

## **Application of Children's Fiction Narrative Writing Genre among Slow Learning Children**

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### **Abstract**

This study focuses on the application of fiction writing techniques of children's stories among students who are slow learners, in a selected primary school in Malaysia. The objectives of the study are: to identify the application of fiction genre writing of children's stories among slow learners; to analyse the important categories of language elements in fiction writing applied in writing; and to summarise the achievement of slow learners in fiction writing of children's stories. Essays by the students were analysed based on two main categories of language in fiction writing: linguistic and stylistic aspects. The linguistic aspect studies the mechanical elements of language, while the stylistic aspect looks at the style of language. For this study, two categories of the linguistic aspect were analysed: lexical category and syntactic category. The lexical category focuses on morphology (word construction and word class), while the syntactic category studies the basic structure of sentences, consisting of subject-predicate, sentence complexity (basic sentence and compound sentences), sentence types (statement sentences, question sentences, request sentences, and exclamation sentences), as well as sentence variety (active and passive

sentences). For the stylistic aspect, the categories analysed were diction in terms of expressions of utterances and proverbs, as well as context and coherence. Data analysis was carried out using the Leech and Short (2007) model modified for fiction in Malay literature (Sariyan, 2013). The findings show that first, there were some items in the field of linguistics that were not or were less mastered by the respondents. However, there were some items that were achieved satisfactorily. Second, in the field of stylistics, respondents were not able to apply the items studied, especially diction in expressions of utterances and proverbs. As for the context and coherence items, a number of respondents achieved a relatively high level of application.

**Keywords:** Slow learners, Children, Fiction, Linguistics, Stylistics, Syntax

## Introduction

This research focuses on the application of children's fiction narrative writing genre among children who are slow learners in a selected primary school. A total of 15 essays produced by 15 primary school level two students, who were respondents to the study, were analysed based on four fiction genre categories according to the Leech and Short (2007) model modified for study needs (Sariyan, 2013). Leech and Short divide the analysis for their study into four categories: lexical category, grammar category, figurative category, and context and unity category. For the analysis of this study, the categories used as the basis is based on Sariyan's Modification Model (2013) which is divided into five categories: lexical category, syntax category, language style category, and context and unity category.

To form the basis of data analysis of this study, the researchers further divided the four categories into two main categories: linguistic category and stylistic category, which are both outstanding categories in fiction writing. The linguistic category consists of the lexical category and syntactic category, while the stylistic category is made up of the language style category, and the context and cohesion category.

## Literature Review

Education is the main agenda of the development of a country and a good education system is able to provide high impact education to all. As such, education that is specific and appropriate to the needs and abilities of diverse children needs to be provided. Special education is an education designed for special children's needs. In Malaysia, special rehabilitation education has been provided to help students to overcome the problem of weakness in mastering basic reading, writing and arithmetic skills (3Rs). Special children are students with disabilities and learning disabilities. They need special education and learning methods to develop their potential and self-improvement. Special education refers to teaching that is specially designed to meet the needs of special children and requires special teaching materials, exceptional teaching techniques, and specific facilities (Hallahan & Kauffman, 1993). Special education is also an education that provides the special education needs of students. Hence, special schools are schools that provide special education prescribed through regulations under Section 41 {Education Act (Malaysia), 1996}.

Slow learning children refer to children who are weak in terms of reading, writing, and arithmetic skills at a certain age. These children are considered to be physically older than their mental age.

However, physical age does not symbolise their thinking. For example, a child may be twelve years old, but his level of thinking is likely to be at the age of nine or ten. Therefore, slow learning children belong to the group of people with disabilities. For children with learning difficulties, they usually need to follow the Special Integrity Education Program (SIEP). The intellectual ability of slow learning children is at a moderate level, which is at level 85 or more in the intelligence screening test score. Generally, slow learning children have learning difficulties in terms of language proficiency, speech, reading, writing, reasoning, and arithmetic. They also have problems in paying attention, and collecting or processing the information received in their memory. This statement is further strengthened by Griffin (1978) who defines slow learning children as follows; "slow learners are students who learn more slowly, yet do not have disability requiring special education."

In addition, slow learning children easily lose focus, make mistakes due to negligence, and find it difficult to complete tasks and perform sequential tasks. In mathematics, they show difficulty in remembering the symbols used and the sequence in processing mathematical solutions. Due to lack of concentration, they face difficulty in processing information and in completing assignments, and have social-emotional problems and often disturb classmates (similar to problematic children).

The Department of Special Education, Ministry of Education Malaysia (2006), outlines that students with learning disabilities are children with cognitive problems (mental retardation), are considered educable, and can get formal education in regular day schools, but should be placed in recovery classes. The categories of children with learning disabilities under the responsibility of the Ministry of Education Malaysia are Down syndrome, mild autism, hyperactivity (Attention Deficit-Hyperactivity Disorders/ADHD), minimum mental retardation, dyslexia, and slow learners. Among the features that can help diagnosticians and teachers in identifying children with learning disabilities are weak thinking skills, lack of self-confidence, difficulty controlling emotions, and impaired health.

Children with learning difficulties experience three types of language disorders: receptive (expressive) disorders, the birth of ideas or speech (expressive), and a combination of these two disorders (mixed receptive and expressive) (Blackhurst, 1981). Acceptance disorders show that the child is not able to produce the language as expected according to his age; and the disruption of the birth of an idea or speech is when the child is unable to convey the message accurately according to his age either orally or in writing.

In a study conducted by Abdul Wahid and Bukhari (2016), it was observed that three learning styles (visual, auditory and kinaesthetic) were applied by children who are slow learners. Seventy-seven percent of her subjects applied visual; auditory, 52 percent; and kinaesthetic, 65 percent. Evidently, the most dominant learning style among slow learners is the visual learning style. It was also observed that her subjects could master the Malay language comprehension of aspects of letters and syllables, but the mastery of words is at a moderate level, especially for reading and writing. The selection of her subjects was based on a report by a physician who confirmed that the five children selected had problems in learning and were placed under the supervision

of a Special Needs Education Programme. This study uses structured observation methods and tests.

A study by Noltemeyer, Joseph, and Watson (2014) entitled "Improving Reading Prosody and Oral Retell Fluency: A Comparison of Three Intervention Approaches" was conducted to determine the effectiveness of the three methods in reading the procedure orally and retelling what was read fluently. The findings of this study show that a high level of prosody indicates the most effective method which can be used in the classroom to improve the smooth reading of prosody. In addition, the results of the data analysis of this study showed that there was an increase in the smoothness of the prosody in the final test when repetition in the reading was performed. The results of the study also showed that the improvement of effective reading skills is by breaking down the learning according to the smallest units. Therefore, teachers can apply individual learning and choose the most appropriate method to teach them.

Writing competence during learning is important to every student because failure can have a negative impact on self-confidence and academic achievement. Writing competence is an obstacle to academic achievement in schools, especially in the Special Education Program for the Integration of Learning Disabilities (ILD). A study "Pencil Grip for Children with Learning Disabilities in Improving Writing Skills" was conducted by Lim, Mohd Yasin, and Tahar (2012) to highlight the types of pencil grips among children with learning disabilities at the primary school level. This study also seeks to determine the difference of pencil grip among children with learning disabilities. This study involves 225 respondents from seven primary schools under the Special Education Program for Integration of Learning Disabilities in the district of Klang (Selangor Darul Ehsan), and taking a picture of their pencil as they were writing. Findings of the study showed that the category of students with Specific Learning Disabilities recorded the highest percentage of the three types of pencil grip levels, which were 8.4 percent (19 students) for the mature stage, 51.6 percent (116 students) for the immature stage, and 1.8 percent (4 students) for others. This study provides knowledge to educators to focus more on how to hold a pencil while writing, how therapists work to plan a more effective intervention program, as well as provide feedback to educational curriculum planners on formulating a more effective curriculum for children with learning disabilities.

Rashmi (2013) in his study seek to determine the characteristics of slow learners among children, and the role of teachers and guardians to improve their education. The findings of the study show that slow learning children are identified not only in terms of reading and arithmetic, but also by handwriting styles, sports and clothing. In addition, slow learners lack self-confidence and have problems in abstract thinking. Mohd Dom (2012) conducted a study on language acquisition for sluggish children in terms of word formation and sentence construction, resulting from utterances produced during the interview session between him and the children. He used five slow leaning children who were students from the Special Education School, Air Tawar 4, Kota Tinggi Johor aged between 9 to 10 years.

Udeani and Okafor (2012) in their study entitled "The Effect of Mapping Instructional Strategy on the Biology Achievement of Senior Secondary School Slow Learners" explored effective techniques in teaching based on assignment presentation activities by students to improve

students' understanding of a topic. A total of 131 problematic students of different genders were randomly selected for this study. This study focuses only on the study of biology as a subject. The study conducted used both questionnaires and observations. For the questionnaire, the internal consistency was set at 0.74 measured through Cronbach alpha and a consistent internal postal test of Cronbach alpha of 0.72. Observation of the slow learners was carried to find out the appropriate teaching techniques to improve understanding, especially the concept of mapping or descriptive teaching.

Muthiah (2015) in his study entitled "Remediation of Disorders in Writing Ability of the Slow Learners in VI Standard Taught Under Activity Centered Teaching of English" in a government school in Tamil Nadu, India showed that there was a significant difference in the weakness of English writing among slow learners. Pre-diagnostic and post-diagnostic testing methods were used on 24 grade six students in the school.

In conclusion, previous studies have focused on the problem of learning problems that requires serious attention to help the development of learning and achievement of children who are slow learners in their future studies. As such, this study was conducted to focus on the application of the writing of the genre of narrative fiction of children's stories among sluggish children.

### **Research Objectives**

This study was conducted to meet the following objectives:

1. To identify the application of fiction writing genre of children's stories among slow learning children.
2. To analyse the important categories of language elements in fiction writing.
3. To summarise the achievements of slow learning children in the writing of fiction of children's stories.

### **Research Methods**

The study involves 15 respondents selected from level two primary school students. The methodology implemented was as follows:

1. Selection of respondents was based on the administrative school office's recommendation.
2. Storytelling sessions were held for the students as an exposure to the fiction genre of children's stories so that they could gain an understanding of the genre and use it as a guideline when writing later on.
3. Taking into consideration the background of slow learning students, certain story titles were set for the storytelling sessions. Three story titles chosen were: "The Rabbit and the Tortoise", "The Mouse Deer and the Tiger", and "The Lion and the Mouse".
4. Based on the storytelling sessions, students were asked to write their own essays using their own language abilities. However, the stories written had to be based either on a sequence or plots presented during the storytelling sessions. Independent titles were not given because the objective of the study was more towards the understanding of the application of the main categories of language in children's fiction writing, and not the level of imagination of students in producing their own fiction. This method was appropriate because the respondents surveyed were slow learners.

5. The results of student writings were analysed using the Leech and Short Model (2007), and a modified model developed by Sariyan (2013) which was more suitable for the study, because the Leech and Short Model is more generalised and more suitable for higher level fiction analysis.

As stated in the Introduction, two main categories of aspects of language in fiction writing were selected: the linguistic category and the stylistic category. Both were selected on the basis that they are important categories in fiction writing. The linguistic category consists of two subcategories: the lexical category and the syntactic category. The stylistic category is made up of two subcategories: the language style category and the context and cohesion category.

In the lexical category, the researchers modified the analysed aspects, namely from each item of the word class (noun, verb, adjective and all task words) used by Leech and Short into the two main lexical items: word construction and word class. This was because these two main items are morphological. The focus of the analysis in the lexical category is as follows:

1. The grammatical level of lexical elements based on word construction (whether singular, derivative, repetitive, or compound words).
2. The grammatical level of lexical elements based on word class (nouns, verbs, adjectives, and task words).

Based on the two items above, the study should indicate the achievement of respondents in the use of grammatical lexical aspects or comply with grammatical formulas from a morphological point of view. The findings are also able to indicate the achievements of the respondents in the process of producing a fiction genre.

In the syntactic category, four elements were the focus of the study:

1. The basic structure of the sentence, i.e. the relation of the subject-predicate as the basic construction of the sentence is the largest element in this syntactic component.
2. Sentence complexity (frequency of use of basic sentence, conjoined sentences, embedded sentences, and multiple based complex sentences).
3. Sentence type (frequency of use of statements, questions, requests, and exclamations).
4. Sentence variety (frequency of use of active and passive sentences).

For the subject-predicate structure item, the study observes the degree of grammatical structure of the sentence in terms of subject and predicate construction, which are the two basic elements of the construction of all sentences. The findings of the study showed the achievement of the respondents in mastering the basic structure or sentence construction which is an important element in the production of writing, including fiction writing.

For items (2), (3), and (4), the study looked at the frequency of sentences used, namely in terms of sentence construction type (either basic sentence, conjoined sentence, embedded complex sentences, or multiple based complex sentence), sentence type (either statements, questions, requests, or exclamations), and sentence variety (either active or passive sentences). The frequency of use of sentence complexity, sentence type, and sentence variety will indicate the



respondent's achievement in effective sentence writing mastery, either fiction or non-fiction. The variety of sentences used influences the effect of writing on the creative value of the writing. On the other hand, the limitations of sentence choice reduced the effectiveness of the work, especially fiction.

In the language style category, the researchers observed two elements of language style: diction or word choice to express utterances and the use of proverbs. The findings of the study showed the achievement of respondents in the use of elements of language style that are important in fiction writing.

Finally, in the context and coherence categories, the study focuses, first, on fictional contexts (related to the title and theme with the fictional content produced by the respondents). Second, the study of coherence in terms of plot or storyline that involves three important elements: the beginning of the story, development, and resolution.

### **Data Analysis and Study Findings**

#### **1. Data Analysis on the Application of Linguistic and Stylistic Categories by Respondents.**

In this section a table is presented showing the achievements of 15 respondents for the four main categories of analysis and the breakdown of each category. For the lexical category (word and word structure), and sentence structure (subject-predicate), the study displays the grammatical percentage of each element used by the respondents in their essays. For sentence complexity (use of basic sentence, conjoined sentences, embedded complex sentences, and multiple based complex sentences), sentence types (statement sentences, question sentences, request sentences and exclamation sentences) and sentence variety (active and passive sentences), the study presents frequency in the form of percentage to evaluate the respondent's essay in terms of creativity and effectiveness of writing.

In addition, analysis is given in the form of bar graphs to show the achievement of respondents for all items studied in the context of the production of fiction of children's stories.

Table 1 Vol. 11, No. 3, 2021, E-ISSN: 2222-6990 © 2021 HRMARS

Percentage for the use of linguistic and stylistic categories in writing the essay 'The Rabbit and the Tortoise'

## DATA ANALYSIS –LINGUISTIC &amp; STYLISTIC CATEGORY (adapted from Leech &amp; Short, 2007)

	A. LEXICAL		B. SYNTACTIC											C. LANGUAGE STYLE		D. CONTEXTS AND COHERENCE	
	Word construction	Word class	Sentence structure	Sentence construction				Sentence type				Sentence variety		Dictionary	Utterances and proverbs	Context	Coherence
			Subject Predicate	Basic sentence	Conjoined sentences	Embedded complex sentences	Multiple based complex sentences	Statements	Questions	Request sentences	Exclamations	Active	Passive				
<b>TITLE</b>	<b>The Hare and the Tortoise</b>																
<b>R1</b>	180/200 (90.0%)	198/200 (99.0%)	10/15 (66.6%)	6/15 (40.0%)	5/15 (33.3%)	3/15 (20.0%)	1/15 (6.6%)	15/15 (100%)	-	-	-	15/15 (100%)	-	-	-	Contextual	Coherent
<b>R2</b>	197/200 (98.5%)	198/200 (99%)	9/12 (75.0%)	1/12 (8.3%)	4/12 (33.3%)	4/12 (33.3%)	3/12 (25.0%)	12/12 (100%)	-	-	-	11/12 (91.6%)	1/12 (8.4%)	-	-	Contextual	Less coherent



																	(story sequence)
<b>R3</b>	193/200 (96.5%)	199/200 (99.5%)	19/22 (86.3%)	20/22 (90.9%)	2/22 (9.0%)	-	-	20/22 (90.9%)	2/22 (9.0%)	-	-	22/22 (100%)	-	-	-	Contextual	Less coherent (story sequence)
<b>R4</b>	195/200 (97.5%)	200/200 (100%)	22/24 (91.6%)	1/24 (4.1%)	-	23/24 (95.8%)	-	23/24 (95.8%)	1/24 (4.1%)	-	-	24/24 (100%)	-	-	-	Less contextual	Less coherent (story sequence)
<b>R5</b>	194/200 (97.0%)	200/200 (100%)	26/32 (81.2%)	28/32 (87.5%)	3/32 (9.3%)	1/32 (3.1%)	-	31/32 (96.8%)	-	1/32 (3.2%)	-	31/32 (96.8%)	1/32 (3.2%)	-	-	Contextual	Less coherent

Table 1 shows the percentage for the use of linguistic and stylistic categories in writing the essay 'The Rabbit and the Tortoise' by five selected respondents (R1, R2, R3, R4 and R5).

For the lexical category, R1 was found to have reached 90.0% accuracy for word construction and 99.0% for word class, which was the percentage of the total words used in the essay. These findings indicate that the respondent had mastered the lexical aspects quite well. As for the syntactic category, it was found that the level of grammatical use of sentence construction that covers subject-predicate construction was a total of 66.6% (of the total sentences produced in the essay). For sentence complexity used, basic sentence amounted to 40.0%; conjoined sentences, 33.3%; embedded complex sentences, 20.0%; and multiple based complex sentences, 6.6%. It was obvious that there was a variety of sentence choices used.

As for sentence type, R1 only showed the use of statements, which was a total of 100% while there was no use of question forms, requests, and exclamations. These findings indicate that R1 did not utilise or apply the use of necessary sentence types in fiction writing, especially question forms and requests. As for the sentence variety, it was found that was a total of 100% use of active sentences, but no use of passive sentences at all. These findings also indicate that the respondent did not apply a variety of sentences that could contribute to the effectiveness of fiction writing. In addition, for the language style category, it was found that there was no use of diction in terms of expressions and proverbs. For the context and coherence categories, the R1's entire essay writing was found to be contextual and cohesive. This indicates that the content of the story was related to the title and theme, and that the storyline or plot was intertwined quite neatly.

For the lexical category, R2 was found to have achieved 98.5% grammar correctness for word construction and 99% for word class. These findings indicate that the respondent mastered the lexical aspects well. As for the syntactic category, it was found that the grammar of the use of sentence construction covering the subject-predicate construction was a total of 75.0%. The percentage is relatively low and affects the effectiveness of writing because the subject-predicate relationship is the basic structure of a sentence. For sentence complexity, basic sentence used amounted to 8.3%, while conjoined sentences and embedded complex sentences were 33.3%. The use of multiple based complex sentences amounted to 25.0%. These findings indicate that respondent preferred the use of conjoined sentences compared to basic sentence. This is interesting since it is generally assumed that slow learning children tend to use basic sentence. In sentence type, R2 showed a 100% use of statements. There was no use of question forms, requests, or exclamations. These findings indicate that the respondent has very little mastery of sentence types other than statements. In addition, there was little sentence variety used by respondents. There was a 91.6% use of active sentences, but only 8.4% use of passives. These findings seem to indicate that the respondent preferred active sentences to passives. In addition, for the language style category, it was found that there was no use of diction used to convey expressions and the use of proverbs. Furthermore, for the context and coherence categories, the R2's overall essay writing was found to be contextual, but less cohesive in terms of story sequence. The respondent's essays were thus less cohesive because the story sequence was not smooth enough between episodes.

For the lexical category, the level of grammar achieved by R3 in the use of word construction was 96.5%, and 99.5% for the word class. This high level of grammar indicates that the respondent had mastered the lexical aspects well. As for the syntactic category, it was found that the grammatical level of use of sentence construction that covers subject-predicate construction was

a total of 86.3%. However, this level is not good enough for the effectiveness of writing. In terms of sentence complexity, the respondent's use of basic sentence was at 90.9%, with compound sentences at only 9.0%. It was found that there was no use of compound sentences. Hence, the sentence construction variation was little. Next, in sentence types, R3 showed a total of 90.9% use of statements, but only a total of 9.0% use of questions. It was also found that there was no use of requests and exclamations. These findings indicate that the respondent did not apply sentence type variations. For sentence variety, the use of active sentences was 100%, with no passive sentences used. This shows that the respondent did not apply the use of a variety of passive sentences that has a role in animating the story. In addition, for the language style category, it was found that there was no use of diction to convey expressions and proverbs. Furthermore, for the context and coherence categories, R2's overall essay writing was found to be contextual, but less cohesive in terms of story sequence. Essays are less cohesive because the story sequence or plot is not smooth.

As for the lexical category, the level of grammar achieved by R3 in the use of word construction was 96.5%, and 99.5% for the word class. This high level of grammar correctness indicates that the respondents had mastered the lexical aspects well. As for the syntax category, it was found that the grammatical level of use of sentence construction that covers subject-predicate construction was at 86.3%. This, however, is not good enough for writing effectiveness. In terms of sentence complexity, the use of simple sentences was at 90.9%, with conjoined sentences only at 9.0%. There was no use of embedded sentences, nor multiple based complex sentences. Therefore, sentence construction variations were limited.

For sentence type, R3 showed the use of a total of 90.9% of statements, with only a total of 9.0% on the use of questions. It was found that there was no use of request sentences and sentences with exclamations. These findings indicate that the respondent did not apply sentence type variations. For sentence variety, the use of active sentences was 100%, with no passive sentences used. This shows that the respondent did not apply a variety of passive sentences even though this type of sentence has a role in animating the story. In addition, for the language style category, it was found that there was no use of diction to convey expressions, nor the use of proverbs. Furthermore, for the context and coherence categories, R2's overall essay writing was found to be contextual, but less cohesive in terms of story sequence. Essays are less cohesive when the story sequence or plot is not fluid.

In the lexical category, R4 was found to have a grammatical level of correctness at 97.5% for word construction and 100% for word class. The achievement of the respondent in the lexical aspect was high. As for the syntactic category, it was found that the level of grammar of sentence construction that covers subject-predicate construction was at 91.6%. This indicates that the level of grammar correctness was quite high. Regarding sentence complexity, the use of simple sentence was recorded at 4.1%, and the embedded complex sentence was at 95.8%. However, it was found that there was no use of conjoined sentence or mixed compound sentence. Respondent R4 was less likely to apply sentence construction variations, but more likely to use conjoined sentences. As for sentence type, it was recorded that there was 95.8% use of statements, and only 4.1% use of questions. Unfortunately, it was found that there was no use

of request and exclamation sentences. This shows that the respondent did not apply a variety of sentence types in his writing which should occur in fiction writing. As for sentence variety, it was found that there was a total of 100% use of active sentences, but no use of passive sentences. This means that respondents did not apply passive sentences that have a role in animating the story. In addition, for the language style category, it was found that there was no use of diction in terms of utterances and use of proverbs. As for the context and coherence categories, the R4's overall essay writing was found to be less contextual and less cohesive in terms of story sequence. The story was not contextual enough because the content was not that relevant to the title and theme. Hence, cohesion became weak when the sequence of the story sequence was not organised well.

For the lexical category, R5 was found to have a grammatical level of correctness of 97.0% for word construction and 100% for grammatical word class. This indicates that the level of grammar correctness was high and that the respondent had mastered the lexical aspects well. As for the syntactic category, it was found that the level of grammar for the use of sentence construction covering the subject-predicate construction was at 81.2%. The percentage is not high enough because the relationship of subject and predicate is the basic element in sentence construction. In terms of sentence complexity, the use of basic sentence used amounted to 87.5%; conjoined sentences, 9.3%; while embedded complex sentences were 3.1%. No mixed compound sentences were used. This indicates that the respondent was quite good at applying sentence construction because he used a variety of sentence constructions. As for sentence types, the use of statements totalled 96.8%, with requests at 3.2%. However, it was found that there was no use of question and exclamation sentences. The findings show that the respondents did not apply these two sentence types resulting in a high percentage of statement sentences. For sentence variety, it was found that there was a total of 96.8% use of active sentences, but only 3.2% use of passive sentences. Although the respondent attempted to apply the two sentence types, it was not enough. In addition, for the language style category, it was found that there was no use of diction in utterances or proverbs. As for the context and coherence categories, R5's overall essay writing was found to be contextual, but lacking cohesiveness.

Table 2

Percentage for the use of linguistic and stylistic categories in writing the essay 'The Mouse Deer and the Tiger'

DATA ANALYSIS - LINGUISTIC & STYLISTIC CATEGORY (adapted from Leech & Short, 2007)																	
	A. LEXICAL		B. SYNTACTIC											C. LANGUAGE STYLE		D. CONTEXTS AND COHERENCE	
	Word construction	Word class	Verse construction	Verse				Sentence type				Verse variety		Dicti on	Uttera nces and prover bs	Conte xt	Coher ence
			Subject Predica te	Basic sente nce	Conjo ined sente nces	Embe dded compl ex sente nces	Multi ple based compl ex sente nces	Statem ents	Quest ions	Requ ests	Exclam ations	Acti ves	Pass ives				
<b>TITL E</b>	<b>The Mouse Deer and the Tiger</b>																
<b>R1</b>	200/200 (100%)	119/200 (59.5%)	15/15 (100%)	11/15 (73.3%)	1/15 (6.6%)	3/15 (20.0%)	-	15/15 (100%)	-	-	-	14/15 (93.3%)	1/15 (6.6%)	-	-	Conte xtual	Coher ent

<b>R2</b>	113/116 (97.4%)	116/116 (100%)	15/17 (88.2%)	14/17 (82.3%)	1/17 (5.8%)	2/17 (11.7%)	-	13/17 (76.4%)	1/17 (5.8%)	1/17 (5.8%)	2/17 (11.7%)	17/17 (100%)	-	-	-	Not contextual (theme)	Not Coherent (plot, resolution)
<b>R3</b>	138/140 (98.5%)	138/140 (98.5%)	9/11 (81.8%)	3/11 (27.2%)	4/11 (36.3%)	4/11 (36.3%)	-	11/11 (100%)	-	-	-	17/17 (100%)	-	-	-	Contextual	Coherent
<b>R4</b>	99/101 (98.0%)	101/101 (100%)	4/9 (44.4%)	5/9 (55.5%)	2/9 (22.2%)	2/9 (22.2%)	-	9/9 (100%)	-	-	-	9/9 (100%)	-	-	-	Less Contextual	Less Coherent
<b>R5</b>	101/101 (100%)	101/101 (100%)	-	-	-	-	1/1 (100%)	1/1 (100%)	-	-	-	1/1 (100%)	-	-	-	Less contextual	Not Coherent

Table 2 shows the percentage for the use of linguistic and stylistic categories in writing the essay 'The Deer and the Tiger' by five selected respondents.

For the lexical category, R1 was found to have grammar correctness of 100% in terms of word construction and 59.5% in terms of word class. The respondent's achievement was high for word construction, but low for word class, due to errors in using words in certain groups or classes of words. As for the syntactic category, it was found that the use of sentence construction covering subject-predicate construction reached a level of grammar of 100%. This showed that respondents had mastered the basic sentence structure formation. In terms of sentence complexity, the use of basic sentence by R1 was at 73.3%; conjoined sentences, 6.6%; and embedded complex sentences, 20.0%. There was no multiple based complex sentence construction. This shows that the respondent applied the principle of variation in the use of sentence construction.

There was a total of 100% use of statement sentences, but no use of question sentences, request sentences, or exclamation sentences. The respondent did not apply a variety of sentence types. As for sentence variety, it was found that there was a total of 93.3% use of active sentences and 6.6% use of passive sentences. This indicates that there was a variation in the use of various verses in his writing. In addition, for the language style category, it was found that there was no use of diction in terms of expressions and proverbs. Hence, for the context and coherence categories, R1's overall essay writing was found to be contextual and cohesive.

R2 was found to have achieved grammatical correctness of 97.4% in terms of word construction and 100% for word class. This indicates that the respondent had achieved high skills in the lexical field. As for the syntactic category, it was found that the grammar use of sentence construction covering subject-predicate construction was at 88.2%. This percentage is not high enough in the context of sentence construction skills, probably because the subject-predicate relationship was not mastered. In terms of sentence complexity, the use of basic sentence was at 82.3%; conjoined sentences, 5.8%; embedded complex sentences, 11.7%; and no multiple based complex sentences. The percentage indicates that the respondents applied diversity in sentence construction. It was found that there was a total of 76.4% use of statement sentences type; 5.8% use of question sentences and request sentences; and 11.7% use of request sentences. In this case, the achievement of the respondent in diversifying the use of sentence types was significant. As for the sentence variety, it was found that there was a total of 100% use of active sentences, but no use of passive sentences. In the language style category, it was found that there was no use of diction in the context of expressions and proverbs. Unfortunately, for the context and coherence category, R2's overall essay writing was found to be unconnected in terms of theme, as well as not cohesive in terms of plot and resolution.

For the lexical category, R3's level of grammar for word construction and word class was at 98.5%. The respondent's achievement in the lexical field is high. As for the syntactic category, it was found that the level of grammar for the use of sentence construction which includes subject-predicate construction was 81.8%. The percentage is not high enough because the subject-predicate is the basic element in sentence construction. In terms of sentence complexity, the use of basic sentence was at 27.2%; conjoined sentences and embedded complex sentences 36.3%; while there was no multiple based complex sentence construction. The percentage indicates that the respondent had successfully diversified the use of sentence construction. There was a total



of 100% use of statement sentences type, with no use of question sentences, request sentences, or exclamation sentences. As for sentence type, the respondent only applied statement sentences. As for sentence style, it was found that there was a total of 100% use of active sentences, but no use of passive sentences. This shows the absence of the application of options for passive sentences. In addition, for the language variety category, it was found that there was no use of diction in terms of expressions or proverbs. Nevertheless, for the context and coherence categories, R3's entire essay writing was found to be contextual and cohesive.

For the lexical category, R4 was found to have grammatical correctness of 98.0% for the word construction aspect and 100% for the word class aspect. The percentage is high and shows a reflection of mastery of lexical aspects in writing. As for the syntactic category, it was found that the use of grammatical sentence construction in terms of subject-predicate construction was a total of 44.4%. This percentage indicates poor mastery of sentence construction due to errors related to subject-predicate relationships, i.e. sentences without subjects or subject constructions, and predicates that did not comply with syntactic formulas. Regarding sentence complexity, basic sentence used amounted to 55.5%, and conjoined sentences and embedded complex were at 22.2% each. There was no multiple based complex sentence construction. There is an indication of effort by the respondent in diversifying sentence construction.

There was a total of 100% use of statement sentences, but no use of question sentences, request sentences or exclamation sentences. For sentence types, respondents did not apply the use of sentence types other than statement sentences. As for sentence style, it was found that there was a total of 100% use of active sentences, but no use of passive sentences. In addition, for the language style category, it was found that there was no use of diction in context of expressions and proverbs. For the context and coherence categories, the R4's overall essay writing was found to be less contextual and less cohesive.

In the lexical category, R5 was found to have achieved a high level of grammar command as there was no error in the word construction and word class aspects, which reached 100%. The respondent's achievement for the lexical aspect writing is quite high. However, for the syntactic category, R5 did not master the subject-predicate construction because all the sentences were written as a sentence, without periods and the use of capital letters as sentence separators. Thus, the complexity of sentences and sentence types could not be analysed. In addition, for the language style category, it was found that there was no use of diction in terms of expressions of utterances and proverbs. As for the context and coherence categories, R5's overall essay writing was found to be less contextual and not cohesive.

Table 3

*Percentage for the use of linguistic and stylistic categories in writing the essay 'The Lion and the Mice'*

DATA ANALYSIS - LINGUISTIC & STYLISTIC CATEGORY (adapted from Leech & Short, 2007)																	
	A. LEXICAL		B. SYNTACTIC											C. LANGUAGE STYLE		D. CONTEXTUAL AND COHESION	
	Word construction	Word class	Sentence structure	Sentence construction				Sentence type				Verse variety		Dictation	Utterances and proverbs	Context	Cohesion
			Subject Predicate	Basic sentences	Conjoined sentences	Embedded complex sentence	Multiple based complex sentences	Statement	Questions	Requests	Exclamations	Active	Passives				
<b>TITLE</b>	<b>The Lion and the Mouse</b>																
<b>R1</b>	147/149 (98.6%)	149/149 (100%)	8/24 (33.3%)	21/24 (87.5%)	2/24 (8.3%)	1/24 (4.1%)	-	24/24 (100%)	-	-	-	22/24 (91.6%)	2/24 (8.3%)	-	-	Contextual	Less cohesive
<b>R2</b>	143/152 (94.0%)	149/152 (98.0%)	12/12 (100%)	5/12 (41.6%)	3/12 (25.0%)	4/12 (33.3%)	-	11/12 (91.6%)	-	1/12 (8.3%)	-	11/12 (91.6%)	1/12 (8.3%)	-	-	Contextual	Quite Cohesive

<b>R3</b>	148/15 2 (97.3%)	149/ 152 (98.0%)	13/13 (100%)	8/13 (61.5%)	3/13 (23.0%)	2/13 (15.3%)	-	12/13 (92.3%)	-	1/13 (7.6%)	-	12/13 (92.3%)	1/13 (7.6%)	-	-	Contextual	Quite Cohesive
<b>R4</b>	150/153 (98.0%)	152/153 (99.3%)	15/17 (88.2%)	12/17 (70.6%)	-	4/17 (23.5%)	1/17 (5.8%)	15/17 (88.2%)	-	2/17 (11.7%)	-	16/17 (94.1%)	1/17 (5.8%)	-	1	Contextual	Cohesive
<b>R5</b>	119/120 (99.1%)	119/120 (99.1%)	12/12 (100%)	7/12 (58.3%)	4/12 (33.3%)	1/12 (8.3%)	-	11/12 (91.6%)	-	1/12 (8.3%)	-	11/12 (91.6%)	1/12 (8.3%)	-	-	Contextual	Cohesive

Table 3 shows the percentage for the use of linguistic and stylistic categories in the writing of the essay 'The Lion and the Mouse' by five selected respondents.

For the lexical category, R1 was found to have grammatical correctness of 98.6% for word construction and 100% for word class. This achievement shows good mastery of the lexical and writing aspects. As for the syntactic category, it was found that the grammar use in sentence construction covering the subject-predicate construction was at 33.3%. This percentage indicates low mastery of the basic aspects of sentence construction, i.e. subject and predicate. For sentence complexity, basic sentence usage was at 87.5%, while conjoined sentences were at 8.3% and embedded complex sentences amounted to 4.1%. There was no multiple based complex sentence construction. The percentage on basic sentence used was high, but grammar was problematic as reflected in the low percentage of subject-predicate item. There was a total of 100% use of statement sentences, but no use of question sentences, request sentences, and exclamation sentences. The respondent did not apply sentence type variations in his writing. As for sentence variety, it was found that there was a total of 91.6% use of active sentences and 8.3% use of passive sentences. Therefore, there was application of these two sentence types even though the percentage of passive sentence was low. In addition, for the language style category, it was found that there was no use of diction in the context of expressions of utterances and proverbs. As for the context and coherence categories, R1's entire essay writing was found to be contextual, but less cohesive because the plot of the story was not neat in sequence.

R2 was found to have a grammatical level of correctness of 94.0% for word construction and 98.0% for word class. This achievement is considered high in the lexical formula application of writing. As for the syntactic category, it was found that the use of grammatical sentence construction for subject-predicate construction was a total of 100% that showed the skills of the respondent in the application of syntactic formulas related to subject-predicate. As for sentence complexity, the use of basic sentences amounted to 41.6%; conjoined sentences, 25.0%; while embedded complex sentences amounted to 33.3% with no mixed compound sentences. The relatively balanced percentage of the three sentence constructions indicates that the respondent had successfully applied the principle of sentence construction variations in his writing. There was a total of 91.6% use of statement sentences, a total of 8.3% use of request sentences, but no use of question sentences or exclamation sentences. As for the aspect of sentence type, the respondents did not apply variations because only two types of sentences were applied, the higher percentage being statement sentences. As for sentence variety, it was found that there was a total of 91.6% use of active sentences and a total of 8.3% use of passive sentences. This showed that there was an application of two important sentence types, with the higher percentage for active sentences. In the language style category, there was no use of diction in the context of expressions and proverbs. As for the context and coherence categories, R2's overall essay writing was found to be contextual and relatively cohesive.

As for the lexical category, R3 showed a grammatical level of correctness of 97.3% for word construction and a total of 98.0% for word class. This achievement indicates the application of high morphological formulas by the respondent in his writing. As for the syntactic category, it was found that the use of sentence construction covering subject-predicate construction reached a grammatical level of 100%. That percentage indicates the application of a fairly high syntactic formula for the subject-predicate relationship. For sentence complexity, basic sentence usage amounted to 61.5%; conjoined sentences, 23.0%; embedded complex sentences, 15.3%; with no

multiple based complex sentences constructed. The combination of simple sentences, multiple based complex sentences, and embedded complex sentences showed the application of sentence construction variations even though the percentage was uneven. There was a total of 92.3% use of statement sentences; a total of 7.6% request sentences; but no use of question sentences or exclamation sentences. In the case of sentence types, there was a high percentage of statement sentences, but a low percentage of request sentences, with no other sentence types applied. As for sentence variety, it was found that there was a total of 92.3% use of active sentences, but only a total of 7.6% use of passive sentences. Therefore, for sentence types, the respondent tended to apply active sentences instead of passive sentences. In addition, for the language style category, it was found that there was no use of diction in expressions of utterances and proverbs. For the context and coherence categories, R3's overall essay writing was found to be contextual and relatively cohesive.

In the lexical category, R4's level of grammar reached a total of 98.0% for word construction and 99.3% for word class. The findings showed the respondent's ability to apply morphological formulas in his writing. As for the syntactic category, it was found that sentence construction covering subject-predicate construction was a total of 88.2%. For that aspect, the application of syntactic formulas related to subject-predicates was not high enough. For sentence complexity, basic sentence used amounted to 70.60%; conjoined sentences, 23.5%; embedded complex sentences, 5.8%; while there was no multiple based complex sentence construction. There was the application of sentence construction variations in the writing of the respondent. As for sentence type, it was found that there was a total of 88.2% use of statement sentences, of which a total of 11.7% were request sentences, with no use of question sentences and exclamation sentences. The respondent apparently only applied two types of sentences in his writing. As for sentence variety, it was found that there was a total of 94.1% use of active sentences and a 5.8% use of passive sentences. These two types of sentences were applied, with a higher percentage for active sentences. In addition, for the language style category, there was the use of expressions of utterances and proverbs, but no use of diction. For the context and coherence categories, R4's entire essay writing was found to be contextual and cohesive.

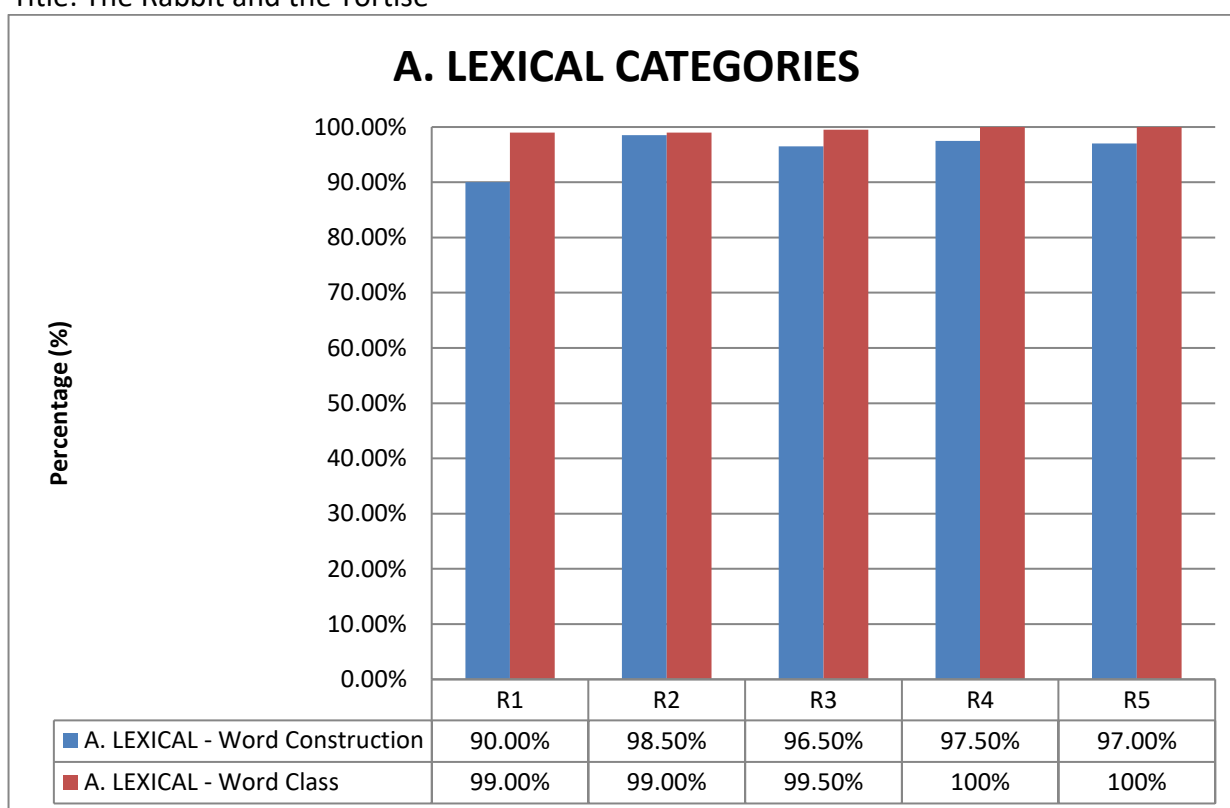
Interestingly, R5 was found to have achieved a grammatical total of 99.1% for word construction and word class. This percentage reflects the application of good morphological formulas in the respondent's writing. As for the syntactic category, it was found that the use of sentence construction that includes grammatical subject-predicate construction was a total of 100%. The findings indicate a high achievement in the application of syntactic formulas. In terms of sentence complexity, the use of basic sentence amounted to 58.3%; conjoined sentences, 33.3%; embedded complex sentences, 8.3%; with no multiple based complex sentence construction. The percentage indicates the application of the principle of sentence construction variation in the respondent's writing. As for sentence type, there was a total of 91.6% use of statement sentences, 8.3% request sentences, but no use of question sentences, or exclamation sentences. In terms of sentence type, the respondent did not apply all or most of the sentence types. As for the sentence variety, it was found that there was a total of 91.6% use of active sentence and a total of 8.3% use of passive sentences. Therefore, there was the application of both sentence types even though the active sentence variety had a higher percentage. In addition, for the

language style category, it was found that there was no use of diction used in expressions of utterances and proverbs. For the context and coherence categories, R5's overall essay writing was found to be contextual and cohesive.

## 2. Analysis of Grammatical Levels and Frequency in the Application of Linguistic and Stylistic Categories

This section presents two forms of analysis. The first shows the degree of grammar of the two elements in the lexical category: word construction and word class, and one element in the syntactic category: subject-predicate structure. The second analysis is the frequency of application of syntactic elements related to sentence construction; sentence type and sentence variety; stylistic elements related to diction, expressions/proverbs; and context and coherence.

Title: The Rabbit and the Tortoise

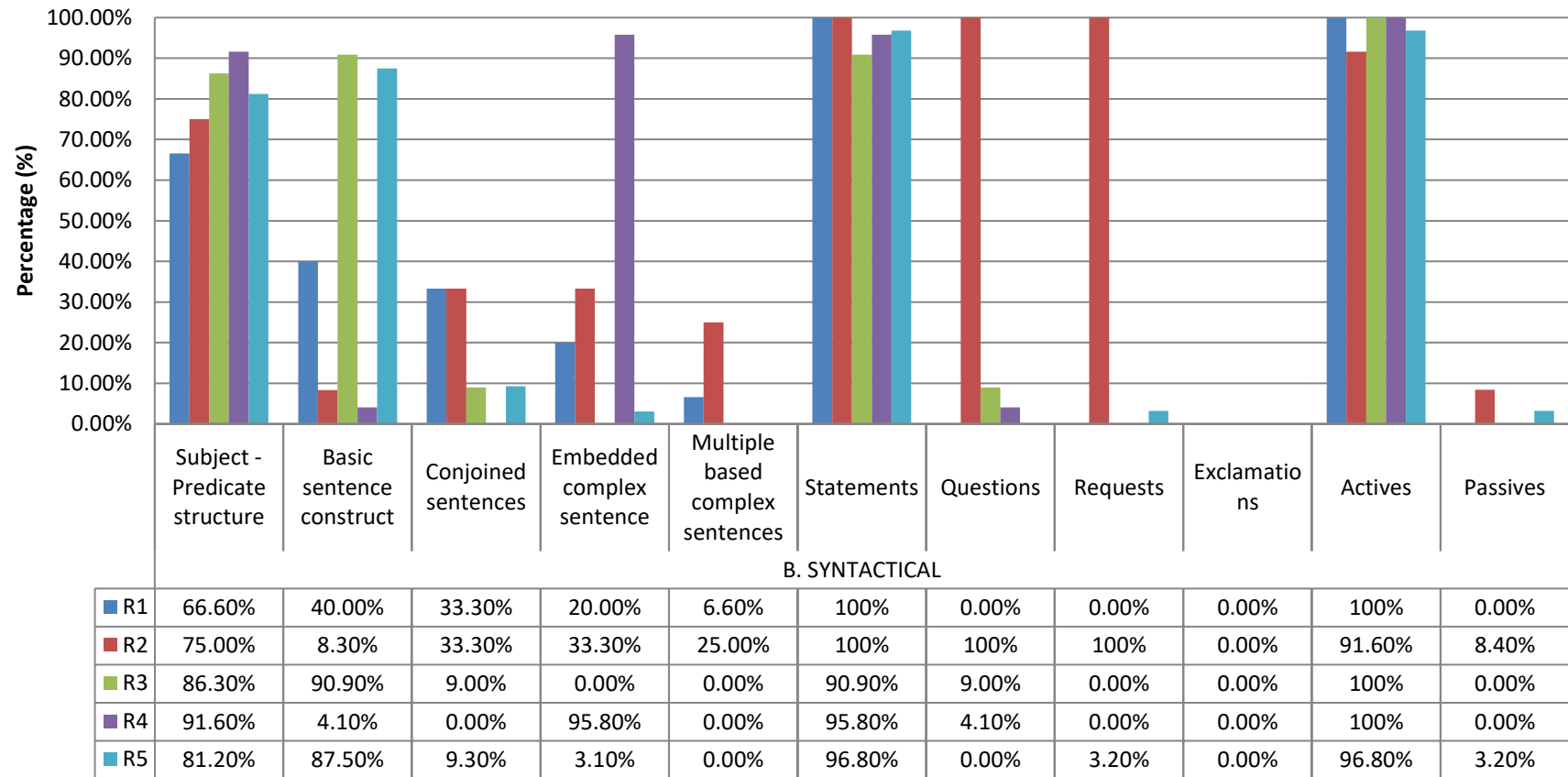


Bar Chart 1: The bar graph above shows the grammar level of the lexical category in writing of the essay 'The Rabbit and the Tortoise' by five selected respondents.

From the bar chart above, it can be concluded that all respondents achieved a high level of grammar competency in the use of lexical aspects for word elements. This means that the respondents do not have problems in the use of nouns, verbs, adjectives, and task words. The five respondents who wrote fiction entitled "The Rabbit and the Tortoise" achieved a level of grammar from 99% to 100% for lexical use related to words. For lexical elements related to word construction, a high level of grammar was also achieved when all five respondents for the same fiction title scored between 90% and 98.50%. However, the level of grammar of that aspect is

more than the level of grammar of the word class. This is because word construction is more complex since it involves word construction as a morphological process that often causes problems in the use of words, compared to groups or classes of words



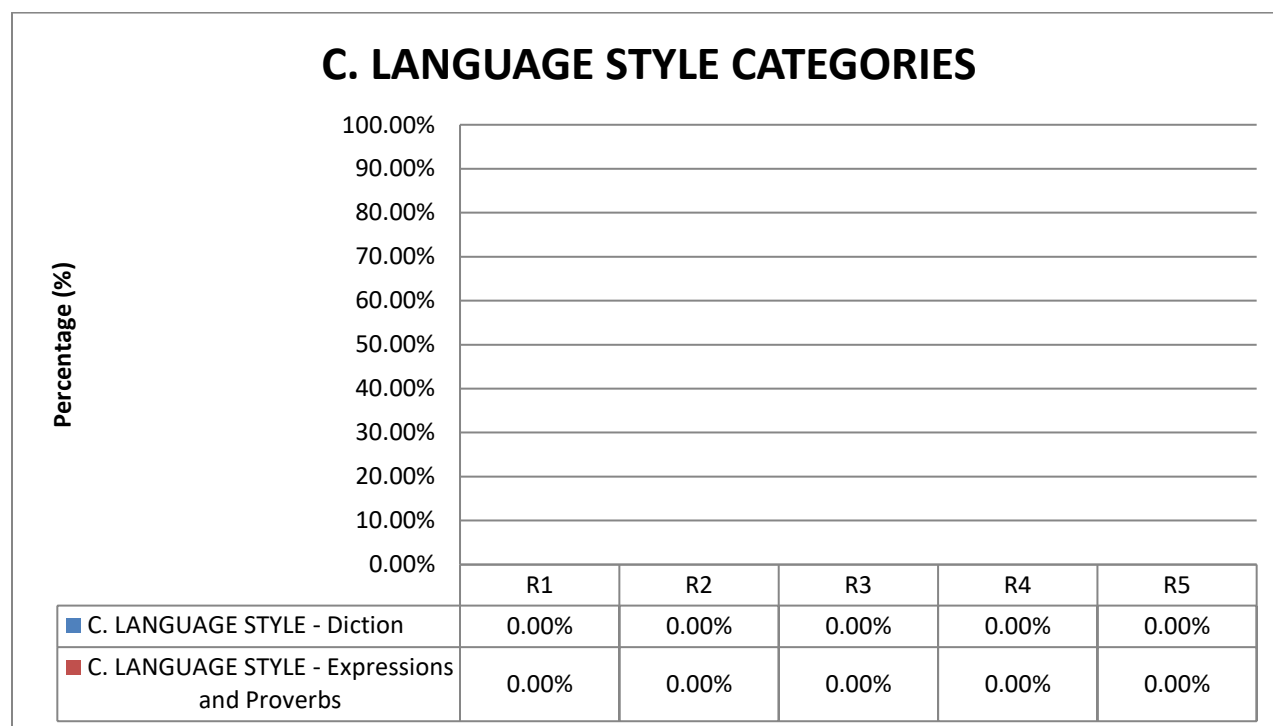
**B. SYNTACTICAL CATEGORIES**

Bar Chart 2: The bar chart above shows the total percentage of syntactic categories for writing the essay 'The Rabbit and the Tortoise' by five selected respondents.

From the bar chart above, it can be concluded that the respondents achieved a relatively high level of grammar competency for the sentence structure of the subject-predicate, with the score of between 66.60% and 91.60%. These findings showed that the respondents were able to master the basic formulation of sentence construction, especially the relationship between subject and predicate.

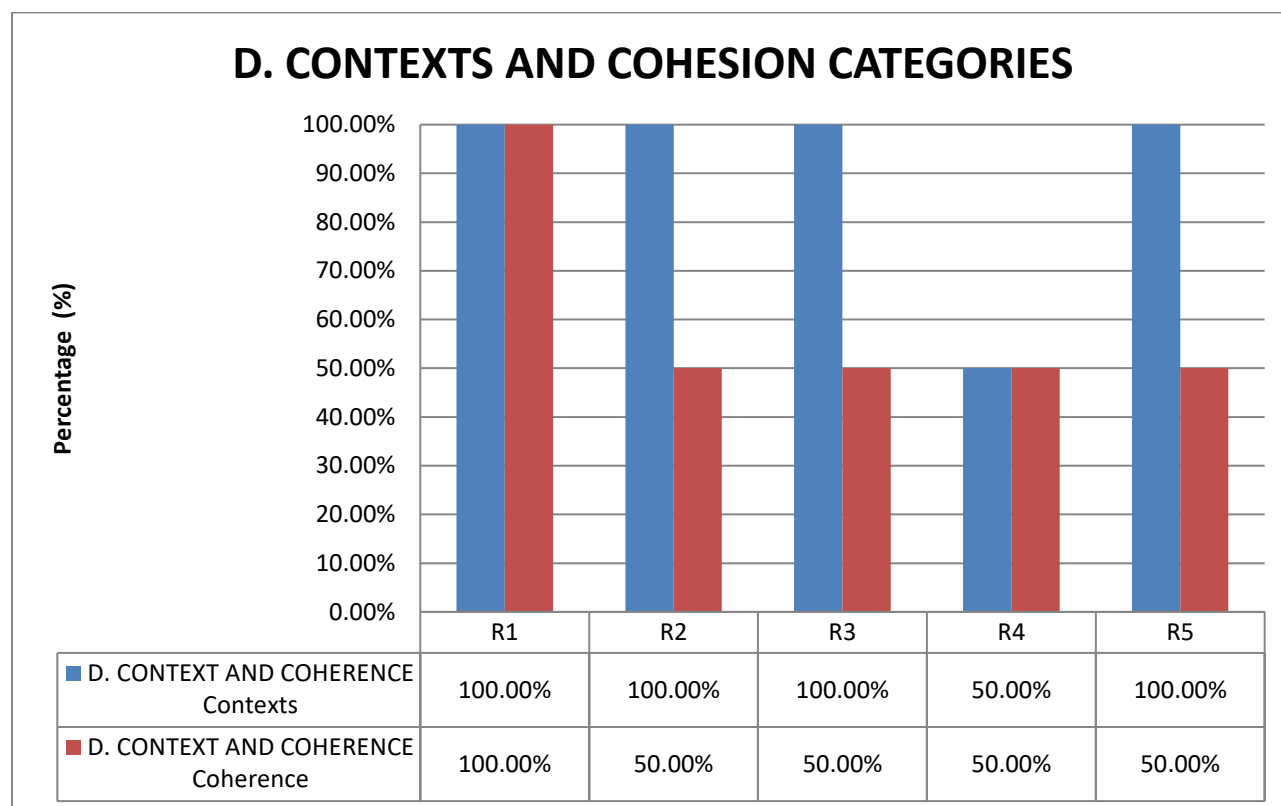
In terms of sentence complexity, the frequency of word usage showed that two respondents used more than 80% of basic sentence; one respondent used 40%; and two others used less than 10% of basic sentence. These findings indicate a contrasting situation in terms of simple sentence selection which is expected to be more likely to be preferred by primary school students, especially students who are categorised as slow learners. Conjoined sentences construction became a relatively low option when two respondents reached a frequency of 33.30%, and two others used 9% and below 9% of the sentences. For embedded complex sentences, there was a big difference when one respondent used 95.80%; two used between 20% and 33.30%; and one person used only 3.10%. For multiple based complex sentences, only two respondents who wrote the title used the sentence construction; one respondent used it at only 25% of the total sentences written in the essay; and another used only 6.60%. This is quite unique for primary school students, let alone students who are slow learners.

Regarding the frequency use of sentence type, it was found that the frequency was quite high, which was between 90.90% and 100%. Question sentences were used by three respondents only with a large difference, which was 100% for one respondent and below 10% for the other two respondents. As for sentence style, the frequency of the application of active sentences style was much higher than passive sentences for all respondents.



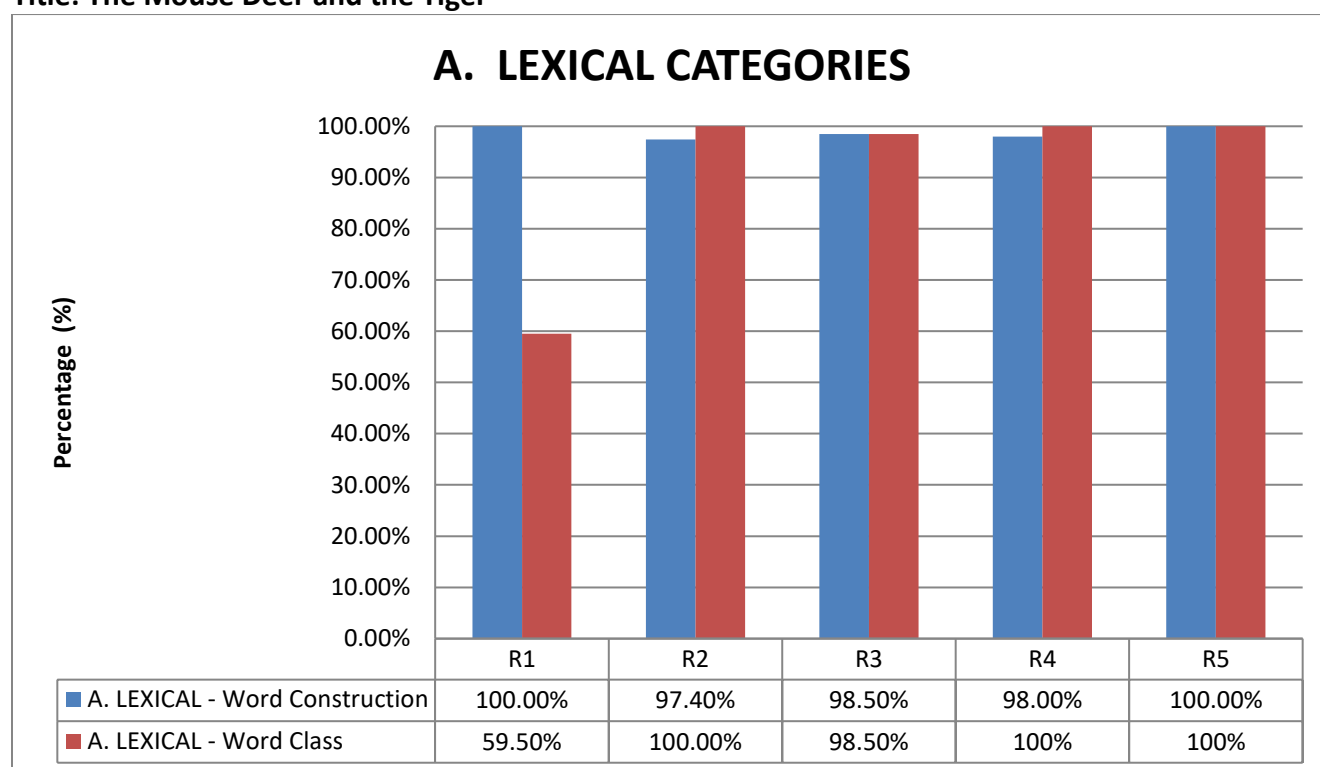
Bar Chart 3: The bar graph shows the percentage of language style categories for writing the essay 'The Rabbit and the Tortoise' by five selected respondents

The bar chart cannot be analysed because all the respondents who wrote this story did not apply all the items outlined in the analysis model for fiction which are diction and expressions/proverbs.



Bar Chart 4: The bar graph shows the percentage of context and coherence categories for the essay writing 'The Rabbit and the Tortoise' by five selected respondents

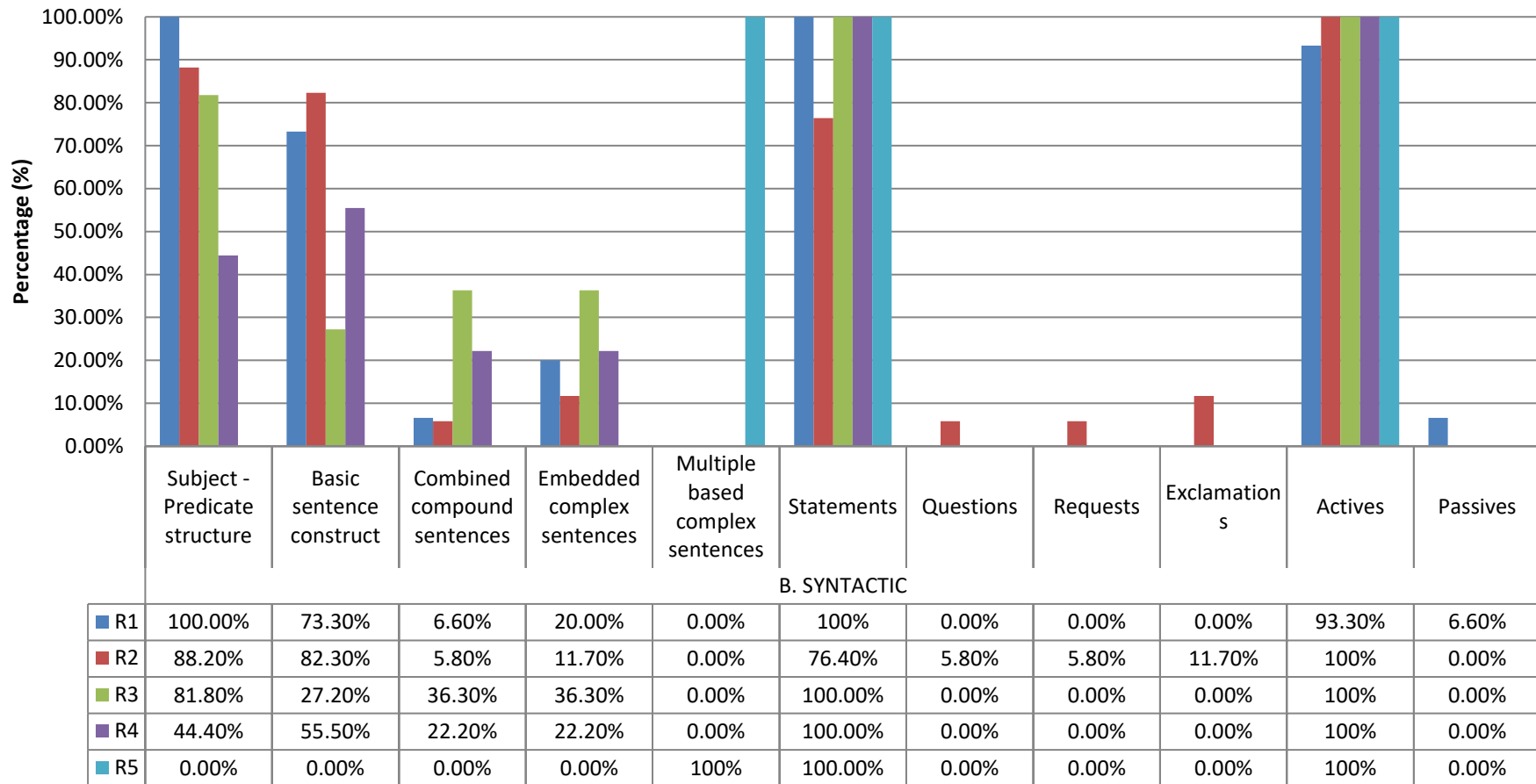
From the bar chart above, only one respondent met two items, namely context and coherence. The other three reached a high level of context, i.e. fulfilling the application of the item in writing but only fulfilling half of the cohesive item. One respondent achieved half an application in both items, namely context and coherence. Thus, producing a solid essay with a neat plot is still a problem among the respondents.



Bar Chart 5: The bar chart above shows the percentage of grammatical level of lexical category for writing the essay 'The Mouse Deer and the Tiger' by five selected respondents.

From the bar chart above, it is found that word construction had achieved a high level of grammar correctness, which is between 97.40% to 100%, while for the parts of speech, there is an uneven percentage, with three respondents obtaining between 59.50% to 100%. This finding is different from the finding of five respondents for the title "The Rabbit and the Tortoise" which is the opposite - a higher percentage of grammar accuracy for word class.

## B. Syntactical Categories

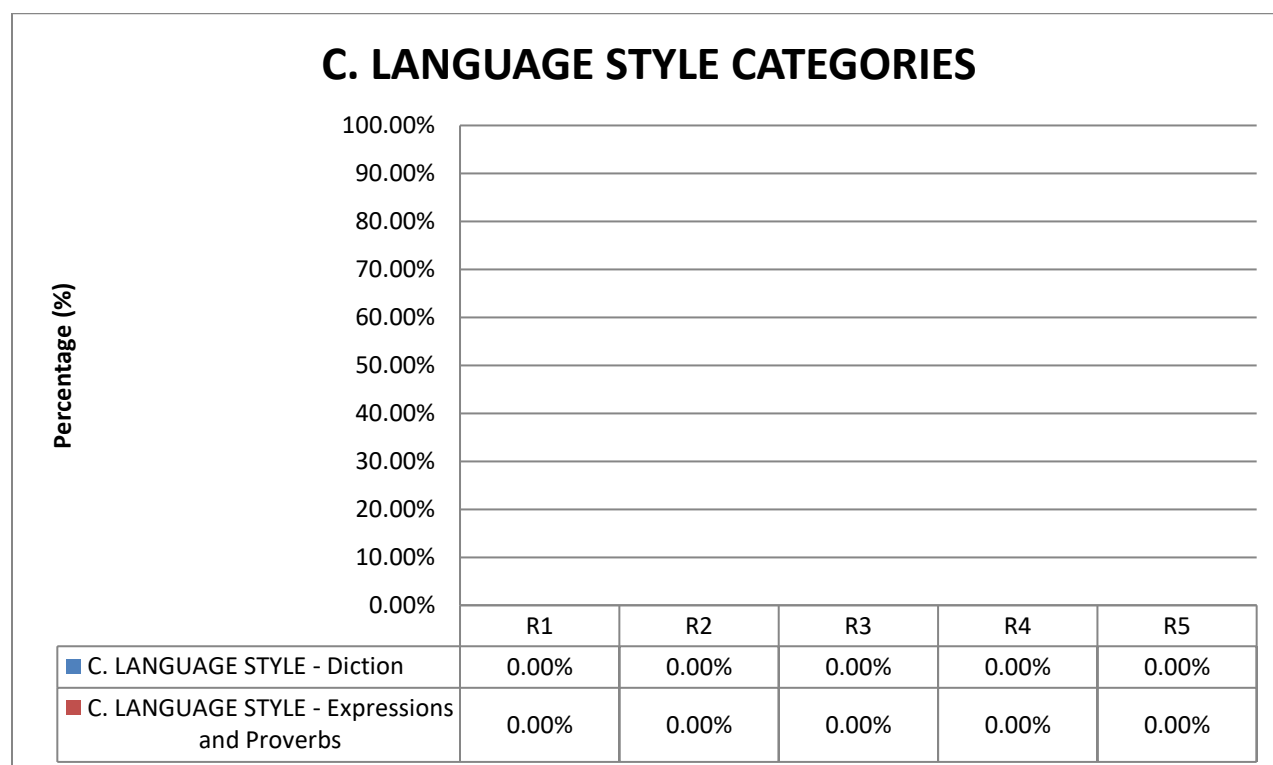


Bar Chart 6: The bar graph shows the total percentage of syntactical categories for writing the essay 'The Mouse Deer and the Tiger' by five selected respondents.

From the bar chart above, the findings show that the respondent achieved an uneven level of grammar correctness in terms of perfect sentence writing in accordance with the relationship between the subject and predicate. One achieved 100%; two obtained between 81.80% and 88.20%; and one respondent only achieved a grammatical level of 44.40% correctness.

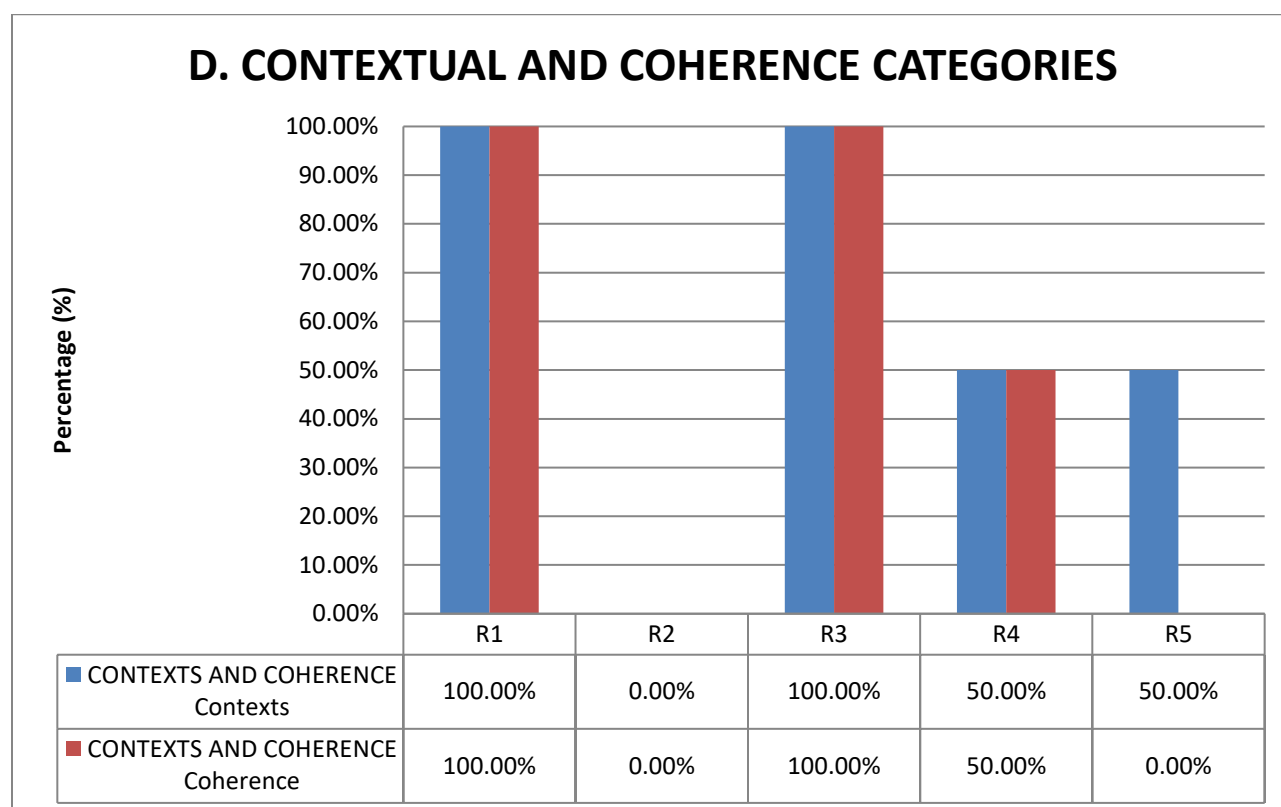
In terms of sentence complexity, the frequency of basic sentence selection is uneven, with two respondents using between 73.30% and 82.30%, while the other two were between 27.20% and 55.50%. Compound sentences were generally low in frequency, with three respondents using between 5.80% and 22.20%, and one at 36.30%. Similarly, for compound sentences, the frequency of use was only from 11.70% to 36.30. One respondent used only multiple based complex sentences for his entire essay. This meant that no other types of sentences were used except for multiple based complex sentences. This is the only case detected in the whole study that shows the use of just one type of sentence by a respondent.

Regarding sentence type, the percentage of frequency of use of high statement sentences in the essays was 100% for four respondents, and 76.40% for one respondent (the second respondent for this topic). Question sentences did not show a high frequency in this topic, with only one person at 5.80%. Similarly, for request sentences, there was only one respondent at 5.80%. One respondent used exclamation sentences at 11.70% of the total number of sentences.



Bar Chart 7: The bar chart above shows the frequency of language style categories for writing the essay 'The Mouse Deer and the Tiger' by five selected respondents.

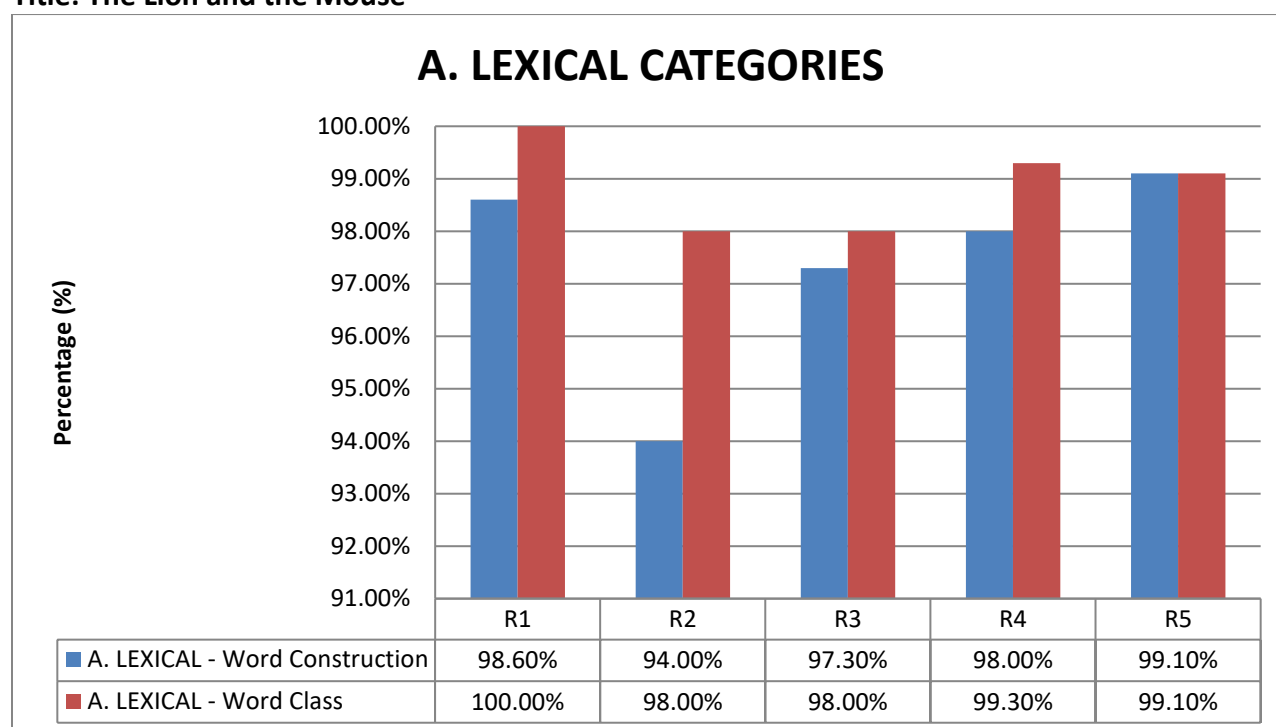
The bar chart could not be constructed because none of the respondents who wrote the story applied the language style items outlined in the fictional writing analysis model, which are diction and expressions/proverbs.



Bar Chart 8: The bar chart shows the percentage for context category and coherence for the essay writing 'The Mouse Deer and the Tiger' by five selected respondents.

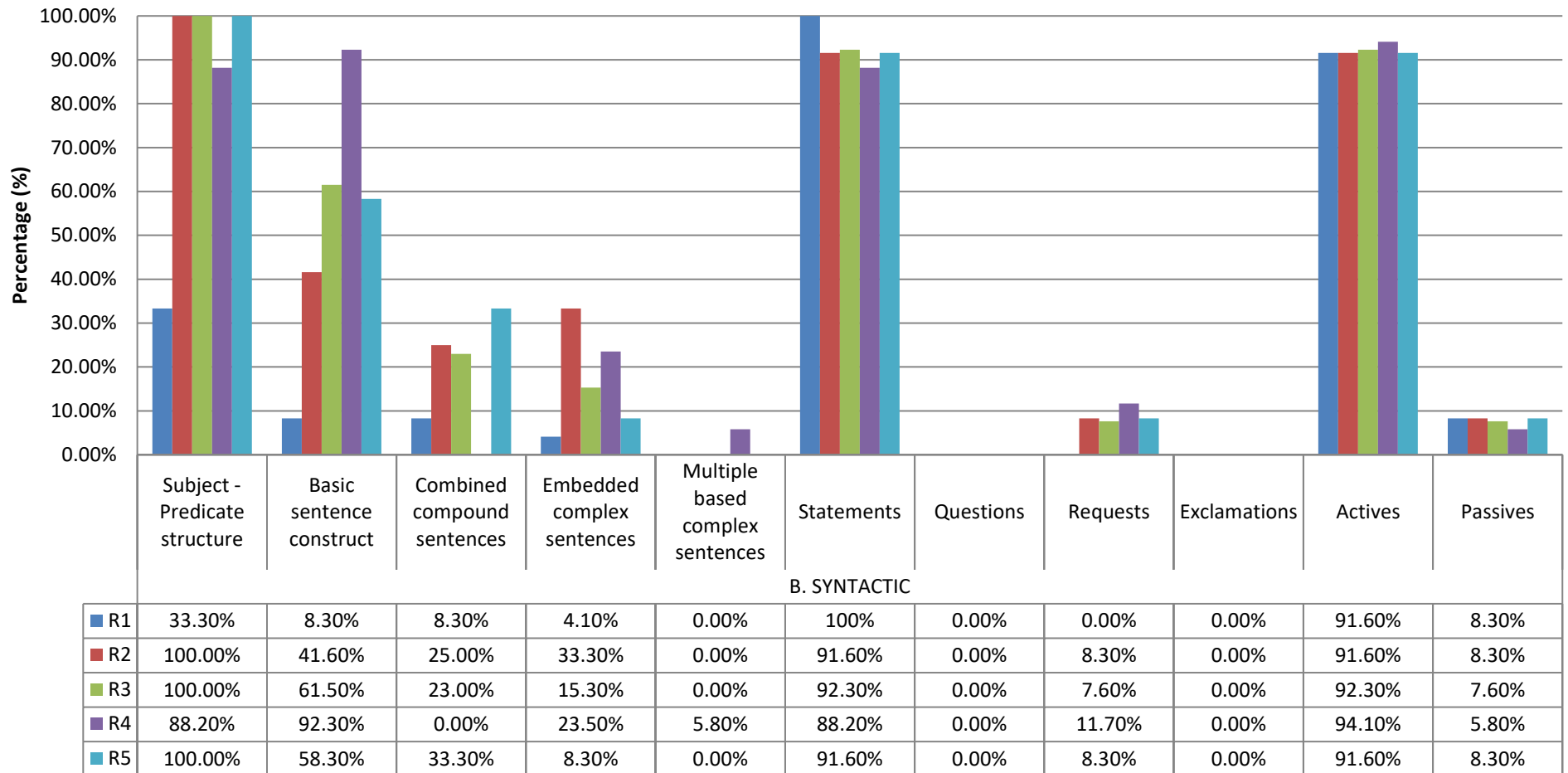
Based on the bar chart above, two respondents showed 100% context and coherence item achievement; one achieved only 50% for both items; another achieved only 50% for just the coherence item (it was 0% for the context item as the content of the story was not according to the theme); and one respondent failed to score for both items.





Bar Chart 9: The bar chart above shows the total percentage of lexical categories in writing of the essay 'The Lion and the Mouse' by five selected respondents.

From the bar chart above, the respondent who wrote the fiction entitled "The Lion and the Mouse" achieved a high level of grammar correctness in the lexical category or the use of morphological elements. For lexical elements related to word construction, the level of grammar correctness achieved by the respondents was between 94.00% and 99.10%. For lexical categories related to word class, the level of grammar correctness achieved was between 98.00% and 100.00%.

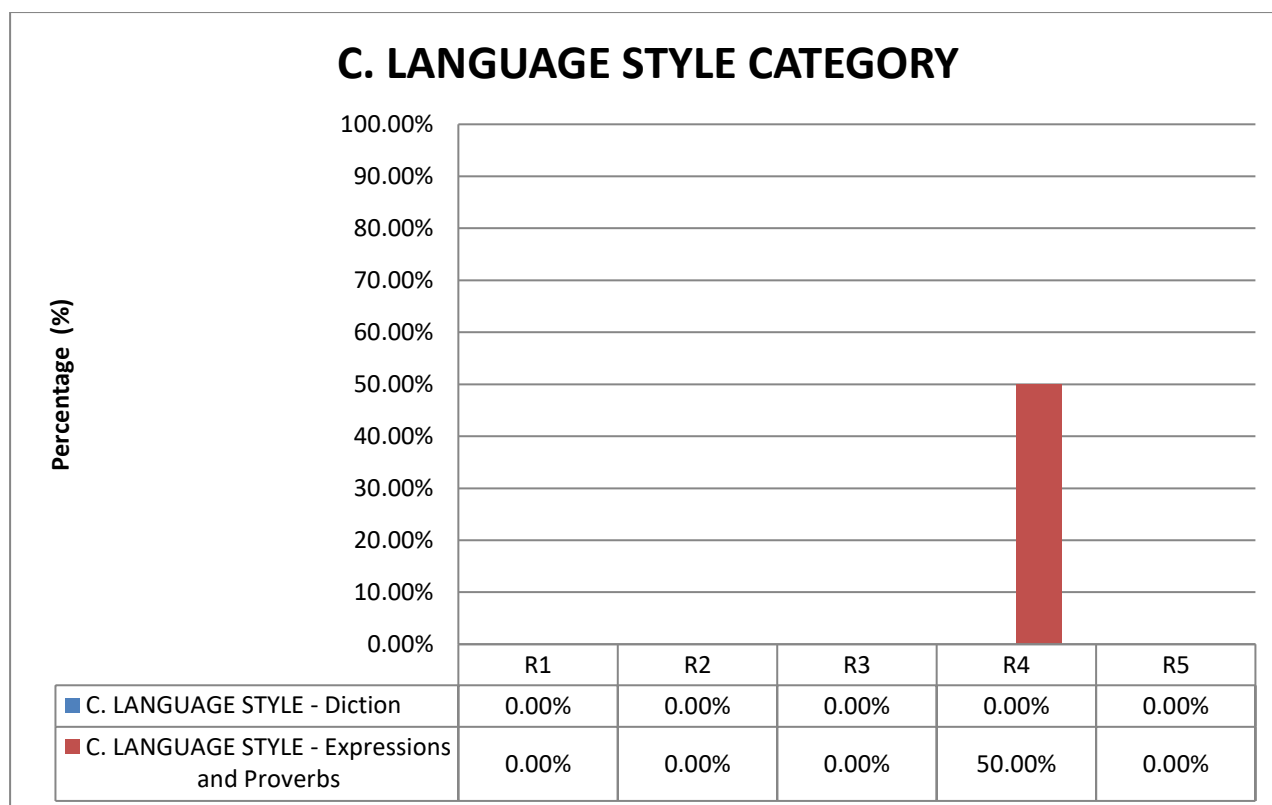
**B. SYNTACTICAL CATEGORIES**

Bar Chart 10: The bar chart shows the total percentage of syntactical categories in writing of the essay 'The Lion and the Mice' by five selected respondents

Based on the bar chart above, four respondents achieved a level of grammar correctness in sentence writing that met the subject-predicate formula, one respondent reached 88.20%, while three others achieved 100%. However, one respondent only achieved a low level of grammar, which was 33.30%.

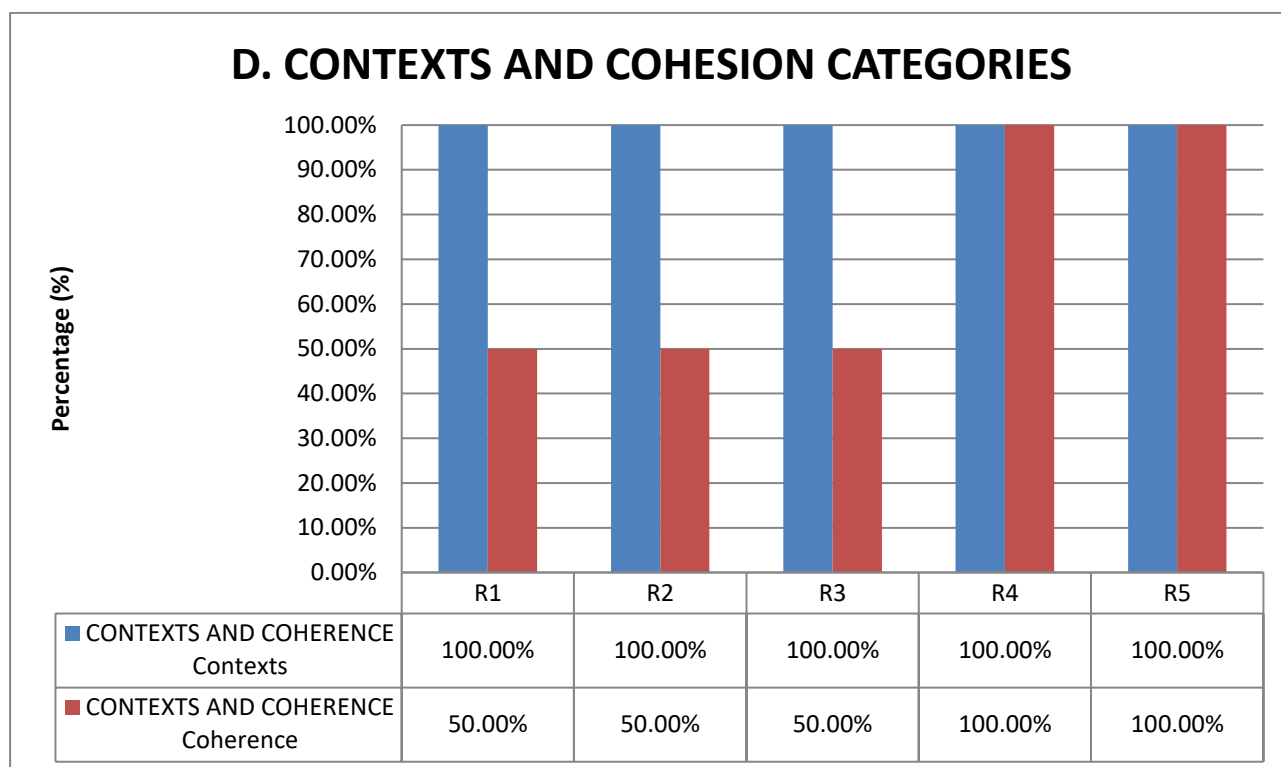
Regarding sentence complexity, the use of basic sentence is uneven among respondents; with one respondent reaching a frequency of 92.30%; three respondents between 41.60% and 61.5%; and one respondent using only 8.30%. For conjoined sentences, the frequency of use was relatively low, ranging from 23.00% to 33.30% for three respondents; only 8.30% for one respondent; and 0% or not at all used by one respondent. Similarly, the low-frequency conjoined sentence had three respondents using it between 15.30% and 33.30%, and two others using it between 8.30% and 4.10%. Multiple based complex sentences were only used by one respondent who wrote this essay, and that was at 5.80%.

For the sentence type, all the respondents chose the statement sentences as the way of telling the story, which was between 88.20% and 100%. Question sentences and exclamation sentences were not used at all by the respondents who wrote this essay. The request sentences were used by four respondents but at the frequency of between 7.60% and 11.70%.



Bar Chart 11: The bar chart shows the percentage of language style categories in writing of the essay 'The Lion and the Mouse' by five selected respondents.

From the bar chart above, it was found that only one respondent who wrote this essay applied the use of expression/proverb items, but not diction items. Other respondents did not apply the two items at all.



Bar chart 12: The bar chart above shows the total percentage of context and coherence categories in writing of the essay 'The Lion and the Mouse' by five selected respondents.

In the bar chart, only two respondents considered the context and coherence items as important categories in fiction writing. Three respondents achieved 100% in the context item but only 50% in the application of the cohesion item.

### Conclusion

This study summarises some important and interesting findings in the context of achievement among slow learners in children's fiction writing. The first finding is that slow learners have the potential to apply the expressive aspects of language in the form of guided writing. However, they would need exposure to storytelling sessions on a topic, and also to read the text of the story beforehand. Unlike non-slow learners, they may not be able to write an essay with a title of their own choice as yet, which would be able to evaluate their imagination ability. This conclusion is important so that slow learners are given the appropriate interventions according to their abilities, and not evaluated the same way as non-slow learners are. The second point is that when respondents were required to write a story that has been dictated to them, quite a number of them showed the ability to apply linguistic aspects that are important mechanics in writing that adds to the expressive aspect of language, for example in terms of word (morphology) and sentence (syntax) construction. However, there are weaknesses among some respondents in adhering to grammatical formulas or rules. Nevertheless, this phenomenon also occurs among non-slow students. The last interesting finding is that quite a number of respondents were capable of rewriting fiction by fulfilling the cohesion element that connects contents with topic or theme and story development. However, the respondents were not ready to apply language style elements such as diction and expressions that represent the aesthetic language aspect. Nearly all

respondents did not feature language style elements such as diction or special word choice in their writing. In fact, out of 15 respondents, only one was able to apply proverbs as a language style element, even though the proverbs were not used correctly.

### Recommendations

The Ministry of Education should look into introducing a special writing module for slow learners that includes children's fiction narrative genre with stories/illustrations that they could relate to in their lives. This module should be based on the findings of research on problems faced by slow learners as well as the benefits and potentials in addressing these problems. It would be beneficial that this module be part of the Malay language curriculum and also be available in the form of a teaching guide for teachers. There should also be books and literature available for teachers and parents to enable them to guide these special children in the aspects of writing. Future studies should also include empirical research on the variables that influence efficiency or ability of slow learners in their writing.

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