control group and treatment group. For the control group, the mean score for the post-test increased by 0.33. Meanwhile, for the treatment group, the mean score for the post-test is 23.16, which increased by 5.58. It shows that the increment in the mean score for the treatment group is higher than the control group after the intervention was applied.

**Table 2.** Mean scores of the pre-test and post-test.

Group	Mean score (pre-test)	Mean score (post-test)	Increment
Control	15.21	15.54	0.33
Treatment	17.58	23.16	5.58

For the paired-sample t-test, the analysis is shown in Table 3. Based on Table 3, there is no significant difference in mean score value for pre-test and post-test for the control group [ $p = 0.504$ , ( $p > 0.05$ )]. For the treatment group, there are significant differences in mean score values for pre-test and post-test [ $p = 0.000$ , ( $p < 0.05$ )]. The results in the treatment group show that there is a significant difference in students' achievement after the Omygram learning chart was applied in class.

**Table 3.** Paired-sample t-test of the control group and treatment group.

Group	t	df	Sig. (2 tailed) (p)	Mean dif	Std error dif
Control	-0.678	23	0.504	-0.333	0.491
Treatment	-7.719	18	0.000	-5.579	0.723

## 4.2 Students' Perception of the Omygram Learning Chart in Enhancing Students' Motivation.

### 4.2.1 Students' perception of the Omygram learning chart in enhancing students' motivation from the competency aspect

Based on Table 4, students' perception of the Omygram learning chart in enhancing students' motivation from a competency aspect is high. The analysis showed that the overall mean score for the competency aspect is 3.815. Besides enhancing respondents' ability to study grammar (4.0), respondents also thought they had enough skills to use the Omygram learning chart (3.84). All items in this aspect state high mean scores except for item 4, which is medium. The item, 'I think I am competent in my lesson performance when using the Omygram learning chart', received the respondents' medium level of perception.

**Table 4.** Mean score of competency aspect.

No.	Item	Mean	Level
1	The use of the Omygram learning chart can enhance my ability to study.	4.0	High
2	I think I have enough skills to use the Omygram learning chart.	3.84	High
3	I think I'm efficient with the Omygram learning chart.	3.79	High
4	I think I am competent in my lesson performance when using the Omygram learning chart.	3.63	Medium
	Overall	3.815	High

*4.2.2 Students' perception of the Omygram learning chart in enhancing students' motivation from the choice aspect*

Based on Table 5, the overall mean score for the choice aspect is 3.45, at a medium level. The two items that received a medium level of perception are item 3, 'I think I can handle the Omygram learning chart myself without referring to anyone' and item 4, 'I think I can tell about ways to delve into the contents of the Omygram learning chart'. Two items had high levels in the mean score: item 1, 'I think I am free to use the Omygram learning chart at any time', and item 2, 'I think I am free to use the Omygram learning chart as long as I want'.

**Table 5.** Mean score of the choice aspect.

No.	Item	Mean	Level
1	I think I am free to use the Omygram learning chart at any time.	3.68	High
2	I think I am free to use the Omygram learning chart as long as I want.	3.74	High
3	I think I can handle the Omygram learning chart myself without referring to anyone.	2.84	Medium
4	I think I can tell about ways to delve into the contents of the Omygram learning chart.	3.53	Medium
	Overall	3.45	Medium

*4.2.3 Students' perception of the Omygram learning chart in enhancing students' motivation from the interest aspect*

Table 6 shows the analysis of students' perception of the Omygram learning chart in enhancing students' motivation from the interest aspect. Overall, the mean score is 3.76. It means that students' perception of the chart in the interest aspect was high. Item 1, 'I feel good about anything I learn while using the Omygram learning chart', states the highest mean score of 4.05. Besides that, item 2, 'I think the use of colour on the Omygram learning chart confuses me', and item 4, 'the Omygram learning chart prompts my curiosity to use it', also showed high levels of mean score reading of 3.68 and 3.84. However, another two items, items 3 and 5, received a medium level of perception from the students.

**Table 6.** Mean score of the interest aspect.

No.	Item	Mean	Level
1	I feel good about anything I learn while using the Omygram learning chart.	4.05	High
2	I think the use of colour on the Omygram learning chart confuses me.	3.68	High
3	The Omygram learning chart keeps me focused on the lessons.	3.58	Medium
4	The Omygram learning chart prompts my curiosity to use it.	3.84	High
5	Through the Omygram learning chart, I am excited to explore the topic of plurals.	3.63	Medium
	Overall	3.76	High

*4.2.4 Students' perception of the Omygram learning chart in enhancing students' motivation from the desire aspect*

Table 7 shows that students' perception of the Omygram learning chart in enhancing students' motivation from the desire aspect was high. It can be seen in the

high mean score reading, which is 3.72. Most of the items in the desire aspect stated a high mean score reading except for item 4, 'I expect that I will continue to use the Omygram learning chart in the future', which stated a medium mean score reading (3.63).

**Table 7.** Mean score of the desire aspect.

No.	Item	Mean	Level
1	I want to use the Omygram learning chart regularly while studying.	3.68	High
2	I want to continue using the Omygram learning chart in my learning activities.	3.84	High
3	I want to use the Omygram learning chart as often as possible at appropriate times.	3.74	High
4	I expect that I will continue to use the Omygram learning chart in the future.	3.63	Medium
	Overall	3.72	High

Table 8 shows the overall analysis of students' perception of the Omygram learning chart in enhancing students' motivation. According to Table 8, the average mean score is 3.69. The result showed that students' perception of the Omygram learning chart in improving their motivation was high.

**Table 8.** An overall analysis of the mean score.

No.	Aspect	Mean	Level
1	Competency	3.815	High
2	Choice	3.45	Medium
3	Interest	3.76	High
4	Desire	3.72	High
	Overall	3.69	High

## 5. DISCUSSION

As discussed earlier, two research problems being investigated in this research were the students' grammar competence and students' perception of the application of the Omygram learning chart. The findings showed that applications of the Omygram learning chart were efficient in enhancing students' achievement in the topic of plurals to answer the first research question. The analysis of the mean scores of the pre-test and post-test for treatment and control groups showed a significant increase in the score in the treatment group after students use the Omygram learning chart in their learning sessions. This was because the learning aid helped students understand the concept of plurals better. It is in line with a study by [Ta et al. \(2020\)](#), which indicates the use of the integrated framework for chemical safety and chemical security as a teaching aid to facilitate the learning and teaching process involving chemical safety and security, which had helped students to understand better.

A study by [Arora and Kumar \(2019\)](#) also states that good learning aids could enhance students' learning experience, allowing them to understand a topic more easily. Besides that, the paired-sample t-test analysis also showed a significant difference in students' achievement after the Omygram learning chart was applied in class. It proved that the learning aid helped increase students' achievement in learning grammar. By using the Omygram learning chart, students became interested to learn

more about plurals and tried to operate the aid themselves. It is in line with a study by Rosli et al. (2018), stating that a learning aid like assembling and dismantling a stationery rack helps increase interest in the study because it enhances the psychomotor capabilities of slow learners. As a result, they succeed in mastering the concept of plurals as the Omygram learning chart involves the use of many senses (Rosli et al., 2018).

For the second research problem, students' perception of applying the Omygram learning chart, the analysis was divided into four intrinsic motivation scales: competency, choice, interest, and desire. Competent means the ability, knowledge, and skills to do something efficiently or successfully (Buch et al., 2015). It provides information on tasks and activities that an individual has to complete. In this study, the competency aspect means measuring students' level of abilities, knowledge, and skills using the Omygram learning chart. The overall analysis for the competency aspect showed a high mean score reading. Item 2, 'I think I have enough skills to use the Omygram learning chart', showed the highest mean score. It is in line with a study by Sorohiti and Aini (2021), which is that with learning aids, students can repeat studying the topic even without the presence of a teacher. This clearly showed that the students were confident and skilful in handling the Omygram learning chart themselves as it was easy to operate. This is important because operating learning aids can help users save time and energy. Therefore, they can focus on understanding the topic with the assistance of the chart.

Besides that, item 1, 'the use of the Omygram learning chart can enhance my ability to study', also showed high reading in the mean score. This further strengthened the findings of a study by Arora and Kumar (2019). They state that learning aids can reduce a teacher's job because information about lessons and concepts can be delivered precisely and easily. Teachers' jobs also become easier because the Omygram learning chart helps improve students' ability to study. Therefore, the teachers' jobs became lighter as they only acted as facilitators. This opinion is reinforced by the findings by Campos (2020), who indicates that online games as a learning aid can be implemented as blended learning relevant to the English language class for the students to learn without a teacher's aide. The only item that received a medium level of perception from the respondents was item 4, 'I think I am competent in my lesson performance when using the Omygram learning chart'. The respondents might feel that the Omygram learning chart helped them to understand the topic better, but at the same time, they did not agree that the learning chart was the only reason that made them competent in English. The analysis showed that respondents had a good perception of the Omygram learning chart, which could help them enhance their motivation in learning English in terms of competency.

For the second aspect, choice, the overall mean score was at a medium level. This means that students' perception of the Omygram learning chart in enhancing students' motivation from the choice aspect was medium. The choice aspect in the motivational factor means the subjective experience an individual feels when doing something autonomously, not controlled (Reeve et al., 2003). In other words, there is no element of coercion for respondents to choose how to use the Omygram learning chart. In this study, the choice aspect was used to ensure whether a respondent had the choice to determine if the period was appropriate to use, the duration of use, references, and how to use the learning chart. Although the overall analysis showed a medium level of perception from respondents, two items from the choice aspect still offered a

high reading of the mean score. The two items are 'I think I am free to use the Omygram learning chart at any time' and "I think I am free to use the Omygram learning chart as long as I want'. From the results, it can be concluded that the respondents were free to decide how they wanted to operate the chart and could operate it themselves but might need help at times when they had problems understanding the chart's operation. It proved that the respondents had the autonomy to decide when and how long to use the chart. In other words, an individual who is free to make choices for himself will feel motivated to complete his work.

As for the third aspect, interest, the student's perception of the chart in the interest aspect was high. In a learning environment, high interest means encouraging individuals to use existing experiences to deepen new knowledge and motivate them to engage in various learning activities (Chen & Law, 2016). Therefore, individuals with a high interest in a job will be encouraged. The aspect of interest in this study served to see how the Omygram learning chart could inculcate the students' interest in having fun using it, focusing more on lessons, encouraging curiosity, and further deepening the topic of plurals. Items that showed a high level of perception in this aspect were 'I feel good about anything I learn while using the Omygram learning chart' and 'the Omygram learning chart prompts my curiosity to use it'. It is proven true in a study by Aminova (2016), which indicates that learning grammar through aids like games is not just time-filling, but students gain great educational value, too. The analysis proved that the Omygram learning chart could cultivate students' interest in having fun using it, be more focused in lessons, and encourage curiosity to delve into the topic of plurals. It is in line with Hughes (2016), who found that learning aids make learning and teaching more attractive and engaging.

The 'desire to use' is developed from a 'behavioural desire' or behavioural intention and is defined as the strength of one's desire to perform certain behaviours (Fishbein & Ajzen, 1975). A study on the Technology Acceptance Model (TAM) shows that behavioural purpose positively affects behaviour (Lu et al., 2017). The frequency of using something, for example, computer technology, is very closely related to an individual's behavioural desire to use the technology. This aspect examined the respondents' desire to use the Omygram learning chart regularly and permanently in the future and the expectation of continuing to use learning aids. From the analysis, the overall mean score for the desire aspect was high. Most items in the desire aspect showed a high mean score reading, except for item 4. The items that received high perception from respondents were 'I want to use the Omygram learning chart regularly while studying', 'I want to continue using the Omygram learning chart in my learning activities', and 'I want to use the Omygram learning chart as often as possible at appropriate times'.

From the results, the respondents intended to continue to use the Omygram learning chart when they have the opportunity and as often as possible. It is in line with the Technology Acceptance Model (TAM), stating that this desire will encourage respondents to regularly use the Omygram learning chart at any time possible in the future. Indirectly, the respondents felt motivated to learn English because of the implementation of the Omygram learning chart. It is in line with De Andrade and Fachada's (2021) study; they conclude that learning aids can be a powerful tool for motivating students, as it makes it relatively simple to achieve something interesting by trying and operating with the aids.

## **5.1 Implications of the Study**

Policy transformation in the field of Technical Education and Vocational Training (TVET) in Malaysia emphasises the production of a highly-skilled workforce as prescribed in the Malaysian Education Blueprint (2013–2025) (Kementerian Pendidikan Malaysia, 2013). It should meet the needs of the skilled and semi-skilled workforce in TVET. Hence, technical students should be equipped with sufficient technical and soft skills, including being competent in English communication skills and immediately assimilating into the working environment. Therefore, this study is important to help PVMA students explore one of the important grammar topics, plurals. This is because, as earlier discussed, mastery of grammar helps increase one's English language proficiency (Mortazavi & Barjesteh, 2016; Yusob, 2018). As a result, the goal of producing a skilled workforce in TVET and possessing soft skills will be more achievable.

## **6. CONCLUSION**

Based on the analysis of this study, it can be concluded that there was a difference in achievement between the treatment group after the intervention and the control group that used the conventional method. There was an increment in the mean score for the post-test of both groups. The increment for the treatment group was significantly high, 5.58, compared to the control group, which was 0.33. It means that the use of the Omygram learning chart in increasing students' achievement in the topic of plurals was proven to be successful. Besides that, the paired-sample t-test showed that there was a significant difference in mean score value for the pre-test and post-test [ $p = 0.000$ , ( $p < 0.05$ )] of the treatment group. For the control group, there was no significant difference in the mean score value for the pre-test and post-test [ $p = 0.504$ , ( $p > 0.05$ )]. The results in the treatment group showed that there was a significant difference in students' achievement after the Omygram learning chart was applied in class. It proved that the learning aid helped increased the students' understanding of learning grammar.

As for the motivational construct, the analysis revealed that the Omygram learning chart was significant in enhancing students' motivation in learning English, especially on the topic of plurals. The mean score for the three aspects showed a high level in interpretation, while the only aspect that showed a medium level was choice. The three aspects are competency, interest, and desire. Overall, the average mean score for students' perception of the Omygram learning chart in enhancing students' motivation is high, 3.69. Therefore, students are more attracted and motivated to learn.

Despite having answered the research problems initially posed in this present study, it however only included a small number of participants. A larger sample is recommended for other researchers interested in furthering the research to make the findings more comprehensive, robust, and accurate.



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