THE EFFECTIVENESS OF IMSCI MODEL IN GRAMMAR ENHANCEMENT AMONG GRADE 5 PUPILS

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ABSTRACT

This research study aimed to find out the effectiveness of using IMSCI (Inquiry, Modelling, Shared, Collaborative, Independent) model on grammar enhancement that contextualize writing construction of Grade 5 students in Boston Central Elementary School at Boston, Davao Oriental. This study was a classroom-based quantitative research and it was conducted using quasi-experimental design. There were 30 respondents of this study that came from control and experimental group. The instrument for collecting data was through writing a test using pretest and post-test questionnaire approach. The data result using mean and independent sample t-test as statistical tools proved that prior to the utilization of IMSCI model as scaffolding intervention, there was no significant difference between the level of the pretest scores of control and experimental groups. However, after implementing the model, the results indicated that there was a significant difference of post-test scores and also between the level of comparing pretest and post-test scores of the two groups. Overall, the result of this study have shown that the application of IMSCI model as intervention toward scaffolding and enhancing the difficulty of writing grammar construction of the respondents may be effective. Hence, the use of IMSCI model in writing instruction is recommended in making successful learning development of the students.

Keyword: *scaffolding intervention, grammar construction, grammar literacy, English language, writing grammar*

1. INTRODUCTION

Primary education is essential to every young learner because it is the initial stage of having a formal education, wherein they are being engaged to different academic learning activities and knowledge to be gradually literate holistically (Cheng, 2017). We often have this mindset that the higher the student's grade level is, the higher the learning skills also they have acquired. However, as we look deeper into reality, it is not always transparent (Du, 2011). Language literacy such as in grammar is one of the necessities an individual should possess, because it determines effective communication interpersonally especially in English language, which is known as universal language (Lin & Li, 2021). It should not be neglected that a grammar is the base of English language (Bikowski & Vithanage, 2016). Students who are not able to fluently construct grammar will lead them to feel frustrated, since they become disappointed in not achieving their desired result. Developing grammar in writing is in need of consistent practice so that it could reach proficiency (Santana, 2016).

To address the needs of the students in proper writing construction, they are taught with the skills of reading, writing, and English grammar in order to improve their language and study skills. Also, to ensure that they create essays with the fewest possible grammatical problems (Effendii, 2017). Unfortunately, it has been discovered that the majority of students are unable to apply successfully the English grammatical principles given to them due to a variety of circumstances, including a student's willingness to study or a family issue (Allen, 2013). In grammar construction, as part of students' learning skills in processing language must be properly focused in terms of effective enhancement and accuracy (Cheng & Zhao, 2016). The implication of the sequential stages of IMSCI scaffolding model were used to assist students in improving their grammar, especially in the proper construction of writing (Read, 2010). The students facing difficulty in writing grammar was said to be a serious hindrance in their learning development, that's why it needs to be intervened carefully so that they will not have difficulty in grammar communication particularly in their future development and career (Li, 2022). The purpose of this action research is to explore the impact or effectiveness of IMSCI (Inquiry, Modelling, Shared, Collaborative, Independent) as scaffolding model that integrates a learner-centered teaching approach in helping learners to overcome their difficulty in writing English grammar and its usage.

2. REVIEW OF RELATED LITERATURE

Language is an integral component of communication and also plays a vital role in our lives since it has variety of usage (Ghandoura, 2012). In school, English language is being taught because it is our second language, for that reason, proper English grammar construction is essential on its field. According to Ferris (2010), written style as means of communication is also known to be a fundamental concept of language. The learners who were expected to at least acquired basic grammar writing skill were the Grade 5 primary level. They need to become knowledgeable about how grammar works so that when they enter middle school, they have at least knowledge to be shown- minimizing difficulty problem related to it (Kasapaglu-akyol, 2010). In addition, the importance of grammar, the study and learning of grammar, factors affecting grammar construction of the students, the role of an expert in scaffolding grammar enhancement and the relevance of IMSCI model to grammar enhancement will be discussed meticulously in this chapter.

2.1 The Importance of Grammar

In teaching our second language which is English, the most important skill to be learned by the students and which also a fundamental feature of language they must acquired should be the proper delivery and construction of grammar, for a fact that effective communication lies in grammar itself (Yusob, 2018). In the study of Brinton (2013), grammar is an essential component of any language. The mastery of a language's grammar will influence the mastery of linguistic skills. As a result, when learning a language properly, grammar is a subject that should be thoroughly studied. Students required proper grammar instruction in order to developed effective language skills (Shanmugavelu, 2020). To various people, the word grammar denotes different things. To the average person, it referred to the correctness or incorrectness of the language he or she used. Meanwhile, it was an analytical and terminological analysis of sentences for a school student (Windsor, 2021). Grammar knowledge aided students in correcting errors and improving their written work, only by conscious integration can a person learn a new language accurately (Debata, 2013). Also, he then added that when our linguistic habits failed us, grammar is a reliable source of information. As a result, grammar is essential for students.

In a journal written by Effendi (2017), he claimed that without the principles that shape words and weave sentences together into fluid paragraphs and comprehensible arguments, writing would simply not be writing. Every day, we utilized these norms when sending text messages, writing essays, creating business reports, and even updating our Facebook statuses (Zientek et. al., 2016). Despite the widespread use of writing in our daily lives, still, correct grammar has been abandoned (Hutcheson, 2011). This is the main reason why we need to comeback and revived grammar enhancement again, backed up now with satisfying powerful strength and knowledge to be exerted with the aid of modernized teaching approach and learning materials, tools, and or equipment (Yule, 2014).

2.2 The Study and Learning of Grammar

One of the aspects of language is grammar. As a result, anyone studying and learning a new language formally will be offered grammar lessons. Of course, this is dependent on the learning level of the children. Grammar study is a crucial part of language acquisition (Homby, 2015). In addition, Mitchell (2012) stated that a study of language learning that includes an emphasis on learning grammar (form-focused education), the grammar instruction consistently outperforms teaching that focuses solely on meaning. The aforementioned claim was supported by Towmey (2009), he said that grammar learning can be separated into two categories: the first FOFs (focus on forms) and second FOFs (focus on functions). Grammar was the emphasis of the first learning model. The grammar is taught separately from the context in this model, meanwhile, the second learning paradigm concentrates on the meaning and grammar found in the content being studied (Vlachogianni & Tselios, 2022).

The grammar of the English language is governed by multiple rules. To effectively communicate in the language, speakers of the language must make a concentrated effort to grasp how words are strung together to produce sentences in this language (Wornyo, 2016). English is taught as a second language in the Philippines, a reason why English grammar is necessary to teach as part of our educational curriculum implemented in every school so that students at all levels will be able to learn communication effectively, particularly in written English (Flores, 2010). In teaching the students a proper grammatical writing composition, it will allow them to write the language in a way that is consistent with normal written English. Inadequate English grammatical knowledge or low language competency is a common reason affecting students' performance in their various subjects, as well as their academic progress (Valderama, 2019). According to Quagie (2011), considerably more effort should be put into teaching and mastering English grammar in schools in order to enhance the existing scenario, in which lots of written learning areas such as making essays applying grammar are commonly found

with various types of sentence construction problems. According to Azar (2018), grammar's job was to assist students in discovering the nature of language, i.e., that language were made up of predictable patterns that allow us to understand what we say, read, hear, and write. Without studying and learning grammar, people would only be able to communicate meaning through specific words or sounds, visuals, and body language (Swan, & Ice, 2010). Furthermore, excellent grammar education can assist pupils in applying their knowledge in their writing (Ursava & Reisoglu, 2017). Teachers can explain abstract grammatical concepts by connecting oral and written language to assist children improve their writing and reading skills and confidence (Abebe & Davidson, 2012). As proposed by Calkins (2013), using students' writing as a foundation for teaching grammatical principles was the most effective technique to increase students' command of grammar in writing. As a matter of fact, teaching punctuation, phrase diversity, and sentence patterns in the context of writing is more effective than teaching disorganized abilities to access the focused learning subject area (Jones et. al., 2010). Hillocks (2010) discovered that teaching separate grammar instruction and writing instruction is ineffective in helping to improve students' writing skills and this should be addressed quickly. In relevance, Suelto (2018) explicitly discussed that the effective comprehension and delivery of English language came from studying, learning and understanding the usage of grammar, its rules in writing and proper construction as well. Learning English grammar language is beneficial to learners because they could be able to express themselves fluently and with self-confidence (Thomas & Chermack, 2017).

2.3 Factors Affecting Grammar Construction of the Students

According to Cabigon (2015), Philippines was one of a top country where almost its citizens are fluent in using English, may it be through speaking or writing. However, as time passed by, Valderama (2019) stated that some of the Filipino people were gradually declining in English proficiency. There were actually various factors or problems why the children are having difficulty in English grammar construction (Quagie, 2011). The following were the given examples: Most of the learners have experienced a problem on how to develop grammar in writing because of having a limited knowledge about vocabulary words or terms. There is a strong link between vocabulary knowledge and writing comprehension; in order to increase comprehension, students must also understand the meaning of the terms they will be using in writing (Quagie, 2011). When the students have difficulties in vocabulary knowledge area, their writing composition will be greatly affected as they do not know how to express their own point of view or even distinguish proper terms to be used and it will badly cause misunderstanding and miscommunication if not being treated immediately (Aminloo, 2013). To avoid this case, students must learn to become engaged in a learning strategy called IMSCI model because this will scaffold them conveniently and it has lots of positive effect towards the learners (Ferris, 2010). Aside from having a limited vocabulary knowledge mentioned awhile ago, it has been added that there were also some students who get confused over writing proper arrangement of words or construction of sentences (Defazio & Jones et. Al., 2010). These students found it hard to identify if the words or sentences they wrote anchors correctly, this happened since there were instances that again, they experienced confusion due to lots of grammar rules and classification, hence, limiting themselves to develop the skill of writing correct grammar (Roger, 2021). The students should be guided immediately in teaching proper arrangement of words and sentences through IMSCI model because the reason of this intervention focused on writing instruction and it has proved to effective (Calkins, 2013).

In a research study conducted by Lorenio and Modrigo et. Al. (2019), one of the difficulties in constructing grammar particularly in English includes sorting out the correct spelling of words and terms to be used in different tense forms. It is for a fact that, one of the rules of grammar pertained to the transition of words, spellings and its own meaning when applied by the tenses of verb, thus, making the students to create confusion and became less motivated (Dunn, 2011). The application of IMSCI model will help a lot because it could learn to enhance students' knowledge and even become better in performing through scaffolding their weakness (Cheng & Zhao, 2016). It has been also emphasized by Gallagher (2011) in his study that the composition of subject-verb agreement as part of speech in a sentence was found to be difficult for the students. Their failure to conjugate verbs appropriately to the subject of the sentence was a common blunder made by English 2nd language speakers. As part of English grammar rule, both the subject and the verb must be singular or plural in number (Hardware & Peterson, 2014). However, there were some students that yet, do not have enough vast knowledge about such words and transition of tenses. As an effect, although they were aware of the message they want to convey through writing, still, it becomes a mistake and will eventually lead to miscommunication (Nielsen, 2014). This kind of factor affects their grammar skills and the effectiveness of IMSCI model will be a big help because it touches even the basic learning like subject-verb agreement in a more interesting way (Hutcheson, 2011). Through the application of this model, students could improve their written performance. According to He (2013), less motivation and passion by the students to learn English grammar properly, was also a common factor or problem affecting their learning skill in this field. This factor basically talked about

learner's being less interested towards studying and learning grammar itself. There were students who had eagerness in studying grammar, making them to became excellent in this field, however, there were also some whom did not show any interest or passion about it and to be honest, this kind of attitude became the root why they are suffering in construction of grammar- even in writing basic English sentence (Ngubane, 2018). In this kind of problem, IMSCI model intervention is the best choice because it promotes social and personal learning development and characteristics in a cooperative and interesting way (Homby, 2015).

Another factor of students' difficulty in English grammar was the growing environment or living status of the children. This factor was also a source why they are being deprived in grammar construction skill (Pineteh, 2014). It means that there was a comparison between the gained knowledge and skills in learning and constructing proper grammar possesses by the students who lived and grew in a certain environment or family background (Roth & Guinee, 2011). For instance, if a child grew in an environment where most of the people that surrounded him do not care about his grammar condition or maybe they do not also knew what is correct grammar construction itself, then it became one of the common and immense challenges a child may face (He, 2013). In relation to this issue, Hanafi (2010) discussed in their study that the students' poor performance in English Grammar was also greatly influenced by their mother tongue or native language used. Most of the students preferred to use widely their mother tongue rather than thoroughly practicing another language especially if they have observed that it is difficult for them to deal with it, to use and apply every day. Aside from mother tongue, Hanafi (2010) also stated that teachers played an essential role in why pupils made errors in English grammar. In this reason, he stated that some teachers had degrees and diplomas from training seminars about teaching approaches, while others do not. Aside from their educational accomplishments, there were majority of the students who disliked a teachers' approach in teaching towards them. In other words, there were instances that a teacher may partly be blamed because of their ineffective teaching approach especially in English language grammar that is said to be highly important for the students to achieved learning successfully (Pham & Ho, 2016). According to Sudesni (2011) study, numerous aspects influence students' negative writing ability in grammar development, including insufficient knowledge of content, vocabulary, organization, language use, and mechanics in writing. However, the most common element affecting students' writing ability is the language used itself, as they must master effectively the syntax, syntactic structure, vocabulary, rhetorical structures, and idioms of a new language, particularly English. In line with this view, it was crystal clear that some of the students lost their interest in learning new language especially English, because they believed it was too tiring and having the feeling of great confusion while just thinking about lots of English grammar processes and rules to follow that circling nonstop on their head (Strachan & Billman, 2011).

Grammar is the cornerstone for communication, regardless of a country or language you belong to. Learners can improve their accuracy when utilizing a language after studying grammar (Rao, 2019). Clear communication is impossible without proper grammar. There were times where teaching proper English grammar construction seemed to be a less priority to others, resulting to poor assessment in student's understanding in this area (Abebe & Davidson, 2012). If learners fail to comprehend and apply the rules of English grammar, then the result is not good since they will also fail to deliver their message in this language, including in written skill- giving a not ideal impact to their own learning skill development capacity (Du,2011). The elements described above play a negative role in slowing students' learning development and maintaining a failure level of their pretest results in terms of grammar enhancement, which is not ideal (Swan & Ice, 2010).

2.4 The Role of an Expert in Scaffolding Grammar Enhancement

In consideration with the learning problem mentioned awhile ago, it is indeed necessary to take an action to reinforce this, and of course, as a teacher, a tutor or someone who is more knowledgeable about the main concern holds an important role (Ferris, 2010). It is asserted that the predominant purpose of a teacher in teaching English grammar was to teach the structure of the said language in a more convenient systematic way (Regan & Berkeley, 2012). This is essential so that the learners will present well the learned grammatical structures in an accurate way especially in using it to real-life situation that could in written skill. In order to do this, they have applied lots of strategies to scaffold their learning progress (Rao, 2019). In addition, Wornyo (2016) explained the same idea that, If the learners were being exposed to activities that will give them the chances to practice and participate learning skills and show what they understood from the area being taught, it will gave them a high possibility towards successful learning improvement of their knowledge in constructing English grammar appropriately, because the teaching style used will lead to foster their critical thinking and make learners independent in their thinking.

2.5 The Relevance of IMSCI Model to Grammar Enhancement

In making the chosen scaffolding reinforcement in grammar writing became effective and successful, it was being anchored to a recommended model called IMSCI. According to Read (2010), IMSCI model stands for INQUIRY, MODELING, SHARED, COLLABORATIVE and INDEPENDENT was a type of model for writing instruction that is highly suggested to support second language learners. It was comprised of step-by-step level process of scaffolding. The primary step was INQUIRY wherein the background knowledge of the learners in a particular learning area was being facilitated. Second, MODELING talked about the role of a teacher in simulating first the type of writing expected to be followed by the learner. Then, SHARING will be done by both teacher and learner where the learner must be the main participant in doing their shared writing, contributing more input towards the topic like sentence usage. Afterwards, COLLABORATION happened where the teacher will let the learners to became collaborative to their classmates in creating another piece of writing. Lastly, to become INDEPENDENT learners was the main goal of this scaffolding process where students had to explore their learning gained by becoming independent writers of their own piece. At this moment, let's talk about how relevant and essential the role of IMSCI model toward the students' learning in grammar development (Mitchell, 2012). There were lot of benefits that IMSCI model embedded to the students, it includes in enhancing their academic performance in speaking and especially writing correct English grammar, developing better self-esteem of a child and nurturing their learning characteristics. It also integrated a focused attention to the learners (Nerval, 2016). The experiential respondents received an excellent score because, throughout the intervention process using the model, they were able to express themselves, particularly in seeking questions about various aspects of the lesson, they were assisted in learning due to active interaction between the teacher and them, and they were even engaged in interpersonal and intrapersonal activities such as group and individual tasks to improve their learning (Vlachogianni, & Tselios, 2022).

In applying IMSCI model in grammar writing, it was said to be worthy because this model integrated well the essence of effective assessment to those who need help. To knew more about the chosen intervention, Guerra-Martín et. al. (2015) illustrated IMSCI scaffolding model in writing grammar as a recommendable strategy since it focused to the said stages of teaching and learning bounded to increase the development of students retention, progression and completion. It is a supporting framework of processes where there was a relationship of two or more people having an exchanged teaching-learning connection towards each other, one expert person in the field of a specific learning skill that scaffold, facilitates, assess, support and do modelling to a less experienced and knowledgeable individual (Yule, 2014). Moreover, Nickow et. al. (2020) discussed that the implementation of IMSCI model as scaffolding effectively promote positive learning effects towards the inclination of student's self-characteristics and learning progression skill. In simple meaning, the students who will be receiving assistance through this model will be able to make themselves improved much better holistically, since this intervention will be really into focusing their weakness to meet the desired learning needs (Shanahan, 2015). The goal of scaffolding learners by using IMSCI approach in education is to provide learners with the context, motivation, and effective foundation of knowledge that they need to understand in order to obtain new information, especially about the rules and writing skills in constructing grammar in English language (Harward & Peterson et. al., 2014). All of those mentioned positive traits will help the learners relaxed and became participative (Ismail, 2011). Therefore, the application of IMSCI model is truly the best scaffolding intervention to give in order to enhance Grade 5 pupil's difficulty in English grammar construction (Lee, 2012).

3. METHODOLOGY

3.1 Research Design

This study utilized the quantitative research design, specifically, a quasi-experimental design that covered a control and experimental group to showcase the efficacy of the implemented intervention.. In addition, the researcher prepared and conducted a self-made pretest and posttest questionnaires to the respondents that underwent validity and reliability testing.

3.2 Research Instrument

The data collection of this study was solely based from the researcher-made quantitative instrument mainly the pretest-posttest questionnaires. The questionnaires used undergone reliability and validity through the conduct of pilot test in Carmen Elementary School before administering it to the actual respondents of the research study in Boston Central Elementary School. The content of the questionnaires was anchored to a specific English grammar lesson which is preposition, contextualizing writing enhancement skill covered by the K-12 curriculum guide. It has twenty-eight items consisted of multiple choices.

3.3 Respondents of the Study

The respondents of this study were the grade 5 pupils in Boston Central Elementary School. They were selected through quasi-experimental sampling method. The respondents were grouped as experimental and control based from the pre-activity given by their English subject teacher which is creating an essay. The groups both consisted of 15 pupils under set 1 class schedule of the week. The experimental group came from grade 5 section 2 while control group came from grade 5 section 1. Their age ranges from 10-11 years old.

The grade 5 pupils in this school that came from two groups were selected as the main respondents of the study since they had a common problem and that was having struggle in constructing proper English grammar, which is tend to be one of the important learning skills that must be developed by them.

4. RESULTS AND DISCUSSION

In this chapter, the transparency of the relationship between the two variables: IMSCI model intervention as independent and grammar enhancement as dependent variable will be given emphasis.

4.1 Pretest Scores of the Control and Experiment Group

Pretest scores consisting items related to grammar enhancement were given prior to the implementation of IMSCI model as intervention. Table 1 presents that both groups are remarked as having a failing grade or did not meet the expectation of achieving a passing score.

Table 1: Level of pretest scores between the control and experimental groups

Group	Total Score	Standard Deviation	Mean	Grade Percentage	Remarks
Control	28	3.05	12.80	72.86	Did not meet expectation
Experimental	28	2.32	13.60	74.28	Did not meet expectation

Based on the results, all of the respondents came from control and experimental groups have been clearly deteriorating in their knowledge in basic grammar construction. Their pretest scores seems alarming since they are already in Grade 5 and has difficulty in the basic rules in English grammar. There are many factors behind this problem and one of it is the struggle in learning English language and its other elements to follow, as the language has many broken grammatical rules, an alphabet that might be confusing to anyone who are used to a character-based system, spelling and pronunciation inconsistencies that even native speakers find perplexing. (Sudesni, 2011). Likewise, it was found out that the biggest contributor in deprivation of writing grammar is the students' limited knowledge on vocabulary or terms to be used, proper arrangement of words and writing sentences (Quagie, 2011). There were some factors that caused students' difficulties in learning vocabulary, first is the written form is different from the spoken form in English, second, the number of words that students need to learn is exceedingly large, third, the limitations of sources of information about words and fourth is the complexity of word knowledge (Defazio & Jones et. al., 2010). We all know that being familiar with lots of vocabulary words, being literate with basic construction of grammar and applying it to written skill is certainly a must since it produces lots of benefits toward students' development and effective communication (Yusob, 2018).

Another found factor that make the students to fail in pretest quiz was their own lack of motivation and passion in learning grammar (He, 2013). This simply means that, no matter how brilliant the teacher, program, or school is, if kids aren't motivated, improving their academic achievement is tough, if not impossible (Ngubane, 2018). Furthermore, unmotivated students might disconnect other students from academics, negatively impacting the classroom or school environment (Du, 2011). The influence of mother tongue language also plays a huge impact in decreasing achievement of students' accuracy in identifying and constructing appropriate grammar skill in writing (Hanafi, 2010). This will only happen if the students are more engaged in using their native language than practicing, studying or giving time to learn foreign language and lastly, the difficulty of learning English grammar itself becomes a hindrance because they got tired of following many rules in proper writing in English, learning lots of vocabularies, organization, structures and many more elements of English, as supported by Sudesni (2011). The requirement of developing a mapping ability in order to use written language is one reason why many people find it difficult to write. Written language must pass through some form of filtering system, which could be phonemic, structural, or representational (Strachan & Billman, 2011). For this reason, the role of a teacher in scaffolding their learning is truly important as they could find ways to persuade students to love learning English grammar and boost their learning styles in becoming adaptive (Ferris, 2010). The result clearly shows that prior to the utilization of IMSCI model as intervention to both groups, the factors mentioned above

negatively dominate in creating slow progress of students' learning development and keeping a failure level of their pretest scores in terms of grammar enhancement which is not good (Swan & Ice, 2010).

4.2 The Difference of Pretest Scores between Control and Experimental Group

It is important for both teacher's role and student's part to assess and determine first the background knowledge in order to become aware and measure their learning needs and develop strategies to achieve conducive teaching effectively (Schindler & Burkholder, 2014).

To meet this objective, a pretest questionnaire is being used since this will test first the dependent variable which is grammar difficulty and its enhancement (Thomas et al., 2017). The results of the students pretest showed that there is a negative significant difference of the performance between control and experimental groups, especially that there is no intervention used.

Table 2: Mean comparison between pre-test scores of control and experimental group

Group	Mean	Standard Deviation	t-value	p-value	Interpretation
Control	12.80	3.05			Pre-test scores between the two groups do not differ significantly.
Experimental	13.60	2.32	-0.808	0.426	

Based on the results, their level of knowledge in answering pretest scores was almost the same without any intervention engaged to them. According to Nerval (2016) said, those students who did not have the chance to be intervened with their learning problem will have the biggest portion to affect their academic performance negatively especially in writing grammar. The results have shown a fact that even if English language is being taught thoroughly in school, still, majority of the students have been experiencing factors limiting their learning development in grammar writing construction leading to the declination of knowledge, thus, became a major concern that a teacher as an expert should carefully look forward, since they have given a right to take an action for reinforcement (Ferris, 2010). Based from the responses that have gathered primarily, the common factors that the respondents have experienced in constructing grammar properly were; having an insufficient knowledge about how to construct phrases, arrange words, limited vocabulary literacy, confusion toward the use of tenses of verbs, spellings and other grammar rules, these negative grammar factors are also supported by Quagie (2011), Aminloo (2013), Defazio & Jones et. al. (2010), Lorenio and Modrigo et. al. (2019) and Dun (2011). The control and experimental respondents having no significant difference in getting low results of their pretest must be scaffold efficiently into focus by a teacher or expert in the field of English language, through a way that they could learn conveniently in a coated friendly classroom environment (Regan & Berkeley, 2012). Studying grammar is an important aspect of language learning and through writing, a learner could execute appropriate communication by teaching them how to construct properly, this could also avoid misleading communication (Homby, 2015). In addition, both groups did not have experiences with any intervention, one of the reason why their scores were almost and or very close to each other because of the lack of effective learning reinforcement in teaching the lesson (Wornyo, 2016). Selecting the best intervention for the students in learning English grammar construction is necessary as this will help them in better self-improvement and to also boost their writing skill in social communication (Shanahan, 2015).

4.3 Post-test Scores of the Control and Experimental Group

The table aims to determine the level of the posttest score in terms of grammar enhancement between experimental and controlled group.

Table 3: Level of post-test scores between the control and experimental groups

Group	Total Score	Standard Deviation	Mean	Grade Percentage	Remarks
Control	28	2.06	17.33	80.95	Satisfactory
Experimental	28	2.44	24.60	93.93	Outstanding

Based from the result shown, we could conclude that after implementing the IMSCI model scaffolding intervention, the level of their posttest scores compared to pretest created a large gap especially that the experimental respondents achieved an outstanding performance. In this case, we could be able to explain that the respondents only need a focus teaching with or without intentional and thoroughly processed intervention

given (Regan & Berkeley, 2012). However, it is a better idea if there is a specific and effective intervention strategy or approach just like IMSCI model in teaching in order to boost a more ideal learning effect to the students (Nickow et. al., 2020).

According to Kasapaglu-akyol (2010), students must get sufficient learning of how language works in order to have at least the knowledge to grasp, hence reducing the difficulty problems associated with constructing grammar. The outstanding average of the experimental respondents clearly shows that the intervention of IMSCI model they have received, is also possessing a high standard background and nature to equipped a transparent, interactive, full of positivity and effective approach to deal teaching and learning to the students contextualizing in writing grammar (Guerra-Martín et. al. 2015). Compared to the control group who did not receive the said intervention used, the respondents who were treated experienced the different stages of how they were being scaffold that results to at least lessen the various factors affecting negatively their intellectual capacity in writing grammar (Read, 2010). Similarly, the treated respondents had an outstanding score because throughout the intervention process using the model, they are able to express themselves particularly in seeking questions to different areas of the lesson, they have been assisted in learning because of active interaction between the teacher and them, and even engaged to interpersonal and intrapersonal activities like group and individual task in order to improve the way they learn (Yule, 2014).

4.4 The Difference of Post-test Scores between Control and Experimental Group

The academic post test is significant because in this part, the learning of the students could prevail since the connection between intervention and outcomes of their performance about the lesson are developed and comparison could easily be made (Ursara & Reisoglu, 2017).

Table 4: Mean comparison between post-test scores of control and experimental group

Group	Mean	Standard Deviation	t-value	p-value	Interpretation
Control	17.33	2.06			Post test scores between the two groups differs significantly.
Experimental	24.60	2.44	-8.808	0.000	

The table presents that there is truly a significant difference in posttest results between control and experimental group in terms of grammar enhancement. Based from the interpretation above, it could be stated that after implementing IMSCI model to the experimental group during the duration of the lesson, it has been found out that this type of model is indeed effective because the posttest scores of experimental respondents got bigger compared to control group. The efficacy of this intervention was supported by Nickow et. Al (2020) as he addressed that using the IMSCI model as scaffolding can help students develop positive self-characteristics and learning progression skills. The purpose of scaffolding learners in education using the IMSCI approach is to offer learners with the context, motivation, and effective foundation of knowledge that they require in order to receive new information, particularly regarding the rules and writing abilities in developing grammar in English (Harward & Peterson et. al., 2014). Similarly, Guerra-Martín et. al. (2015) proved too that IMSCI as form of assistance intervention in improving written grammar is a worthy strategy to use, for a fact that it presented well the various stages or steps in exercising proper approach of teaching grammar bounded to increase the development of students retention, progression and completion.

The development of IMSCI model as teaching strategy contributes greatly to the welfare of the learning development of the students academic performance (Shanahan, 2015). Prior to the use of IMSCI model, the results of the pretest of the students did not exhibit desirable progress, however, as we can notice, during their performance in posttest activity, the results of the two groups have created a wide gap. It means that the experimental group has improved their learning development very well including lots of positive effect in the self-characteristics, such as motivation to learn grammar in a gradual yet willingness manner and the improvement of weakness spots in constructing grammar in writing, all because of the successful utilization of the proposed and presented guiding model, the IMSCI (Nickow et. al. (2020). According to Brinton (2013), grammar is an essential component of any language. The mastery of a language's grammar will influence also the mastery of linguistic abilities. Everyday, we use grammar in communication in several ways, may it be in writing, speaking or typing on social media, however, it is still not enough in making the people integrate appropriate grammar (Zientek & Nimon et. al., 2016, Hutcheson, 2011).

4.5 The Difference on the Results between Pretest and Post-test Scores

The table shows that there is an increase of significant difference on the results between pretest and posttest scores of control and experimental group.

Table 5: Mean comparison between pretest and post-test scores of control and experimental group

Group	Mean		t-value	p-value	Interpretation
	Pretest	Posttest			Pre-test and post test scores different significantly.
Control	12.80	17.33	10.170	0.000	
Experimental	13.60	24.60			

As observed, the pretest scores of the initial performance of the respondents' grammatical competence in writing, without using the intervention had a slight difference, yet, both fail in grading level. However, after utilizing IMSCI model intervention to the experimental respondents, their posttest scores escalated and even the controlled group is commendable enough for their competitive performance because they still got the satisfactory level despite of not having any intervention. There is a significant difference in the initial and latter performances of the respondents toward their competence in grammar, because one of the major factor that contributes to it is the integration of IMSCI model.

According to Read (2010), IMSCI model is a type of learner-centered approach in teaching where it is highly recommendable to use since it greatly supports second language learners or the English as a second language (ESL) curriculum itself. This claim is supported by Nerval (2016) in which he said that this model provides various scaffolding benefits in learning development of the students, especially in writing grammar because it manifests and nurture a positive self-esteem characteristics. Aside from positivity it gives to their academic performance, the stages of IMSCI aspire to improve the writing competency, particular in grammar to student's retention, progression and completion of the development of their knowledge (Guerra-Martín et. al., 2015). In addition, one of the core factors why this model is called as effective because it targets the weakness of the students in writing grammar and replaced it with strategic strengths in order to enhance and make them active and learn well (Shanahan, 2015). Of course, the excellent progress of the students cannot be achieved without also the smart moves that the teacher executed. This means that the role of the teacher in teaching English is also important aside from the application of IMSCI model in the class. It was claimed that a teacher's primary goal in teaching English grammar was to instruct the language's structure in a more methodical and understandable manner (Regan & Berkeley, 2012).

In applying IMSCI model to teach English writing competence featuring grammar, Wornyo (2016) stated that if a teacher allows learners to become exposed to activities that allow them to practice and participate in learning skills as well as demonstrate what they have learned from the area being taught like in writing properly, they will have a higher chance of developing their learning well and improving the knowledge in constructing English grammar appropriately. The teaching style used will foster critical thinking and make learners more engaged. Indeed, there are lots of factors obstructing the competency of the students in learning and constructing grammar appropriately especially in writing, thus, it is necessary to find an effective approach to at least lessen the impact of this visible problem (Quagie, 2011). In citing this academic problem, the use of IMSCI model is quite one of the best interventional options (Lee, 2012).

4.6 Implication of IMSCI Model to English Education

One of the fundamental concept of language is written style as a mode of communication (Ferris, 2010). To enhance the English grammar construction difficulty of the students, the IMSCI model proposed by S. Read (2010) is highly suggested because of its numerous positive impacts to the learning development of the children.

Furthermore, the findings of the current study featuring the application of IMSCI model points to the following implications toward English education such as:

1. The English as a Foreign Language (EFL) curriculum could develop into a more idealistic and upgraded version to be taught to the second language learners especially in writing, when applied by a convenient and accessible learner-centered approach of IMSCI model (Read, 2010).
2. IMSCI scaffolding model will successfully create a modern interactive classroom environment in teaching English because of its specific, concrete and transparent stages that will cater individual learning needs of the children (Vlachogianni & Tselios, 2022).
3. The implementation of IMSCI model in teaching English curriculum aims to provide a purposeful framework for the learners to effectively contextualize speaking and writing English appropriately, engage motivational processes in teaching-learning and construct fundamental basis for effective

learning by connecting and understanding new knowledge of the different parts of English (Harward & Peterson et. al., 2014).

4. The integration of IMSCI model could be applicable to all English learning competencies and is recommended not only in scaffolding writing of students, but also in other learning skills like verbal teaching of English, such as proper pronunciation (Rao, 2019).

5. The IMSCI model will be able to produce independent writers in the future (Ismail, 2011).

6. It aims to improve academic performance of the students in terms of writing skill especially using grammar (Nerval, 2016).

5. CONCLUSION

Based from the data findings throughout the study, the researcher can conclude the following:

1. Before the integration of IMSCI model to the experimental group, the level of the pretest scores between experimental and control group in terms of grammar enhancement among Grade 5 pupils in Boston Central Elementary School both got low scores less than the passing score.

2. The pretest results between control and experimental group in grammar enhancement test do not differ significantly because they both have low scores.

3. The level of the post test scores of experimental and control group both passed in terms of grammar enhancement among grade 5 pupils in Boston Central Elementary School.

4. The post test results between control and experimental group in terms of grammar enhancement have showed a significant difference because the experimental group got the higher results than controlled group.

5. The pretest and post test scores between control and experimental group revealed that there was a significant difference in their performance during and after the implementation of intervention.

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