



Improvement of Malay Rumi Writing Skills Among Mattayom 1 Students at Saengthamwittaya Foundation School

Yenti Deslina¹, Devinna Riskiana Aritonang², Eli Marlina Harahap³,
Husniah Ramadhani Pulungan⁴, Lili Herawati Parapat⁵

^{1,2,3,4,5}Pendidikan Bahasa Indonesia, Universitas Muhammadiyah Tapanuli Selatan,
Padangsidempuan, Sumatra Utara

Article Info	Abstract
Received: 2026-02-28 Revised: 2026-06-29 Accepted: 2026-06-30 Keywords: <i>Writing skills, Malay Rumi, animate nouns, inanimate nouns, Classroom Action Research.</i> DOI: 10.24256/ideas.v14i1.9841 Corresponding Author: Devinna Riskiana Aritonang devinna@um-tapsel.ac.id Pendidikan Bahasa Indonesia, Universitas Muhammadiyah Tapanuli Selatan, Padangsidempuan, Sumatra Utara	<i>This study aims to describe students' initial and final abilities in using animate and inanimate nouns in Malay Rumi compositions and to examine the improvement in writing skills after the implementation of structured instructional treatment. The research employed a Classroom Action Research (CAR) method with a pretest-posttest design involving 39 Mattayom 1 students at Saengthamwittaya Foundation School, Southern Thailand. The research instrument consisted of essay writing tasks with personal themes such as "My Family," "My School," and "My Best Friend," which were analyzed based on the accuracy of noun classification and usage. The findings indicate that the mean pretest score of 73.39 increased to 82.59 in the posttest, reflecting a gain of 9.2 points. This improvement demonstrates that structured instruction integrating explicit grammar teaching, process-based writing practice (planning, drafting, revising, and editing), and corrective feedback effectively enhances students' writing skills. In addition to quantitative improvement, qualitative progress was also observed, including a reduction in noun classification errors and greater consistency in sentence structure. These findings confirm that Classroom Action Research based instructional intervention can improve linguistic accuracy while simultaneously strengthening students' metacognitive awareness in writing Malay Rumi.</i>

1. Introduction

Writing constitutes a fundamental component of language proficiency and plays a pivotal role in both personal and societal domains (Muid et al., 2026). In the contemporary era characterized by rapid advancements in information and communication technologies, writing competence has become increasingly indispensable across academic and professional contexts (Nurholishoh et al., 2024).

As a productive and cognitively demanding skill, writing extends beyond the mere construction of words and sentences; it entails complex cognitive operations, including idea generation, systematic organization of arguments, and the accurate application of linguistic conventions to ensure clarity, coherence, and communicative effectiveness (Annisa & Gusnawaty, 2024).

Within the domain of second language acquisition, the development of writing proficiency presents additional challenges. Learners are required not only to acquire lexical and grammatical knowledge of the target language but also to reconcile this new linguistic system with the structures of their first language. Such cross-linguistic interaction frequently results in diverse forms of written errors, including inappropriate lexical choices and limited understanding of specific grammatical categories, particularly in the accurate classification and contextual use of animate and inanimate nouns (Annisa & Gusnawaty, 2024).

Errors in writing frequently arise from learners' limited mastery of linguistic components, particularly grammatical structures and lexical repertoire in the second language. Consequently, writing instruction necessitates the implementation of well-designed and systematic pedagogical strategies to effectively support the optimal development of students' competencies. A growing body of research has demonstrated that structured feedback and sustained revision processes play a critical role in enhancing second language writing proficiency, as these mechanisms encourage learners to engage in reflective practice and to consciously identify and rectify weaknesses in their written texts (Zulkifli & Syamsuyurnita, 2024).

Within the framework of second language acquisition, Krashen's perspective posits that grammar should not be positioned as the central focus of instruction. Rather, grammar functions as a "monitor," serving as a supportive mechanism that learners utilize to review and refine linguistic output after it has been generated through natural acquisition processes. According to Krashen, the role of grammar is therefore limited to regulation and correction, rather than acting as the primary driving force behind language production itself (Hasbi et al., 2025).

Southern Thailand is widely recognized for its rich cultural diversity. Geographically bordering Malaysia, the region shares strong cultural affinities with Malay communities in Malaysia (Maesaroh et al., 2025). The majority of residents

in Southern Thailand frequently use the Malay language in their daily communication. Although Malay Rumi is often perceived as simpler and more accessible than the traditional Jawi script, a number of students continue to experience difficulties in comprehending Rumi texts. These challenges are primarily attributed to limited exposure to the language, insufficient understanding of the underlying cultural context, and the implementation of instructional strategies that are not yet optimally designed to foster deep comprehension (Sari et al., 2025).

For Mattayom 1 students at Saengthamwittaya Foundation School, the ability to compose well-structured essays is particularly significant, as it reflects comprehensive language mastery. Personal themes such as “My Family,” “My School,” and “My Best Friend” are frequently assigned in language instruction due to their relevance to students’ lived experiences. Nevertheless, these topics still demand precision in lexical selection, including the accurate use of nouns. Within noun classification, the distinction between animate nouns (e.g., father, friend, teacher) and inanimate nouns (e.g., book, school, house) constitutes a crucial linguistic aspect that significantly influences the overall quality of students’ written compositions.

In practice, students frequently commit errors in both the classification and usage of nouns within their written compositions. Such inaccuracies are generally influenced by first language interference, limited lexical mastery, and the lack of instructional emphasis specifically addressing noun classification within writing contexts. This condition underscores the necessity of implementing an integrated instructional approach that synthesizes writing skill theory, process-oriented writing theory, and grammatical theory as foundational frameworks to systematically identify, address, and remediate emerging errors while simultaneously enhancing the overall quality of students’ written output.

Through a comprehensive understanding and systematic intervention addressing these errors, supported by quantitative analysis such as pretest and posttest assessments, this study aims to provide empirical evidence of improvements in students’ writing proficiency, particularly in the accurate use of animate and inanimate nouns. Furthermore, the findings are expected to offer practical recommendations for the development of Malay Rumi language instruction in schools, while also contributing to the broader discourse on the enhancement of writing skills as an essential component of language literacy at the secondary education level.

Research Framework

In this study, the researcher focuses on enhancing students’ Malay Rumi writing skills, particularly in the accurate use of animate and inanimate nouns, through the implementation of structured and process-based writing instruction. The instructional approach integrates writing skill theory, process writing theory,

error analysis theory, and grammatical theory as foundational frameworks guiding the pedagogical intervention.

The research framework illustrates the relationship between students' initial problems—namely errors in the classification and usage of nouns—the implementation of structured instructional treatment, and the subsequent improvement in learning outcomes as measured through a comparison of pretest and posttest scores within a single-group design. The research framework is illustrated in the following figure:



Figure 1. Research Framework

The research was carried out by focus on improving the writing skills of Rumi Malay for students in class of Mattayom 1 at Saengthamwittaya Foundation School, South Thailand. Mattayom 1 class is equivalent to class III of SMP in Indonesia, with a total of 39 students consisting of 18 male students and 21 female students. The framework of this research describes the stages taken by the researcher in carrying out learning interventions.

The study commenced with the administration of a pretest to assess students' initial proficiency in composing Malay Rumi essays, particularly in the use of animate and inanimate nouns. The pretest was conducted in the form of a free-writing task based on themes closely related to students' daily lives, such as "My Family," "My School," and "My Best Friend." Based on the results of this initial assessment, the researcher identified various errors, both in noun classification and usage, which were presumed to stem from limited vocabulary mastery, insufficient grammatical understanding, and first language interference (Thai).

The subsequent stage involved the implementation of instructional treatment through structured learning that integrated writing skill theory, process writing theory, error analysis theory, and grammatical theory. The instructional intervention was carried out over four sessions. In each session, students were provided with materials and exercises focusing on the classification of animate and inanimate nouns, the appropriate use of nouns within sentences and paragraphs,

and process-based writing activities, including planning, drafting, revising, and editing.

The final stage of the study consisted of administering a posttest in the form of an essay-writing task based on similar themes, yet developed differently from those used in the pretest. The posttest results were subsequently compared with the pretest scores to determine the extent of improvement in students' writing skills. Through the implementation of this structured instructional approach, the study aims to demonstrate a significant enhancement in students' ability to accurately use animate and inanimate nouns in Malay Rumi compositions.

Literature Review

1. Theory of Writing Skills

Writing is fundamentally recognized as one of the core components of language skills, playing a crucial role in both educational contexts and social communication. According to Tarigan's perspective, writing is understood as a creative and expressive process employed to communicate ideas, thoughts, and emotions through systematically and logically organized written discourse. Thus, writing is not merely the spontaneous expression of thoughts; rather, it involves a structured cognitive process that includes planning, organizing ideas, and revising or editing to ensure that the intended message is conveyed effectively (Muid et al., 2026).

Writing is also considered a language skill that functions as a form of indirect communication. This activity entails the transmission of ideas, information, or narratives through linguistic symbols in the form of written letters. Essentially, writing constitutes a cognitive activity that is subsequently manifested in coherent words and sentences, resulting in a text that can be comprehended by readers (Ana et al., 2022).

Writing skills encompass the ability to plan, organize ideas, and express them in written form in such a way that readers can clearly comprehend the intended message (Hastuti, 2025). Writing is regarded as a complex productive language skill, as it involves not only the articulation of ideas but also the mastery of various linguistic elements, including vocabulary, sentence structure, and the capacity to present ideas in a coherent and logically sequenced manner (Nurholishoh et al., 2024).

Contemporary studies further emphasize that writing should be understood as an activity involving both cognitive and social processes in producing communicative and coherent texts. In the context of second language learners, writing skills also require systematic guidance through structured feedback and revision practices to foster the continuous development of students' writing quality.

2. Process Writing Theory

Process writing theory emphasizes that writing should not be viewed merely as a final product, but rather as a series of stages that writers consciously navigate. These stages generally include planning, drafting, evaluating and revising, and editing. The process-oriented approach assists students in understanding that improvement in writing is achieved through iterative cycles of revision and feedback, which ultimately contribute to significant enhancement in text quality.

This approach is particularly relevant in second language instruction, as writing constitutes a cognitively demanding activity that requires learners to allocate time to generate ideas, select appropriate vocabulary, and refine the linguistic structures employed (Annisa & Gusnawaty, 2024). The stages within the writing process such as planning, drafting, and revising provide a systematic framework that enables students to progressively improve their texts through repeated review and refinement.

3. Error Analysis in Language Learning

Error analysis theory posits that errors in writing are not merely semantic inaccuracies, but rather indicators of learners' language development. This analytical approach involves identifying, classifying, and explaining the errors produced by students in their written texts. In research on second language writing skills, error analysis functions as a tool to uncover recurring patterns of inaccuracy, whether resulting from first language interference or from limited mastery of the target language structures.

Recent studies have demonstrated that language errors in students' compositions frequently occur at the levels of spelling, sentence structure, as well as syntactic and semantic aspects, thereby underscoring the importance of systematic analysis to improve writing instruction (Fadillah & Septika, 2025). One of the most common forms of linguistic inaccuracy involves the incorrect use of standard and non-standard lexical forms (Purba & Aritonang, 2024).

4. Grammar

Grammar constitutes a systematic framework that delineates the rules governing word usage and sentence structure within a language. In this study, the focus is placed on the use of animate and inanimate nouns in Malay Rumi, which falls within the domain of morphosyntactic analysis. Grammatical theory provides the foundation for classifying nouns according to their syntactic functions and for understanding the relationships among sentence elements within grammatically correct constructions. Mastery of grammar is essential in writing, as sentence structure and word functions must conform to established linguistic norms in order for the intended message to be conveyed accurately and effectively (Safira et al., 2024).

2. Method

The method employed in this study was Classroom Action Research (CAR) utilizing a pretest–posttest design within an action cycle (Halim & Muchtar, 2015). The research was conducted in a Mattayom 1 classroom at Saengthamwittaya Foundation School, Southern Thailand, involving a total of 39 students (18 male and 21 female). This Classroom Action Research aimed to improve and enhance students' Malay Rumi writing skills, particularly in the use of animate and inanimate nouns, through structured instructional intervention.

The research design commenced with the administration of a pretest to identify students' initial ability in composing essays on the themes "My Family," "My School," and "My Best Friend," with analytical focus on the accuracy of classification and usage of animate and inanimate nouns. The instructional intervention was subsequently implemented over four sessions, encompassing both the pretest and posttest stages. During the second and third meetings, the researcher delivered targeted instructional treatment addressing the concepts, classification, and usage of animate and inanimate nouns within sentence and paragraph contexts, accompanied by process-based writing exercises, including planning, drafting, revising, and editing.

In the fourth session, students were administered a posttest in the form of an essay-writing task based on comparable themes to measure improvement following the intervention. The data obtained from the pretest and posttest were analyzed quantitatively to determine differences in learning outcomes and qualitatively to identify changes in patterns of noun usage errors. Through this pretest–posttest Classroom Action Research design, the study is expected to demonstrate the effectiveness of the instructional intervention in significantly improving students' Malay Rumi writing skills.

Subjects and Objects of the Study

The subjects of this study comprised all Mattayom I students at Saengthamwittaya Foundation School, totaling 120 students. Based on this population, the object of the study was one selected class of Mattayom I consisting of 39 students, including 18 male and 21 female students. The sample was determined using a cluster random sampling technique, meaning that the selection was conducted at the group (class) level rather than individually among students (Halim & Muchtar, 2015).

3. Results

This study was conducted through Classroom Action Research (CAR) employing a pretest–posttest design involving 39 Mattayom 1 students at Saengthamwittaya Foundation School. An initial test (pretest) and a final test (posttest) were administered to assess students' Malay Rumi writing skills, particularly in the use of animate and inanimate nouns.

1. Pretest Result

The pretest results indicated that students' initial ability in the use of nouns remained varied and not yet optimal, as evidenced by the emergence of various types of errors in noun classification and usage. This finding is consistent with numerous studies demonstrating that errors in writing skills particularly in grammatical aspects such as lexical choice, grammar, and idea organization constitute common challenges faced by second language learners, especially during the early stages of written production. The pretest scores were derived from students' performance on essay-writing tasks administered prior to the implementation of the structured instructional treatment.

The results revealed that the students' average initial score was 73.39, with the highest score being 80 and the lowest 65. Two students achieved a score of 80, while ten students obtained a score of 65. The essay themes selected by students varied: seven students chose the theme "My School," three selected "My Family," and two chose "My Best Friend." The majority of essays consisted of five sentences. One representative example is as follows:

"Saya belajar di sekolah Saengtham Wittaya. Saye memiliki 39 rakan sekelas, sekolah saya terletak di belakang pasar. Rakan sekelas saya sangat baik dan sentiasa membantu antar sama lain. Nasi kat kantin memang sedap, sebab itu saya rasa suke sangat pergi sekolah."

An analysis of noun usage and adherence to standard Malay orthography, based on the guidelines provided by the Malay Language Reference Center (Pusat Rujukan Persuratan Melayu, <https://prpm.dbp.gov.my/>), identified five spelling inaccuracies rakan, saye, sentiasa, sekolah, and suke, as well as six correctly written lexical items, namely Saya, sekolah, pasar, nasi, kantin, and kelas. These findings indicate that students' initial writing ability reflected partial mastery of standard Malay spelling conventions alongside recurring orthographic and lexical errors.

Although some students were categorized within the "good" performance level, errors in the classification of animate and inanimate nouns, inaccuracies in their usage within sentences, and instances of first language interference were still identified. These findings are consistent with research indicating that second

language learners frequently encounter grammatical errors at the lexical and morphosyntactic levels in written production (Zhang & Hyland, 2022). Such errors are generally influenced by limited vocabulary mastery and the transfer of structures from the first language to the target language (Rahmat et al., 2023).

Within the context of writing instruction, learners at the initial stages tend to prioritize meaning-making over formal linguistic accuracy, which often results in structural errors in their compositions (Hyland & Jiang, 2021). This suggests that students' initial competence in noun classification requires further reinforcement through explicit instructional support.

2. Posttest Result

Following the implementation of structured instructional treatment, which included explicit instruction on noun classification and process-based writing practice, the posttest results demonstrated a significant improvement compared to the pretest. The increase in the mean score indicates that the instructional strategy applied was effective in fostering positive changes in students' writing skills. After four instructional sessions encompassing explicit explanations of noun classification, identification exercises within texts, process-based writing practice, and corrective feedback, the posttest results revealed an increased mean score of 82.59, with the highest score reaching 90 and the lowest 70.

Four students achieved a score of 90, while two students obtained a score of 70. Regarding essay themes, two students selected "My School," one chose "My Family," and one selected "My Best Friend." In this posttest, the longest compositions consisted of nine sentences. One representative example is as follows:

"Saya sekolah di sebuah sekolah yang bernama Saengtham Wittaya, sekolah saya terbentar di Chana, dalam satu kelas saya ada 39 orang rakan dalam satu kelas. Sekolah saya ada banyak barang makan, saya suka makan mi, nasi kabu, nasi goreng dan sebagainya. Sekolah saya ada banyak kemudahan seperti bilik komputer, perpustakaan, dewan, kantin, padang, bilik komputer dan sebagainya. Saya sangat gembire dapat belajar di sekolah ini."

These findings indicate not only an increase in quantitative performance, as reflected in the higher mean score, but also qualitative development, evidenced by longer compositions and improved structural organization, despite the persistence of minor orthographic and lexical inaccuracies.

In this phase of the intervention, the use of nouns and adherence to standard Malay orthography based on the guidelines provided by the Malay Language Reference Center (Pusat Rujukan Persuratan Melayu, <https://prpm.dbp.gov.my/>) demonstrated marked improvement compared to the initial compositions. Students showed greater ability to elaborate on the theme "My School," and their writing appeared more structured and coherent. The improvement was evident in

the reduction of spelling errors, with only three incorrect lexical forms identified: gembire, rakan, and maken.

In contrast, twelve lexical items were written accurately and in accordance with standard usage, namely: saya, sekolah, kelas, barang, mi, nasi krabu, nasi goreng, bilik, perpustakaan, dewan, padang, and belajar. These findings indicate that in the second phase of the intervention, students' compositions improved significantly in both accuracy and overall quality.

An increase of 9.2 points in the mean score reflects a substantial improvement in students' writing skills. All students reached the minimum mastery criterion, and errors in noun classification decreased considerably. These results support findings suggesting that explicit grammar instruction combined with corrective feedback effectively enhances linguistic accuracy in second language learners' writing (Bitchener & Ferris, 2021). Furthermore, recent meta-analyses have demonstrated that systematic written feedback exerts a positive impact on the development of grammatical accuracy (Kang & Han, 2022).

The implementation of drafting, revising, and editing stages also contributed to the development of students' metacognitive awareness in monitoring and regulating language errors (Teng, 2023). Process-based instructional approaches have been shown to improve overall writing quality while gradually reducing error rates (Zhang, 2023).

3. Comparison of Pretest and Posttest Scores

Aspect	Pretest	Posttest	Improvement
Mean Score	73,39	82,59	9,2
lowest score	65	69	4
Highest score	80	90	10

Table 1. Comparison of Pretest and Posttest Scores

From the table above, it can be observed that there was a significant increase in the mean score between the pretest and the posttest. All students demonstrated improvement in their use of animate and inanimate nouns, and no scores fell below the minimum proficiency category following the intervention.

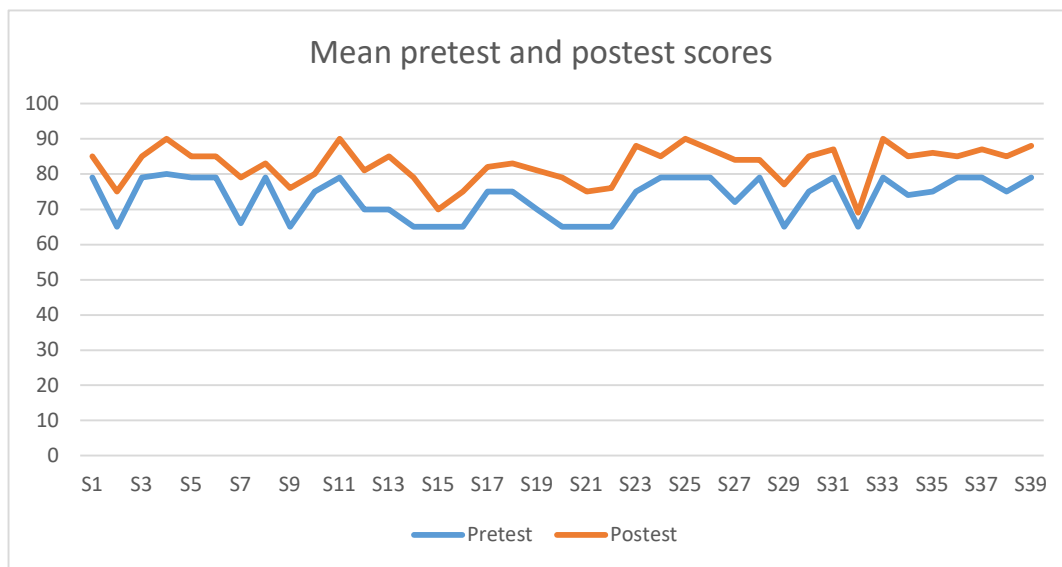


Figure 2. Mean Pretest and Posttest Scores of Students' Malay Rumi Writing Ability

4. Discussion

The interpretation of the findings in this study is grounded in several empirical results and supporting theoretical perspectives from previous research, which emphasize the importance of structured instructional strategies in enhancing students' writing skills. The increase in scores from 73.39 to 82.59 demonstrates the effectiveness of the implemented instructional intervention. Theoretically, these results reinforce the view that second language writing instruction should integrate explicit teaching of linguistic structures with a process-oriented writing approach (Hyland, 2022).

Within the context of multilingual students in Southern Thailand, first language interference constitutes a significant factor influencing the accuracy of target language structures. Therefore, instructional approaches that focus on specific areas of error (focused grammar instruction) are essential for improving the accuracy of language production (Lee, 2021).

The findings further indicate that when students are provided with structured instruction emphasizing explicit noun classification, supported by contextual practice and corrective feedback, a significant improvement in writing ability occurs. This outcome is consistent with recent research suggesting that the combination of explicit instruction and reflective feedback substantially enhances writing competence in second language learning contexts (Bitchener & Ferris, 2021; Kang & Han, 2022).

Thus, the observed improvement is not only quantitative, as reflected in increased scores, but also qualitative, evidenced by a reduction in noun

classification errors and greater consistency in sentence structure.

The findings of this study are consistent with the results reported by Rambe et al, (2024) which indicate that the systematic implementation of Classroom Action Research can enhance students' writing skills through iterative cycles of planning, action, observation, and reflection. Such an approach enables teachers to identify students' initial errors and design more targeted instructional interventions.

In the context of the present study, errors in the classification of animate and inanimate nouns identified during the pretest served as the foundation for designing the instructional treatment. The increase in posttest scores demonstrates that structured and reflective instruction effectively improves grammatical accuracy and gradually enhances the overall quality of students' written compositions.

1. Improvement of Writing Skills and Structured Instruction

The significant improvement in writing scores following the instructional intervention aligns with findings from other studies indicating that research-based instructional strategies can enhance students' writing competence. For instance, research on innovative writing instruction strategies has shown that responsive and research-informed approaches are capable of improving students' writing literacy skills while simultaneously increasing their engagement in the writing process (Nazalatus et al., 2024).

Furthermore, studies evaluating the provision of feedback and writing revision emphasize that structured feedback constitutes one of the most crucial factors in enhancing second language learners' writing skills. Systematic feedback assists students in monitoring their errors and making conscious revisions prior to final submission (Annisa & Gusnawaty, 2024).

The effectiveness of the intervention in this study was also influenced by the provision of structured feedback and systematic revision activities. Such feedback enabled students to identify errors in noun classification and correct them consciously. Annisa dan Gusnawaty (2024), assert that consistent corrective feedback can enhance grammatical accuracy and accelerate the development of second language learners' writing proficiency. Therefore, instruction that integrates explicit conceptual explanation, guided practice, and reflective error analysis has proven effective in improving the quality of students' written work.

2. The Relevance of Classroom Action Research to Skill Improvement

Within this context, Classroom Action Research (CAR) functions as an intervention-based approach that facilitates continuous instructional improvement through iterative cycles of planning, action, observation, and

reflection. This model is oriented not only toward final outcomes but also toward the ongoing refinement of instructional strategies.

(Nita, 2024), asserts that Classroom Action Research (CAR) is effective in improving writing skills because it provides teachers with opportunities to directly evaluate and adjust instructional methods based on students' responses. The reflective cycle embedded within CAR strengthens the learning process, as each stage of action is informed by the evaluation of the preceding stage. In the present study, the implementation of CAR enabled the researcher to identify dominant errors in the pretest and subsequently design a more focused intervention targeting the classification of animate and inanimate nouns. The improvement observed in the posttest results indicates that the cyclical nature of CAR effectively enhances students' linguistic competence in a gradual and systematic manner.

Rambe (2024), further emphasizes that the Classroom Action Research model is effective because it allows teachers to identify students' initial weaknesses and design specific corrective actions based on those findings. This condition is highly relevant to the study conducted at Saengthamwittaya Foundation School. During the pretest phase, numerous errors in noun classification were identified. Based on these findings, the researcher concentrated the instructional intervention on reinforcing the concepts of animate and inanimate nouns through contextual exercises and direct feedback.

This reflective cycle served as a key factor contributing to the increase in posttest scores. Therefore, the findings of this study are consistent with previous research, confirming that CAR functions not merely as a research method but also as an adaptive and context-sensitive strategy for instructional improvement.

3. Its Relation to Metacognitive Development

The improvement in students' writing skills is reflected not only in their scores but also in the transformation of their cognitive patterns in text construction. Throughout the instructional process, students were guided through the stages of planning, drafting, revising, and editing. These stages encouraged learners to develop greater awareness of their own thinking processes while producing written texts.

This process-based strategy correlates with the development of metacognitive abilities, namely the capacity to monitor, evaluate, and independently revise errors. Instruction that promotes self-reflection and collaborative discussion has been shown to enhance students' cognitive control over the linguistic structures employed in their writing (Nazalatus et al., 2024).

Through the implementation of systematic revision stages, students no longer engaged in purely spontaneous writing; instead, they began to consider the accuracy of noun usage based on the classification of animate and inanimate categories. This finding indicates that the instructional intervention not only improved the written product but also strengthened the underlying cognitive

processes that support effective writing.

4. Linguistic Factors and Language Interference

The errors identified in the pretest, particularly in the classification of animate and inanimate nouns, indicate the influence of first language interference on the target language. In the context of Southern Thailand, students predominantly use Thai or local languages as their first language; consequently, the structural system and noun categorization of Malay Rumi have not yet been fully internalized.

Nita (2024), emphasizes that limited mastery of vocabulary and target language structures constitutes a primary challenge in second language writing instruction, particularly when language exposure remains insufficient. Furthermore, Aritonang dan Dewi (2022), explain that second language learning differs from first language acquisition in that it involves conscious learning processes and explicit practice of linguistic structures.

Differences between the linguistic systems of the first and second languages may result in negative transfer, which was evident in the noun classification errors observed in the pretest. However, through explicit instruction and structured practice, students were able to gradually correct these errors. This finding suggests that instructional interventions specifically designed to address targeted areas of difficulty are highly effective in improving linguistic accuracy.

In conclusion, the findings of this study demonstrate that the improvement in students' writing skills is attributable to a combination of structured instruction, the Classroom Action Research approach, metacognitive reinforcement, and the management of linguistic interference factors. These four aspects are interrelated and collectively contribute to a comprehensive enhancement of learning outcomes.

5. Conclusion

Based on the findings of the study, the conclusions are formulated in accordance with the three research questions as follows.

First, the initial ability of Mattayom 1 students at Saengthamwittaya Foundation School in using animate and inanimate nouns in Malay Rumi compositions was found to be suboptimal. This is reflected in the mean pretest score of 73.39, as well as the presence of errors in noun classification and inaccurate usage within sentences. These errors were influenced by limited vocabulary mastery, insufficient understanding of grammatical structures, and first language interference.

Second, following the implementation of structured instructional intervention through the Classroom Action Research (CAR) approach employing a pretest-posttest design, students' writing ability demonstrated a noticeable

improvement. The mean posttest score increased to 82.59, with the highest score reaching 90 and a significant reduction in errors related to the classification of animate and inanimate nouns. Beyond score improvement, students also exhibited greater consistency in sentence structure and more accurate noun usage within paragraph contexts.

Third, based on the comparison between pretest and posttest results, a significant enhancement in students' writing skills was identified, with a mean increase of 9.2 points. This improvement indicates that instruction integrating explicit grammar teaching, a process-oriented writing approach (planning, drafting, revising, and editing), contextual practice, and corrective feedback is effective in improving linguistic accuracy while simultaneously fostering students' metacognitive awareness in writing Malay Rumi.

In conclusion, the implementation of structured instruction grounded in the Classroom Action Research framework has proven effective in improving students' writing quality both quantitatively and qualitatively, thereby comprehensively addressing the three research questions of this study.

Recommendations

Based on the findings of this study, several recommendations can be proposed as follows:

1. **For Malay Rumi Language Teachers**, it is recommended to implement structured instructional approaches that integrate explicit grammar instruction with a process-oriented writing approach and systematic feedback, particularly in aspects of noun classification that frequently lead to errors.
2. **For Schools**, institutional support should be provided for the development and implementation of Classroom Action Research-based instructional strategies as a means of continuously improving the quality of language instruction.
3. **For Future Researchers**, it is suggested to expand similar studies by incorporating broader grammatical components or by employing experimental designs involving control groups in order to obtain stronger generalizability of findings.
4. **Within the Multilingual Context of Southern Thailand**, Malay Rumi instruction should be designed with consideration of first language interference factors and should provide more intensive language exposure to minimize negative transfer in written production.

6. References

Ana, A. V., Umam, N. K., & Nugroho, A. S. (2022). *Analisis Keterampilan Menulis*

- Siswa Melalui Media Buku Dongeng Kelas 2 Anggi Vivi Ana.* 7(2), 167–180.
- Annisa, & Gusnawaty. (2024). *Feedback And Revisions In Developing Writing Skills In Second Language Learners : A Systematic Review.* 1(1), 1–7.
- Aritonang, D. R., & Dewi, S. N. (2022). *Hubungan Psikolinguistik Terhadap Pemerolehan Dan Pembelajaran Bahasa Anak.* 7(1).
- Bitchener, J., & Ferris, D. (2021). *Written Corrective Feedback In Second Language Acquisition And Writing.* Routledge.
- Fadillah, A. N., & Septika, H. D. (2025). *Analisis Kesalahan Berbahasa Dalam Menulis Karangan Pada Teks Narasi Siswa Kelas Iv Sdn 018 Samarinda Ulu Tahun Pembelajaran 2024 / 2025.* 8(2), 1285–1296.
- Halim, S., & Muchtar, N. (2015). *Contextual Teaching And Learning (Ctl) Dalam Peningkatan Keterampilan Berbahasa Inggris Mahasiswa (Studi Kasus Pada Mahasiswa Teknik Sipil Semester Vi Tahun 2014/2015 Politeknik Negeri Ujung Pandang).* 1–25.
- Hasbi, A. F., Kasmilah, N., Ummah, V. N., & Farkhan, M. (2025). *Rekontekstualisasi Peran Tata Bahasa Dalam Akuisisi Bahasa Kedua: Telaah Kritis Teori Monitor Krashen.* 5(1), 143–158.
- Hastuti, Y. D. (2025). *Problematika Pembelajaran Bahasa Indonesia Menulis Di Sekolah Dasar: Sebuah Telaah Pustaka.* 10.
- Hyland, K. (2022). *Teaching And Researching Writing* (4th Ed.). Routledge.
- Hyland, K., & Jiang, F. (2021). *Academic Discourse And Second Language Writing Development.* *Journal Of Second Language Writing*, 54, 100822. <https://doi.org/10.1016/j.jslw.2021.100822>
- Kang, E., & Han, Z. (2022). *The Effectiveness Of Written Corrective Feedback: A Meta-Analysis.* *Language Teaching Research*, 26(3), 524–545. <https://doi.org/10.1177/1362168820962514>
- Lee, I. (2021). *Classroom Writing Assessment And Feedback In L2 Contexts.* *Language Teaching Research*, 25(6), 915–932. <https://doi.org/10.1177/1362168820933812>
- Maesaroh, R., Riyani, R. A., & Amalia, A. R. (2025). *Pertukaran Bahasa Sebagai Sarana Pendidikan Multikultural: Pengajaran Bahasa Melayu Rumi Oleh Mahasiswa Pgsd Di Thailand Selatan.* 10(September), 320–330.
- Muid, A., Rosidah, A. P., Shofiyah, L., Studi, P., Agama, P., & Qomaruddin, U. (2026). *Hakikat Dan Konsep Menulis.* 14(14).
- Nazalatus, E., Yunanto, F., & Kasanova, R. (2024). *Innovations In Writing Instruction : Research - Based Strategies.* 9(14), 293–300.
- Nita, O. (2024). *Penguasaan Kosa Kata Dengan Keterampilan Menulis Cerpen.* 8, 46–59.
- Nurholishoh, Y., Efendi, P. M., & Abidin, Y. (2024). *Faktor Faktor Yang Mempengaruhi Kemampuan Menulis Siswa Sekolah Dasar.* 14(1), 147–157.

- Purba, H. S. R., & Aritonang, D. R. (2024). *Peningkatan Kemampuan Bahasa Baku Guru Dengan Penggunaan Media Laman Kbbi Daring Di Sd Muhammadiyah Se-Kota Padangsidempuan*. 6(2), 220–231.
- Rahmat, N., Et Al. (2023). Morphosyntactic Errors In Esl Writing: A Cross-Linguistic Study. *International Journal Of Instruction*, 16(2), 455–470.
- Rambe, H., Sohnui, S., Hasibuan, N. S., & Harahap, E. M. (2024). *Interference Of Thai Language On Dialectal Variations Of Jawi Malay In Narathiwat*. 12(2), 919–929.
- Safira, D., Amalia, M., & Sinaga, N. I. (2024). *Inkonsistensi Penggunaan Struktur Bahasa Indonesia Pada E-Book Smk Dasar-Dasar*. 264–277.
- Sari, I., Hasibuan, N. S., Lubis, K., Menjamin, S., Mita, N., Saputri, I., Muhammadiyah, U., & Selatan, T. (2025). *Improving Rumi Reading Proficiency Thorugh Literature Circle Model At Phitakvitayak Kumung School Southern Thailand*. 10(2).
- Teng, M. F. (2023). Metacognitive Writing Strategies And L2 Writing Performance. *System*, 114, 103018. <https://doi.org/10.1016/j.system.2023.103018>
- Zhang, W., & Hyland, K. (2022). Student Engagement With Teacher Feedback In L2 Writing. *Journal Of Second Language Writing*, 56, 100892. <https://doi.org/10.1016/j.jslw.2022.100892>
- Zulkifli, A. Z., & Syamsuyurnita. (2024). *Analisis Kesalahan Menulis Kosakata Bahasa Indonesia Pada Siswa Nida Suksasat School Thailand*. 09, 687–695.