

Flowchart: Scaffolding Narrative Writing in an English as a Second Language (ESL) Primary Classroom

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Abstract

Learning to write can be a nightmare, be it on the natives or second language. Various approaches, methods, and techniques were tested by researches to improve the writing skills of learners with multiple issues in mastering the craft. Nevertheless, the standards of writing achievements among second language learners are remarkably frustrating. In Malaysia, teaching writing to the primary school pupils is one of the biggest concerns as pupils expected to compose narratives as assessment in the public primary education. Concerning this, this research aimed to measure the effectiveness of the flow chart to improve pupils' narrative writing and to investigate pupils' achievement levels in each narrative writing component. Besides, it identifies the pedagogical strategies that lead to the scaffolding of narrative writing. Action research carried out with 12 intervention sessions in two cycles. Each Cycle involved three stages: planning, action, and reflection. A total of 25 Year Four urban primary school pupils participated in this study. The researcher obtained the data via pre and posttest, analysis of pupils' narrative writing, and classroom observations. The findings showed that there was a significant improvement in pupils' posttest scores and narrative writing assessment components. This study is essential to improve narrative writing achievement and benefit teachers who teach narrative writing in primary and secondary schools to enhance pupils' performances. Studies in the future should include pupils from rural area schools with low proficiency levels to compare the findings in employing flow chart in narrative writing.

Keywords: English as Second Language, flow chart, narrative, scaffolding, writing assessments
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Introduction

English Language teaching and learning comprise of four primary skills namely, listening, speaking, reading and writing. According to Hanafiah and Yunus, (2017, p.830) “writing is the most important skill in fulfilling the summative assessment”. Writing is complicated as it is a recursive process. According to Flower and Hayes (1980), writing requires writers to harmonize a variety of skills, including cognitive and knowledge, including goal-setting, discourse comprehension, memory retention techniques, and socio-cultural understanding. Hence, to master writing skills, one needs to master both basic and advance levels. Unlike first language learners, second language learners face more significant challenges in learning these skills; linguistic incompetence and low language skills such as lack of vocabulary, incompetent in grammar usage, lack of knowledge on discourse markers resulting in producing a distorted composition and organizing ideas. According to Jusun and Yunus, (2017) “L2 learners have to bear the struggle of putting accurate grammar together to produce structurally-correct sentences”(p.469) . Due to these factors, pupils find writing is boring, eventually hesitate to write narratives when it comes to “finding out, generating and translating the ideas in their brain into written language” (Manik and Sinurat, 2015, p.172). As a result, this attitude “teachers find the teaching of writing more difficult than teaching other language skills such as speaking, listening and reading” (Akinwamide, 2012, p.20). Above all, primary school pupils are novice writers; therefore, motivation is another factor need to be considered. The process of writing needs scaffolding to encourage the writing process as the pupils are inexperienced writers.

On the other hand, Yunus and Chien (2016) believed this “could be due to the teaching methods employed by the teachers, the types of responses students receive from books and instructors, the types of writing activities done in the classrooms, or lack of chances to practice writing.”(p.620). On the other hand, Kaur and Singh (2014), stated “the traditional teacher-centered approach is a method that has long been used in teaching and learning”.(p.4). This approach is currently still being practised by many teachers, even though a paradigm shift in teaching and learning strategy aligned with the 21st Century seen. This backdated approach leads pupils to be passive and fail to create an opportunity for pupils to stimulate and organize ideas to write a creative narrative story. Pupils asked to memorize a collection of narrative stories. Despite being taught to write English for more than six years, pupils are still unable to compose good narrative stories on their own due to the memorization and language deficiency factors. Hence, the second language learners have to master their writing skills as writing is the key in various disciplines in the real world. Lim (2014) emphasizes that it is “important for teachers to equip their pupils with writing skills to help pupils achieve success in national examinations, it is also important to prepare pupils to equipped for the workforce and the global economy”(p.43). Thus, ESL teachers have to use different approaches and techniques to guide pupils to scaffold and improve in their writing.

In Malaysia, pupils need to take the Primary School Achievement Test (UPSR) at the end of primary schooling. One of the test requirements, pupils need to compose a narrative in a range of 80 to 100 words based on the stimulus given, which contributes 50 per cent weightage of the overall grade. For the task evaluation, pupils graded on writers capability to compose different sentence types which have various composition styles, usage of language functions for various purposes with good coherence and paragraphing. The paragraphing expected to consist of at least

five paragraphs, namely, the introductory paragraph, three paragraphs for three pictures provided and the closing paragraph” (Rahim et al. 2017, p.15467). Meanwhile, Firmansyah (2015) states that there are several main issues with pupils when composing essays, such as unable to generate ideas, problems with paragraphing and inappropriateness in using the correct terms due to vocabulary limitation. Therefore, it became a challenge for the average and low achievers of primary school pupils to compose a story. A study by Veramuthu and Shah (2020) revealed that “is a great challenge in the second language since second language learners are incompetent in writing because they do not learn as native speakers.”(p.55).On the other hand, Zakaria and Aziz (2019) stated the format of the paper itself contributes to high failures. (p.320).

The government and school authorities took various measures to improve this phenomenon like having answering techniques and workshops by the government and school authorities, yet it is not fruitful (Jalaluddin et al., 2015). The same issue noticed that 25 Year 4 pupils have average proficiency level face issues in composing a narrative story. The researcher noticed various language errors such as lexical, syntactical, punctuations and grammatical errors found in the writing product. Other than that, coherence and plotting, which are necessary for good narrative writing, were lacking. The pupils produced a distorted narrative. Since narrative composition contributes to a significant weight of the total marks, compared to other sections, it affected the overall score and added to failures. Hence, an unusual method is needed to motivate pupils to learn writing a creative narrative essay with good plots and coherence since the pupils have good command in English.

One of the prominent approaches in teaching writing in the 21st Century is using a mind map as a tool as it benefits pupils’ in promoting critical thinking, creativity and improving writing skills. Various studies have shown that utilizing mind maps contributed a positive impact on the process of teaching and learning (Suyanto 2010; Lachner, Burkhart, and Nückles (2017). Mind maps help to generate, envisage, structure and organize ideas. Unlike other studies, this action research employed flow chart to explore the effectiveness of the mind map in the scaffolding writing process. Further, it investigated pupils’ achievement level in each narrative writing components based on the assessment rubric. It analyzed the pedagogical strategies that led to the scaffolding of narrative writing through the use of the flow chart.

Research Objectives

The objectives of this study are to:

1. to measure the effectiveness of the flow map in improving pupils' narrative writing skills.
2. to investigate pupils’ achievement level in each narrative writing components based on the assessment rubric
3. to identify the pedagogical strategies that lead to the scaffolding of narrative writing through the use of the flow chart.

Literature review

Researches have tried many various means to improve the situation by introducing writing skills to primary schools’ pupils using web tools and games. Despite all the measures, the Director-General of Education Datuk Dr. Amin Senin states the “overall mastery in English subject

increased in 2017, except in the writing paper in national schools which showed a drop from 77.1 percent in 2016 to 73.6 percent this year” (The Star, 2017, para.8). It argued that teaching writing using web tools are thriving in urban areas where ICT facilities are available. But then again, using web tools alone doesn’t improve one’s writing ability without planning and mapping of the story as one needs to apply the steps in process writing to produce a good narrative writing. Therefore, a solution to cater to all pupils, regardless of urban or rural, is necessary to overcome these

problems.

Mind maps

In 1993, Tony Buzan presented the mind map and described it as a two-dimensional note-taking technique. Relevant knowledge on the specific topic of the visual representation of thoughts creates a mind map. According to him, this technique permits one to organize facts and thoughts in the form of visual maps in which the keywords and the branches connected to the central theme. In other words, a mind map is a plan in graphic form to signify views and, ideas and this matter the thoughts.

Flow Chart

The flow chart is a graph or a diagram that portrays a process or framework systematically. It is used for reporting, thinking, planning, improving, and regularly imparting complex procedures in clear, straightforward outlines. A flow chart has a vital role in developing writing narrative writing skills. One of them is brainstorming. In writing, the flow chart used as a tool to assist authors in brainstorming and expressing their ideas even before they start writing. It is an essential technique to map the whole story to prevent authors from missing out on crucial points in the writing.

At present, many efforts made to facilitate teachers in employing 21st-century teaching approaches. One of them is the collaboration of The Ministry of Education Malaysia and Agensi Inovasi Malaysia (AIM) in introducing the i-Think program, which promotes critical, analytical, and creative thinking in the learning process (Yunus and Chien 2016). Thus, it is relevant for teachers to make a transformation in the pedagogy and increase and enhance the teacher's capacity aligned with what is a requirement, especially in teaching narrative writing.

Narrative Writing

Narratives defined as the “organization of a human’s experience and memories” (Bruner 1991,p.4). In another study earlier, it is defined as a socially and culturally conventional mechanism by which individuals organize and represent their past experiences (Bruner,1987). Students can express their thoughts and ideas through narrative essay. The type of narrative writing can be in different forms. To be accurate, it can be as brief as a phrase or as long as a novel. Narratives also assumed as literary fiction, fantasy, fictitious, or even a made-up story. Diaries journals, fictional stories, or letters are some of the examples of narrative writing.

Types of Assessment in Narrative Writing

The primary purpose of assessment is to give feedback to the writer, thus create prospects for students to improve one’s writing. It is not only viewed as a rating and providing scores solely, but also it helps teachers to reflect on the teaching and learning process. Dunsmuir et al. (2015), acknowledged two main assessment methods that one can employ in writing, holistic and analytical assessment. A holistic assessment once widely used for assessing narratives. A piece of

a story is evaluated based on the overall performance of a writer. In other words, evaluators read through the writing to get an overall impression of the work and rate the writing. The rating or the score referred to as a predetermined criterion or a rubric.

On the other hand, the analytical assessment had gained its popularity lately due to its effectiveness. Evaluators find it reliable for a few reasons, such as clearly defined and systematic and detailed scoring criteria (Hayes et al. 2000). Scoring criteria or rubrics is a crucial element as it identifies the quality of good writing such as creativity presentation of the story, reasoning, and other writing conditions measured in depth; thus, students get detailed analysis and feedback on their work. Feedback will be useful for learners as it is “critical in any assessment and provides an influence on the quality of student work.” (Martin and Ndoye, 2016, p.6)

Past Studies

A few studies were made international and locally in integrating and measuring the effectiveness of mind maps in ESL writing classrooms. Generally, most of these studies experimented with tertiary students. In a study conducted, Pratiwi et al. (2016) reported a mind mapping strategy to teach writing in IELTS preparation class improved participant’s knowledge in academic writing topic, building their critical thinking, and they were able to manage time well. Another similar study conducted by Rafii (2017) reported that “implementation of the Mind Mapping Technique in the teaching of writing descriptive text could develop the writing ability and improve the students` motivation.”(p.155).

In another study, aimed to "investigate students' perceptions on the use of mind mapping strategy in their MUET (Malaysian University English test) writing" by Yunus and Chien (2016) reported that majority of the students had positive perceptions of the use of mind mapping strategy in enhancing their writing skills. Naqbi, (2011) in her study concluded that “mind mapping helped students plan and organize their ideas for writing tasks under conditions of examination.” (p.120)

Meanwhile, Lee et al., (2007) in their study noticed that “good writers should have the choice to mind map the ideas for the essay the author intends to write on one piece of paper while poor writers should have the option to map their ideas one stage at a time” (p.139). On the other hand, Negari (2011) reported that "mapping strategy had a positive effect on English as a foreign language (EFL) learners' writing achievements"(p.299). Also, the teaching strategy employed contributed to successful writing achievement.

Bukhari, (2016) in her research reported that students in the institute improved in the cohesion and coherence; content paragraph structure and length of text in their writing agrees “mind mapping techniques used in the pre-writing process enhanced the EFL learners’ writings” (p.58). In a nutshell, using a mind map in scaffolding narrative writing among pupils bring improvements.

Research gap

Teaching pupils using the mind map strategy has not ventured in the primary school level widely. Other than that, most of the researches are mainly on the use of bubble maps in planning writing. Thus, it is crucial to venture the use of flow chart to primary pupils as, writing begins at the primary

school level, and pupils found to have difficulties in composing stories due to multiple reasons. Proper strategy and scaffolding are needed to execute the technique to see the effectiveness in improving pupils writing abilities.

Research Design and Methods

The research design identified for this action research is quantitative. The primary reason for conducting action research is to assist the researcher in transforming or redefine the current action through a research process and supported with critical reflection. Moreover, it permits the researcher to be engaged directly in the process of finding alternatives techniques to improve pupils' achievement to overcome the issue; in this case the overcoming the narrative writing challenges. Apart from that, it allows the teacher to systematically and carefully examine their instructional practice using various research methods. In total, there were two cycles involved in the process.

The Research site, Participants and Instruments

The research performed in SK Tengku Mariam. A premier urban girls' school in the district of Batu Pahat in Johor, Malaysia. The reason to select this locality is to facilitate the researcher. The researcher is an English teacher in the schools and plays a vital role as the head of the English Language panel. In a total, 25 Year Four pupils were identified through purposive sampling method. Other than that, the selection of pupils based on their mid-term English Writing examination results which indicate their below-average performances in English Language Writing and their first language is not English. Before the intervention, pupils' and parental consent obtained. The instruments employed for this action research are Calkins Narrative Writing Assessment Rubrics for Grade 4 and a flow chart template.

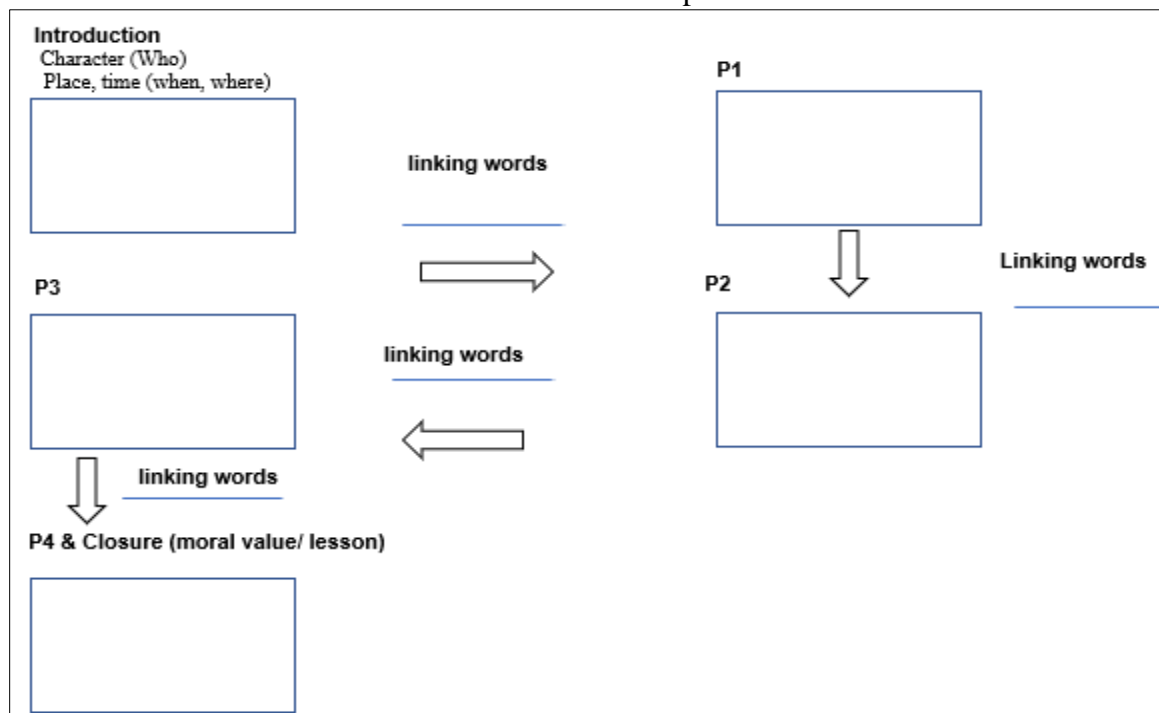


Figure 1. The flow chart template

Findings and Discussions

The data obtained from pre and the posttest were analyzed statistically to rectify the first research question on the effectiveness of the flow map in improving pupils' narrative writing skills, using the Social Sciences Software (SPSS) and the results are as shown in Table 1 below. The content in Table 1 exhibits the means and standard deviation based on the two variables, scores of pretest and posttest. In the Paired Samples Statistics table below, the mean for the posttest is 77.8. The mean for the pretest 25.5. The standard deviation for the posttest is 11.9; meanwhile, for the pretest is 12.8. The total number of participants in each test (N) is 25.

Table 1. Paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	77.8000	25	11.92337	2.38467
	Pretest	25.5200	25	12.80664	2.56133

Table 2. Paired sample t- test

		Paired differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	52.280	12.1227	2.4245	47.2759	57.2840	21.5	24	.000
			1	4	9	1	63		

Based on the above-generated analysis, the findings interpreted that there is a significant difference between the variables. The pre-test score (M= 77.8, SD 11.9) and posttest score (M=25.5, SD12.8) results (24) = 21.5, p =.000. The Sig. (2-Tailed) value in this result stood at 0.000. This value is less than .05. Therefore, it concludes that there is a statistically significant difference between the mean of pretest and the posttest after utilizing the flow map in the narrative essay writing. This result indicates pupils' have improved significantly in the posttest compared to the pretest administered. In other words, the data above proved that pupils obtained striking achievement in narrative writing when utilizing flow chart in their writing process. Therefore, utilizing a flow chart in scaffolding, a narrative essay was effective and resulting in pupils' improvement in composing a narrative essay.

Analysis of Pupils' Narrative Writing

The following findings presented in Table 3 are collected based on pupils narrative writing essay scripts from Cycle 1 and Cycle 2 from posttests. The results were analyzed, compared and tabulated to show the mean score obtained from each component according to the narrative assessment rubric for Grade Four. Adapted from Calkins Narrative Writing Assessment Rubrics, nine narrative writing components evaluated, and the finding shows all the components showed significant improvement. The most outstanding development inclined towards the transition

component with the increase from 1.92 mean score to 3.28 mean score, resulting in a total of 1.36 difference. Two other significant elements noticed to have a tremendous spike in the mean scores are the Ending and Organization components with the mean score value 2.12 to 3.2 and the latter 1.88 to 2.96 which brought to 1.08 difference for both components resulting in a second-largest distinction. Another prominent significant difference made by the pupils is in overall essay production, has improved as it recorded an increment in the mean score to 3.44 points which makes an overall of 1.04 points difference. Next, the ability in applying crafting skills in the essay recorded some increase from 1.88 to 2.8 points. The spike shows a total of 0.92 points difference. Data indicates that the Lead component is next in the line, showing a good increase with a mean difference score of 0.84, which recorded 2.44 in Cycle 1 and 3.28 in Cycle 2. The skills of pupils to punctuate correctly strengthened in Cycle 2 when there was an increase of from 2.96 mean scores in Cycle 1 to 3.68 in Cycle 2. The total difference of increment for this component is 0.72. The component Elaboration demonstrates an enhancement of 0.68 points difference of Cycle 1 and 2. The last component, which is Spelling, recorded 2.72 mean scores in Cycle and 3.28 in Cycle 2 totalling 0.56 points difference. Although not much of increment noticed, the pupils have managed to improve slightly.

Table3. *Pre-test and post test mean difference between the writing components*

Writing Components	Pre-test mean score	Cycle 1 mean score	Cycle 2 mean score	Mean difference (Cycle 2 - Cycle 1 Mean)
Overall	1.52	2.4	3.44	1.04
Lead	1.44	2.44	3.28	0.84
Transitions	0.76	1.92	3.28	1.36
Ending	1.08	2.12	3.2	1.08
Organization	0.92	1.88	2.96	1.08
Elaboration	0.84	2.00	2.68	0.68
Craft	0.12	1.88	2.8	0.92
Spelling	1.2	2.72	3.28	0.56
Punctuation	1.24	2.96	3.68	0.72

Overall Essay

The overall essay component emphasized on presentation of a complete story when important moments highlighted with logical chronology. In this case, a narrative should possess five essential elements of narrative writing: characters, the setting, the plot, the conflict and, the resolution. The findings in the pupils' writing show there is a significant difference in the scores obtained from the pretest and the posttest administered for these five elements. The mean score for this overall component in Cycle 1 in the posttest is 2.4, while in the posttest in Cycle 2 is 3.44. Therefore,

mean score differences between these two tests are 1.04. In conclusion, learners have improved the composition of a narrative story by meeting the primary narrative writing requirements.

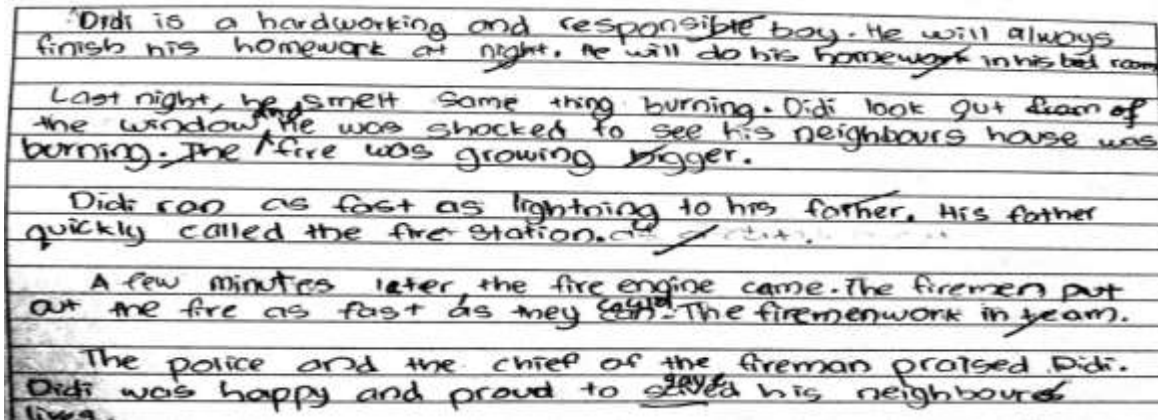


Figure 2. Sample of overall narrative writing

Lead

In a narrative story, lead is a significant element. Lead is the opening of the narrative that is essential for the readers to engage. Introducing the story to the reader is vital as it provides the reader with hints about what happens succeeding. The finding shows this component has significantly increased with a 0.84 mean score, from 2.44 mean score to a score of 3.28. This increase demonstrates that most pupils understood the significance of this element and wrote a decent start. Therefore, the first concept of the flow chart and its function are comprehended well by pupils.

Transitions

Transitions are the use of linking words or discourse markers in writing. It helps to connect thoughts and demonstrate relationships around each other. They also illustrate patterns of organization to assist readers in continuing with good flow. In other words, it shows the coherence between paragraphs and linking sentence parts. Findings show there is a significant improvement in pupils writing in this component. The transition component recorded a 1.92 mean score in Cycle 1 and 3.28 in Cycle 2, with a total of 1.36 points difference. This elevation unfolds that most pupils have integrated the linking words into their writing as it is the most significant element to demonstrate a big difference in the mean score.

Ending

Ending in the narrative writing requires writers to end a story with a reasonable conclusion. Writers expected to complete by depicting a few points such as ideas or opinions the characters conveyed or realized something that came from what occurred in the story. Other than that, writers expected to offer a feeling of closure to readers. For this component, the mean score recorded 2.12 in Cycle 1 and increased to 3.2 in Cycle 2 and recorded 1.08 difference of increment in the total mean score. Hence, it depicts pupils writing a very decent closure based on the model of the flow chart that emphasizes moral value and lessons learned in the story's closing.

Organization

This component was evaluated based on the use of paragraphs, which used to separate different parts or times of the story to show the chronology of the events logically. The scores obtained by pupils show, there was an increment in the mean score of the tests, which is 1.08. Hence it explains that the participants managed to write their story in paragraphs, and most importantly, the timeline was chronically structured. It concludes that the arrows in the flowchart template led pupils to plan and organize their text chronologically well while using connecting phrases to bind the paragraphs.

Elaboration

In this context, elaboration means the ability of the authors to develop three main significant elements of narrative writing, setting, characters, and plot in the story composition. Therefore, it requires authors to be more descriptive. The finding for this component shows that pupils have improved their narrative writing skills by being more descriptive. The mean difference recorded from both Cycle 1 and Cycle 2 is 0.68 points. This improvement indicates pupils have managed to elaborate their story in detail, resulting in composing a more extended narrative.

Craft

The craft factor evaluates the writer's potential in a few areas, such as the potential to assume and to boost the story logically. Besides that, authors required to keep the center of attention on the key message of the story and detailing them nicely. Other unimportant details summarized without losing its coherence. It is an art of blending and balancing the product. In other words, good flow and the mood of the story should be consistent. The findings for this component show the participants have improved moderately with the mean score of 0.92 points. The spike suggests that pupils had elevated crafting abilities when their stories developed without dropping the primary ideas. It can be seen in their end product when they provided more significance to the body of the story than the introduction and closure. In addition, usage of simple figurative language detected in the practices and the posttest.

Spelling

Spelling is essential to evaluate the author's awareness of phrase families and spelling guidelines to help produce accurate spelling and correct word choice. In this case, there is an improvement noticed as the mean score indicated 0.56 points difference between Cycle 1 and Cycle 2. In Cycle 1, pupils made some spelling mistakes, especially in new and lengthy words, but improved in their Cycle 2.

Punctuation

Evaluation of the punctuation requires the authors to punctuate correctly, especially in the introductory parts of sentences. For instance, the use of commas, after the word and phrases like "Last night," "One day," in the introduction paragraph. Apart from that, awareness in the use of capital letters, exclamation marks, or question marks is the primary concern of this component. The findings show the participants have improved in the application the punctuations when writing their narratives. It shows there is a 2.96 mean score obtained in Cycle 1 and 3.68 in Cycle 2. Therefore, the total contributes to 0.72 points of increment.

Classroom Observation

This section demonstrates the findings based on classroom observation. The classroom observation recorded for the 12 lessons taught the intervention period to give feedback to the teacher to improve the instructional practices from the instructions in Cycle 1 and Cycle 2 continuously to achieve the objectives set, scaffolding pupils with narrative writing. The observation focused on three main domains of the lesson, pre-writing, while writing, and post-writing stage. The observations recorded and thematically coded and detailed based on the teaching practices and the impact on the pupils' improvement in producing a narrative story. The coding is categorized into five main points, setting pupils' prior knowledge, scaffolding, collaboration learning, the importance of corrective feedback and drawbacks.

Setting pupils' prior knowledge

Selection of Videos

Based on the observations, the researcher noticed that, pupils' prior knowledge on each theme chosen differed. Two main weaknesses identified at this stage are lacking vocabulary and minimal prior knowledge stored about the theme in all the themes selected except for Birthday Theme and Eid Mubarak Celebration Theme as it is closely related to them. Yet, the selection of video was a helpful to activate their knowledge. It helped them to recall their experience. Lacking these two crucial elements in writing will be drawbacks for pupils to progress in writing as they may fail to develop ideas to compose a narrative essay. Therefore, knowing these challenges, the videos were meticulously chosen at this stage to meet the purpose of setting the pupils prior knowledge about the themes. Hence, the set induction selected was not only interesting to engage the pupils but provided some prior knowledge which enables cognitive readiness in the writers to develop stories as writing process needs mastery of the concept.

Making connections

Participants used their memories from the video watched to familiarize themselves with the vocabularies and the visuals and transfer the memories into their writing. Besides that, participants seen quoting scenes from the video watched on the Holiday theme during the while writing stage. Participant 2 mentioned, "*Kita boleh tulis lihat penyu bertelur*". (We can write about watching turtles laying eggs.) This scene not shown in the stimulus given, but participants made connections from the video to their writing. This scenario correlates with Vygotsky's (1980) theory of cognitive, where learners develop novel theories or principles based on their present or previous experience. In this case, the participants construct new knowledge actively by having interaction with the stimulus by listening, watching, and responding to the video shown at the pre-writing stage. Therefore, the set induction selected seen to promote the attraction and helped to engage and motivate them.

Scaffolding

Set induction

The YouTube videos selected in the pre-writing stage also played a role in scaffolding pupils writing when they were able to use the words and the ideas shown to them. These videos employed to provide pupils with multimodal learning, as participants have different learning styles. Therefore, to scaffold the participants' various learning, two or more multimodal modes such as styles, visuals, music, speeches, and illustrations were incorporated to support the learning.

Printed Materials

At the while writing stage, participants learning scaffolded by providing a list of vocabularies based on the pertaining themes, participants were also given a list of linking words, flow charts to guide the pupils to write. Other than that, prompting participants with questions verbally and in printed form assisted them. These steps incorporated during the intervention to produce good writing as past studies showed pupils face writing challenges in ESL classrooms due to lack of vocabulary, no coherence, and grammar errors. Thus, providing printed materials during writing enabled them to refer to the material from time to time to progress in their writing.

Brainstorming

Another scaffolding element noticed in the classroom was brainstorming. Brainstorming happened in various stages; the prominent stages were during pre-writing while writing during the presentation. Participants became aware of common mistakes that occurred in repetition and managed to rectify them. Hence, the higher the frequency of scaffolding in brainstorming pupils, the better they improve. Various types answers and ideas elicited during the brainstorming sessions. Brainstorming activity unlocked participants creativity when participants stimulated for the Happy Birthday and Celebration themes. These multiple scaffolding approaches had made the pupils became an independent writer when the application of the linking words and irregular verbs introduced in all the lessons done in the 2nd Cycle of the intervention. Apart from this; printed materials help better than verbal prompting as young learners have a problem in remembering all the words. Pupils became more independent in Cycle 2 after the printed materials given as a reference. Vygotsky's notion is children learn independently when scaffolding takes place. Obviously, supporting materials and tools are crucial in scaffolding writing instructions at any stage of writing.

Collaborative learning

Collaborative learning employed in this intervention process based on the underlying theory, which is Zone of Proximal Development of Lev Vygotsky, where the theory believes in social support in children's learning. Children learn better and solve problems when learning with peers. During the intervention process, all the participants assigned with collaborative activities. All 12 lessons required participants to discuss and complete the task in groups.

Sharing of authentic experience

A few significant scenarios observed and noted. One of the most prominent ones is participants shared own authentic experience and thoughts, which was a great help to group members who didn't have much personal experience to become a competent writer. Every student contributed ideas based on their birthday celebration. Pupils with experience going on holidays have concrete and logic ideas as it came from their own experience. The knowledge and ideas shared in holiday and birthday themes enabled other group members to learn how to elaborate their composition based on the sharing.

Peer influence

Another vital element noticed was participants with a broader vocabulary, and proficient speakers contributed to significant development in crafting the story and structuring the sentences. These participants managed to influence other members in the group to use the correct tenses in writing their narrative writing. This development explains one of Vygotsky's descriptions which is

someone with knowledge and skills guides another. Therefore, a group of multiple abilities supports one another's learning process when they are working in groups.

Active language users

When pupils assigned with tasks, the group members worked on delegation of roles. Hence all pupils had to participate, and they became active language user especially when each and every one had the chance to present their drafts and products and the while writing stage when pupils share their thoughts. As explained by Vygotsky, this interaction occurred in collaborative learning, enabled participants to observe new knowledge, skills and practice them in their production of narrative writing. Other than that, collaborative learning reduces stress in writing especially among low proficiency participants. It is noticed some passive participants collaborated well and participated actively towards the end of the intervention.

Corrective Feedback

The corrective feedback practice in every lesson showed a significant impact on participants scaffolding process. Participants received formal and informal feedback from time to time. Mainly, the explicit corrective feedback happened in two ways, between teacher-student and between peers. In the process, corrective feedback occurred most during the collaborative activity, and during the presentation, both took place in while writing stage.

Peer feedback

It is perceived, advanced pupils could correct the weak the intermediate and low proficient participants in various aspects such as spelling, use of punctuations, sentence structures and grammatical errors. Participants also noticed to correct some factual ideas which did not fit the context.

The efficacy of the corrective feedback was notable in Cycle 2 when more participants volunteered in giving feedback to correct the product during the presentation. Constant repetition of corrections made in all the lessons in Cycle 1 and Cycle 2 had enhanced the participants' internalization of linguistic rules and structure. Pupils improved in a few necessary writing components such as spelling, punctuations and vocabulary.

Teachers Feedback

On the other hand, the teacher played a the central role in eliciting feedback from the participants and corrected the syntactic error and lexical errors. Sentence structures produced by participants are mostly directly translated from Bahasa Melayu. After a few repetitive corrections made and explained the rules during gallery walk session, the sentence structures improved. Hence, the use of constructive feedback during the lessons facilitated language acquisition among second-language young learners who do not have much exposure to the language.

Drawbacks

Time management

The findings from the classroom observation reflect the time management of the lesson. In Cycle 1, the lesson could not be completed within the stipulated time yet in Cycle 2, after some reflection some in this matter, to improve the situation, pupils are provided with printed materials to refer.

Without the printed reference, participants will waste time in asking around on how to spell and asking the past tense of some words. The time management noticed to be improved when pupils able to anticipate the next stage as the intervention went on the same cycle in Cycle 2. Thus, not much time spent on giving instructions.

Corrections

In cycle 1, participants did not do the corrections after the feedback sessions as they had to do them at home due to the time constraint. Participants provided with the corrected version via Classroom Group WhatsApp, yet they did not make any effort to do. Therefore, in Cycle 2, participants given printed materials which saved time during the group work. Thus, and some amount of time saved to do the corrections in the classroom. At the end of the intervention, around 20 out of 25 participants managed to complete all in stipulated time. Hence, when corrections made, the writing product improved.

Research Question 1:

How effective is the flow map in improving pupils' narrative writing skills?

The results obtained from the descriptive analysis indicated there was a significant achievement noticed in scores obtained in the posttest. The scores spiked significantly from the pretest to the posttest after two cycles of interventions. In the process of composing a narrative essay, the flow chart can be seen as an essential tool as it functions to guide pupils to write step by step following the sequence of the events. In this scenario, young learners need flow map than other types of thinking maps. Hence, employing the flow chart technique in the process of writing a narrative essay has high potential to improve primary school pupils writing skills, especially in composing a narrative essay.

Research Question 2:

What is the pupils' achievement level in each narrative writing components based on the assessment rubric?

The document analysis of pupils' writing showed a progressive improvement in pupils writing based on each narrative writing components. The writing components based on the narrative writing assessment consist of nine components, namely, overall writing, elaboration, transition, ending, craft, punctuation, spelling, lead and organization. The results showed pupils had improved tremendously in the use of the transition in the narrative essay. This rise is due to the flow chart template, which requires pupils to incorporate the transition word in the essay composition. The use of transition words in the essay played a vital role in improving the narrative essay as it connects each event in a logical sequence. However, pupils improved slightly in their spelling component due to less spelling mistakes made in Cycle 1 and Cycle 2. Collaborative learning assisted pupils in developing their spelling skills. Other printed materials, which have wide range of vocabularies is another contributor to the improvement in spelling.

Research Question 3:

What are the pedagogical strategies that lead to the scaffolding of narrative writing through the use of the flow chart?

Prior knowledge strategies

Pupils involved in this research are second language learners who are average language users. A wide range of knowledge about the subject matter is crucial to be a good narrative writer. Therefore, developing appropriate instructional materials such as the selection of set induction is one of the most vital strategies not only to engage pupils but to provide prior knowledge to pupils

Thematic vocabulary and questions

Thematic vocabularies and questions selected and provided based on the themes identified. The purpose is to scaffold pupils writing as one of the main issues for ESL pupils in writing is lack of vocabulary. The strategies allow pupils to refer, and at the same time, enrich their vocabulary for future use. Other than that, brainstorming for vocabulary meaning in the prewriting stage provides ideas and wide range of vocabulary for pupils to continue drafting in the prewriting phase. Besides, prompting with questions guides pupils to gain more insights, and this promotes pupils to construct new knowledge. In other words, the teacher is responsible for providing questions verbally and non-verbally to scaffolded writing.

Reference materials

By supplying handouts such as linking words list and the flow chart template, pupils can save more time than making their flow chart. Providing these materials is crucial due to their ability as a young learner. Besides that, by giving a list of linking words offers students a wide range of words to be chosen to fit their narrative essay. Thus, supplying reference materials helps pupils to perform the task, to motivate and to save time to scaffold primary students' writing. Besides, by providing material support, pupils become independent learner when they do reference on their own. Hence, supporting materials are important to cater to the needs of different level of students in the classrooms (Martin et al. 2018). In other words, differentiated learning exercised.

Explicit Corrective feedback strategy

Students improved in various linguistics components during the feedback sessions. Constant corrections provided retention and mistakes in writing had reduced gradually. Hence, corrective feedback tailored in the pedagogical approach contributed to language acquisition in the ESL classroom particularly, (Sheen, 2010). Pupils showed engagement in the peer interaction in identifying and pointing out mistakes done by the group members. Also, students' participation during the teacher correction sessions reflects the elements of scaffolding based on zone Proximal Development (ZPD) where the students were assisted by peers and teachers when there are unable to handle by themselves. Several factors are contributing to this achievement, such as peer cueing, teacher support, collaborative work (Isaacson and Gleason, 1997). Both teacher and peer feedback were effective in improving pupils writing. (Taweef et al. 2018; Saidon et al. 2018)

Collaborative strategy

Selecting the collaborative strategy to scaffold pupils narrative writing was impactful. Pupils get to share ideas, make corrections and support weaker peers. In other words, experts in the respective groups coach others who needs help. Gradually, weak students improved in various aspects such as in producing spellings, developing and exchanging ideas, knowledge and experiences to scaffold their narrative writing. This scenario contributes to active language learning as both the advance, and weak pupils benefits from this. Although working in groups takes a longer time as

discuss and interactions take place at the same time, after a few practices, time management handled effectively and delegation of work practised. (Ajmi and Ali 2014). Hence, the collaborative strategy is one of the vital pedagogy strategies to scaffold narrative writing.

Conclusions and Implications

To summarize, the study has indicated that the flow chart is an useful tool to scaffold primary school pupils in narrative writing. There are a few implications to the ESL instructors in the primary schools. The English language instructors in primary school are to adopt the flow chart technique in their writing classroom to teach narrative writing as flow chart guides pupils step by step with a logical flow. Next, to second language (L2) teachers, is recommended to adopt the teaching strategies to make the scaffolding process successful. L2 learners in primary schools are novice writers. Therefore, pupils need various types of scaffolding when planning the lessons. Besides that, this technique has significant implications on the pupils writing performances. Pupils can employ this technique and, exercise the correct writing skills. Using the flow chart in composing narrative writing allows pupils to practice the five writing stages in process writing. However, this study is limited to urban school pupils, and it is limited to primary school pupils. Therefore, suggestion for future research is to focus on rural primary ESL pupils.

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