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Research Article

Enhancing the Skills of Identifying Explicit and Implicit Information Among Year 5 Students Using SMART 3S BM

Siti Zuraini Mohd Zaidi

[1] SK Assam Jawa, 45700 Bukit Rotan, Selangor; sitizuraini71@gmail.com

* Correspondence: sitizuraini71@gmail.com; 0197214719.

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Abstract: *This action research was conducted to improve the skills of Year 5 students in identifying explicit and implicit information using the 'SMART 3S BM' innovation. The target group consisted of 10 Year 5 students who struggled to identify explicit and implicit information from images, passages, or videos. A qualitative approach was employed, with data collected via observations, interviews, and pre- and post-tests. Data analysis revealed that all students in the target group showed a significant improvement in their post-test scores compared to their pre-test scores, indicating that they had mastered the skill of responding to explicit and implicit information. The students underwent an intervention utilizing the 'SMART 3S BM' innovation, and interviews with the target group yielded positive feedback. The findings of this action research demonstrate that this innovation helps struggling students enhance both their mastery and their confidence in providing responses based on the images or passages provided.*

1. INTRODUCTION

Some pupils in Year 5 UKM demonstrated moderate levels of thinking ability and required teacher guidance to achieve lesson objectives. During lessons addressing Learning Standard 2.1.1 in the Curriculum and Assessment Standard Document (DSKP), the researcher observed that many pupils were unable to distinguish explicit from implicit information in pictures. Pupils could generally describe information that was directly visible, but most remained silent when asked to identify underlying meanings. Their workbook responses also frequently contained errors involving implicit information. Recent research on structured reading-comprehension programmes provides a relevant context for addressing these difficulties (Çam & Baştuğ, 2025).

Pupils were expected to combine explicit and implicit information into complete responses using suitable conjunctions. However, many struggled to generate ideas and construct even simple sentences. Similarly, Ahmad Fikri Abdul Rahman and Zamri Mahamod (2019) associated weak thinking skills with difficulties constructing simple sentences. Research on technology-supported inference-making also highlights the importance of explicitly supporting pupils who struggle to derive information that is not directly stated (Hwang et al., 2025).

The researcher considered whether pupils misunderstood the concepts, the pictures or the requirements of the questions. Classroom observations suggested that pupils had difficulty connecting visual information to implied meanings and distinguishing key ideas from examples. The researcher also reflected on instructional practices: one-way communication, textbook-centred activities and insufficient teaching aids appeared to reduce engagement. Hasnan (2017) identified teacher practices as a factor affecting skill acquisition, while Bhavani and Zamri (2017) highlighted the continued use of traditional approaches despite differences in pupils' learning needs. Reviews of gamification suggest that appropriately designed game elements may support school engagement, although effects depend on implementation (Ruiz et al., 2024).

Accordingly, the researcher proposed SMART 3S BM to help pupils construct sentences and formulate responses to explicit and implicit information in pictures, passages and videos. The intervention was intended to provide memorable techniques and engaging activities while integrating HOTS through creative and flexible teaching approaches (Hasnah & Jamaludin, 2017). Recent reviews have examined the potential of augmented reality in elementary education, providing a rationale for investigating such approaches in this setting (Tarmidzi et al., 2025).

The study focused on difficulties identifying explicit and implicit information in passages and pictures. Three problems were identified: (i) pupils could not distinguish explicit from implicit information; (ii) pupils could not respond critically to explicit and implicit information; and (iii) pupils could not formulate conclusions when giving responses. The study sought to help Year 5 UKM pupils identify both types of information and produce critical responses using appropriate conjunctions.

2. LITERATURE REVIEW

Recent studies provide a relevant foundation for the present intervention. Reading-comprehension instruction and inference-making are directly related to pupils' ability to distinguish explicitly stated information from meaning that must be inferred (Çam & Baştuğ, 2025; Hwang et al., 2025). Research on augmented reality in reading and primary education offers a rationale for exploring digital and visual supports (AlAli & Al-Barakat, 2024; Morfidi & Iatraki, 2025; Tarmidzi et al., 2025). Reviews of immersive and augmented technologies also discuss learning outcomes and motivation, while highlighting the importance of educational design and context (Poupard et al., 2025; Sakr & Abdullah, 2024; Wan Anuar et al., 2026). Studies of gamification address pupil engagement and support the use of structured learning games (Ruiz et al., 2024; Yusri & Zainal, 2025). These publications provide contextual support; they do not independently establish the effectiveness of SMART 3S BM.

3. METHODOLOGY

The study followed the action research cycle developed by Kemmis and McTaggart (1988), involving reflection, planning, action and observation, followed by further reflection for the next cycle. The initial reflection identified problems through previous teaching experiences and a review of pupils' workbooks and worksheets. Preliminary information was gathered through observations, interviews and pre- and post-tests. Recent reading-intervention research also provides a useful basis for examining changes in comprehension-related performance (Çam & Baştuğ, 2025).

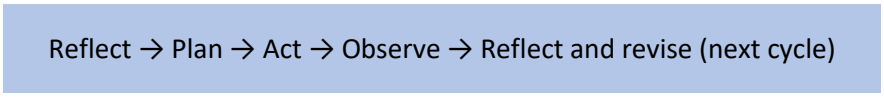


Figure 1. Kemmis and McTaggart's (1988) action research cycle.

3.1 Observation

Classroom observations indicated that the previous teaching approach did not adequately support pupils, particularly lower-achieving learners, in identifying explicit and implicit information. Although pupils could reproduce examples during explanations, they struggled to construct correct responses independently. Some appeared disengaged, talked to classmates, left their seats frequently or failed to complete assigned work within the allocated time.

3.2 Interviews

Interviews were used to obtain information about pupils' difficulties, feelings and views of the lessons, as well as their understanding of the topic. In this study, interviews can provide information about facts, beliefs, feelings and needs. The researcher used structured, face-to-face interviews with questions prepared in advance. Questions were phrased clearly and at an accessible level for Year 5 pupils. Audio recording was proposed to support accurate transcription and analysis.

3.3 Pre-Test

A pre-test was administered before the intervention to identify pupils' difficulties. The test items were designed in accordance with the assessment objectives and a test specification table, with questions at different levels of difficulty. Ten picture-based sentence-construction questions required pupils to identify explicit and implicit information and answer within the prescribed time. Pupils who performed poorly were selected for intervention.

3.4 Post-Test

The post-test was administered after four weeks of planned interventions. The same instrument was used to reassess pupils' achievement and compare their performance with the pre-test results.

3.5 Analysis of Observations

A review of pupils' workbooks and worksheets confirmed difficulties in constructing simple responses. Common errors included inaccurate spelling, incorrect syllable selection and answers consisting of only one or two words. The researcher examined documentary evidence to establish the nature of the problem and determine appropriate remedial action.

3.6 Analysis of Pupil Interviews

Among the ten pupils interviewed, five reported that they did not know how to begin constructing simple sentences expressing implicit information from pictures. Three attributed their difficulties to choosing incorrect syllables, while the remaining pupils described sentence-construction activities as boring.

4. FINDINGS

4.1 Observation Analysis Before the Intervention

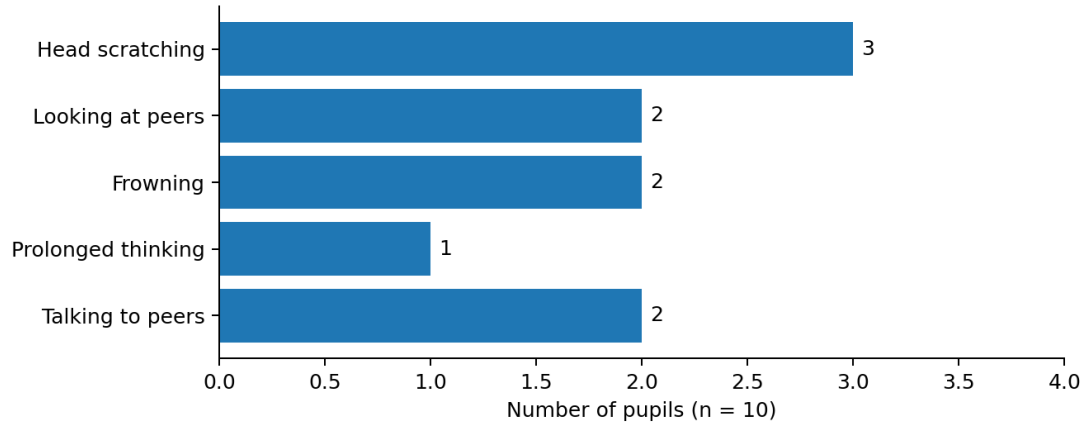


Figure 2. Observed behaviours during the pre-test (n = 10).

4.2 Observation Analysis After the Intervention

Table 1. Observed behaviours during the post-test (n = 10).

Observed Behaviour	Number of Pupils	Researcher's Observation
Head scratching	0	Pupils answered attentively and confidently
Looking at neighbouring pupils	0	Pupils completed tasks promptly
Frowning	0	Pupils appeared calm when answering
Taking a long time to think	0	—
Talking to neighbouring pupils	0	—

All ten pupils demonstrated more positive reactions and answered questions more quickly than before. The researcher also observed more active engagement, focus and confidence, consistent with the behavioural changes discussed by Molnar et al. (2018). These observations describe the participants in this study and should not be interpreted as proof of the effects reported in other contexts.

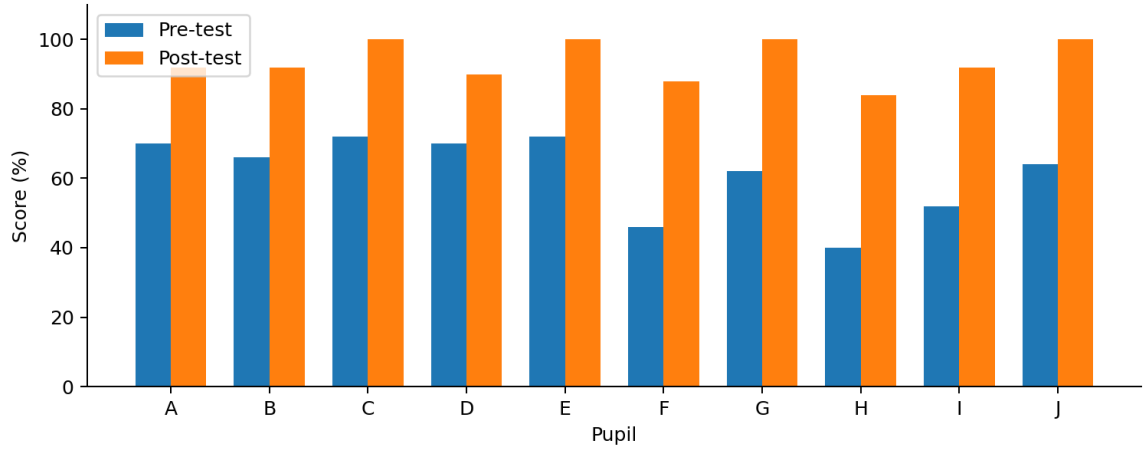
4.3 Analysis of Pupil Interviews

Initial interviews suggested that pupils were confused about linking explicit and implicit information. Subsequent interviews indicated that all participants could identify both types of information from pictures and construct complete responses after using SMART 3S BM and the SUKA technique. Pupils also reported enjoying the "Surat Sama Sirat" song. These findings supported the use of enjoyable learning approaches to stimulate interest and idea generation (Abdul Rasid Jamian, Nurul Nadiah & Shamsudin, 2016). Research on inference-making offers a relevant conceptual comparison, but the interview findings reported here are specific to this group (Hwang et al., 2025).

Table 2. Structured pupil interview responses before and after the intervention (n = 10).

Interview question (translated)	Before: Yes	Before: No	After: Yes	After: No
Do you enjoy learning Malay?	3	7	10	0
Do you find learning explicit and implicit information difficult?	3	7	10	0
Do you remember the method previously taught for writing explicit and implicit information?	3	7	10	0
Were many of your pre-/post-test answers incorrect?	8	2	0	10

4.4 Comparison of Pre-Test and Post-Test Results



Pupil	A	B	C	D	E	F	G	H	I	J
Pre-test	70	66	72	70	72	46	62	40	52	64
Post-test	92	92	100	90	100	88	100	84	92	100

Figure 3. Comparison of individual pre-test and post-test scores (n = 10).

All ten pupils improved. The mean score increased from 61.4% to 93.8% (+32.4 percentage points). Four pupils achieved 100% in the post-test. The original statement of "100% improvement" is interpreted as 100% of pupils showing improvement, not a doubling of test scores.

5. DISCUSSION

SMART 3S BM helped pupils understand explicit and implicit information and construct complete responses. The researcher proposed converting the AR-based Uji Minda activity into a digital format that pupils could access at home. A music video for "Surat Sama Sirat" was also recommended so that music teachers and other educators could use it in their lessons. The proposed extension could be informed by reviews examining immersive technologies and student performance (Poupard et al., 2025; Wan Anuar et al., 2026).

The Jom Pancing activity could be adapted for younger primary pupils, including Year 2 and Year 3 learners who also experience difficulty interpreting picture-based information. Additional animated videos could be developed to expand the fishing game and encourage active, enjoyable Malay language learning. Evidence from studies of AR-assisted reading and elementary education could guide the design and evaluation of future activities (Morfidi & Iatraki, 2025; Tarmidzi et al., 2025).

The observed improvements in pupils' scores and classroom responses suggest that the combined intervention was promising for this group. However, the study involved only ten pupils and did not include a comparison group; therefore, the results should not be interpreted as demonstrating a causal effect or as generalisable to all Year 5 pupils. The original interview table also contains inconsistencies that should be verified against source records before journal submission.

6. CONCLUSION

Malay language teaching emphasizes basic writing skills, namely listening and speaking, reading and writing. Teaching writing skills is also very important not only for the purpose of seeking knowledge, but also to fulfill social functions in daily life activities. Specifically, the study findings also provide information about the level of skills in identifying explicit and implicit content and making complete responses based on pictures for Year 5 students of national schools in Malay at the basic education level, which is the language that supports the role of the main medium of instruction in education or the language of knowledge. Students' weaknesses in identifying explicit and implicit content can certainly affect students' achievement in mastering higher skills, namely the skills of constructing and writing various types of sentences.

Next, it is hoped that the results of this study can be used by schools, especially Malay teachers, to identify the best way to determine the appropriate techniques and approaches to improve students' skills in the process of identifying explicit and implicit content and producing good and quality sentence responses. The results of this study are also important to help students who have problems with not being interested in learning, poor performance due to weakness in mastering the skills of building simple responses during the teaching and learning process. Therefore, this study was conducted to identify the causes of the problems faced by Year 5 students. In addition, this study can also help those involved with management in general, which includes the Ministry of Education Malaysia, State Education Departments, District Education Offices and primary schools in Malaysia. This study is also hoped to add to the collection of reference materials on research conducted in the field of writing in the future which can be used as a source of reference and examples for researchers who will conduct research.

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