THE EFFECTIVENESS OF GUIDED WRITING USING INDIVIDUAL PICTURES IN A YEAR THREE CLASSROOM

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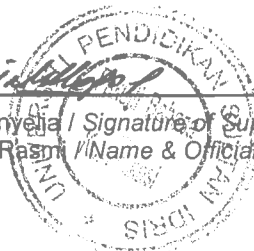
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ABSTRAK

Kajian ini merupakan usaha untuk meningkatkan kemahiran menulis di kalangan murid Tahun 3 di sekolah rendah. Kajian ini melibatkan penggunaan intervensi dalam bentuk modul penulisan kontekstual untuk mengkaji keberkesanan kaedah penulisan terbimbing dengan penggunaan gambar tersendiri terhadap kemahiran menulis murid. Reka bentuk kaedah campuran digunakan yang melibatkan reka bentuk kuasi eksperimen dan analisis kandungan untuk mengukur prestasi menulis dan kualiti ayat murid. Pra-ujian dan ujian pasca dianalisis secara kuantitatif menggunakan SPSS dan secara kualitatif dengan satu set rubrik dan jumlah frekuensi. Lima puluh pelajar terlibat dalam kajian ini (Kumpulan kawalan: $n=25$; Kumpulan eksperimen: $n=25$). Hasil kajian menunjukkan bahawa kumpulan eksperimen mendapat skor yang lebih tinggi dalam ujian pasca ($m=9.48$, $t=9.67$, $p=0.01$) berbanding pra ujian ($m=1.00$, $t=8.45$, $p=0.00$). Murid-murid dalam kumpulan kawalan tidak merekodkan peningkatan dalam ujian pasca ($m=2.68$, $t=88.15$, $p=0.00$) apabila dibandingkan dengan pra-ujian ($m=2.52$, $t=3.89$, $p=0.00$). Terdapat perbezaan yang signifikan antara skor min pra-ujian antara kumpulan eksperimen ($m=1.00$) dan kumpulan kawalan ($m=2.52$) berbanding skor pasca ujian (Kumpulan kawalan: $m=2.68$, Kumpulan eksperimen: $m=9.48$). Bagi kualiti ayat, kumpulan eksperimen menunjukkan peningkatan dalam ujian pasca berbanding dengan kumpulan kawalan. 25 murid dalam kumpulan eksperimen berbanding dengan 15 murid dalam kumpulan kawalan berjaya menulis 3 ayat dalam komposisi mereka. 12 murid dalam kumpulan eksperimen berbanding dengan 1 murid dalam kumpulan kawalan menulis komposisi tanpa kesilapan. 25 murid dalam kumpulan eksperimen berbanding sifar murid dalam kumpulan kawalan menulis komposisi dengan idea-idea yang teratur. Kesimpulannya, penggunaan gambar tersendiri dalam kaedah penulisan terbimbing mempunyai kesan positif ke atas kemampuan murid untuk menulis komposisi pendek. Penemuan kajian ini releven dengan pengajaran penulisan di kalangan murid sekolah rendah. Adalah dicadangkan bahawa perkembangan penulisan di kalangan murid sekolah rendah akan dibimbing secara sistematik dan dijalankan menggunakan gambar tersendiri.

THE EFFECTIVENESS OF GUIDED WRITING USING INDIVIDUAL PICTURES IN A YEAR THREE CLASSROOM

ABSTRACT

This study was an attempt to improve the writing skills among Year 3 pupils in primary school. This study involved the use of an intervention in the form of contextualized writing modules to study the effectiveness of a guided writing method with the use of individual pictures on the pupils' writing skills. A mixed method design was used which involved the quasi experimental design and content analysis in order to measure the pupils' writing performance and sentence quality. The pre-test and post-test were analysed both quantitatively using SPSS and qualitatively with a set of rubrics and frequency counts. Fifty pupils were involved in this study (Control group: n=25; Experimental group: n=25). The findings of the study showed that the experimental group scored higher in the post-test (m=9.48, t=9.67, p=0.01) than the pre-test (m=1.00, t=8.45, p=0.00). Pupils in the control group did not record an increase in the post-test (m=2.68, t=88.15, p=0.00) when compared to the pre-test (m=2.52, t=3.89, p=0.00) results. There is a significant difference between the mean scores of the pretest between the experimental group (m=1.00) and the control group (m=2.52) compared to the posttest result (Control group: m=2.68, Experimental group: m=9.48). As for sentence quality, the experimental group showed an improvement in the post test compared to the control group. 25 pupils in the experimental group compared to 15 pupils in the control group managed to write 3 sentences in their compositions. 12 pupils in the experimental group compared to 1 pupil in the control group wrote compositions with no errors. 25 pupils in the experimental group compared to zero pupils in the control group wrote compositions with ideas that are well organized. In conclusion, it can be inferred that the use of individual pictures in the guided writing method had a positive impact on the pupils' ability to write short compositions. The findings of this study are relevant to the teaching of writing among primary school pupils. It is suggested that the development of writing among young pupils be guided systematically and scaffolded using individual pictures.

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LIST OF ABBREVIATIONS

KPM   - Kementerian Pelajaran Malaysia

MOE   - Ministry Of Education

SPSS   - Staistical Packages For The Social Science

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CHAPTER 1

INTRODUCTION

1.1 Introduction

In comparison to other languages spoken around the world, it is an undeniable fact that the English language has a wider circulation. Ali (2013) stated that due to the economic growth and the improvement of technology, the use of the English language for commercial, political, intellectual and cultural purposes are increasing around the world. According to Akinwamide (as cited in Thulasi et al., 2015), English is the most common language used in the world as a basic communication skill among people. In Malaysia this language is learnt as a second language and of all the skills, learners found that writing is a complicated skill, which needs mastery to learners to acquire. The learners need the ability to convey their thoughts into words attentively and precisely. Thulasi et al. (2015) suggests that the ability to convey thoughts can be achieved through the mastery of the writing skill. According to Tedjasaputra et al. (2004),

learners need to obtain ideas on what to write, how to express in order, organise and revise the composition until it is well written.

Since Malaysia was colonized by the British, English has become the second language. English is vastly used in both the private and also the public sector. According to Bhooth et al. (2014), the English language provides more opportunities in the working field thus it is very vital to master the language. Realizing the importance to master the English language, the Education Ministry is paying solemn consideration on the growth of the English language in the schools in our country, Malaysia.

As to provide students with some exposure and space for them to practice, the English language is taught widely in schools in Malaysia. By enhancing the mastery in the English language, it permits the educators to discover various resources that are available which will facilitate the students to educate themselves to face the real world. However, Anisah (2014) states that there is a decrease in the UPSR English results as acknowledged by the Deputy Education Minister P.Kamalanathan. Therefore, to produce a talented student, it is vital that importance should be given to the language skills which are the reading, writing, speaking and listening skills.

According to Zamel (as cited in Singh et al., 2014), one of the greatest challenge that the English language teachers face is teaching writing to lower primary pupils. Zamel adds that writing is often seen as a very difficult skill to master as it demands the incorporation of different skills which together subsidise to the writing process. Therefore, it is important for the pupils to be provided with opportunities to enhance and improve the writing skill. As English language teachers are conscious of the

numerous phases in the progress of writing skills and the key matters, actions can be taken to resolve them.

According to Deviani et al. (2019), one of the powerful tools used in communication is writing. It is a method of converting views and ideas into written form. According to Gibbons (as cited in Kamil, 2018), writing is challenging for students since the difficulties are not only on generating and organizing ideas, but also on translating those ideas into a readable text. According to Dorn (1996), writing is a social process and by having meaningful conversations with people who are knowledgeable, children will gradually learn to become writers. Dorn (1996) adds that writing is a skill that must be learnt and it is moulded through practice and productive feedback which requires inspiration, approaches, skills and understanding.

The aim of this study is to evaluate the effectiveness of using individual pictures to improve the writing skills of Year Three pupils. This chapter provides an overview which includes the background of the study, the statement of the problem, research questions and objectives as well as the hypotheses. The chapter continues with the significance of the research, its implications, and definition of terms. The methods of data collection and analysis is also discussed in short.

1.2 Background Of Study

The background will discuss the overview of the English Language writing component in The Integrated Curriculum for Primary School, the teaching of writing in the Malaysian classroom, students' attitude towards learning English especially writing in the second language and the students' performance in English papers during the examination.

According to The Integrated Curriculum for Primary School (KSSR English Language Curriculum, 2011), English language is taught from Year 1 at the primary level of education until the end of the secondary level where the syllabus is topic and skill based. The topic provides the content whereby language skills are developed. The syllabus includes the language component, positive moral values, literary elements, the principles of language skills and grammar integration. The language skills of listening, reading and writing form the core of the primary English curriculum. Learners use these skills to talk to and to write to people, to obtain information from various sources and to enjoy a poem or story read to them. The skill of writing is taught to enable learners to express their ideas clearly on paper in legible handwriting or to communicate via the electronic media if the facilities are available in school. However, according to Chitravelu (1995), despite the holistic curriculum and integrated use of the four main skills, writing is still a problem among students.

According to Ali (2013), writing skill is focussed to the development of the learners' performance on the writing abilities from a word to phrase and further improves to a sentence and finally to a paragraph stage. In order to compose a good

composition, Suparno and Mohamad Yunus (as cited in Andayani, 2015) suggested that the learners should have experienced the real life situation and acquire the knowledge of language to relate an incident into a print for others to read. According to Heaton (1990), students may sometimes be required to describe people, objects, places, and even processes in their everyday lives. There will also be times when they will have to write about sequences of events, incidents, and give directions. Heaton (1990) suggested that pictures provide students with ideas for such tasks, enabling them to give their full attention to using written language. Thus, pupils will have to use their thinking ability to organize and sequence ideas in order to produce a good written composition.

According to Brown et al. (2007), as second language users, learners find it difficult to write a text accurately and fluently in English due to their first language interference. According to Ebenezer et al. (2007), most students tend to avoid it when it comes to writing and they conclude that writing is a difficult task because they are unable to deliver what they aim to say. Ebenezer et al. (2007), added that due to the lack of practice using the language, the vocabulary level of the learners is inadequate and it prevents them from being a good writer. The students' negative beliefs and attitudes have made many teachers complain of not being able to retrain their students to be better writers. Chitravelu (as cited in Khoo et al., 2017) said that however regardless of the comprehensive educational programs and coordinated utilization of the four principle abilities, composing is as yet an issue among students. Chitravelu (as cited in Khoo et.al., 2017) stated that a st udy was carried out in the rural schools in Selangor on students' perception in the significance of being taught in English. Based on the findings of the study, 23% of the students saw themselves as not very competent in using the English language. The author contended that this condition is basically

recognized with the students' lack of presentation towards the target language and lack of training in applying the language for daily communication.

According to Nordin (2017), the Sukatan Pelajaran Bahasa Inggeris KSSR, Kementerian Pendidikan Malaysia (2014) states that penmanship skills are taught to pupils in Level One. Pupils gradually develop their writing skills as they practiced the penmanship skill, where initially they are taught to write letters, then words before they move on to writing phrases and sentences in neat and legible print. Pupils are also trained to use the right punctuation when writing along with this skill. As they progress to Level Two, pupils are trained to master cursive writing of words, phrases, and sentences in paragraphs. In the process of writing, pupils have to use their thinking skills in order to organize and sequence the ideas and produce a composition.

Nordin (2017) adds that the Sukatan Pelajaran Bahasa Inggeris KSSR, Kementerian Pendidikan Malaysia, (2014) recommends that the teaching and learning of grammar starts from Year 3 and this continues on to Level 2. Grammar is important because it allows students to write meaningful sentences. Teachers are advised to practice various strategies in teaching grammar so that learning to write short compositions becomes applicable, fun, effective and stimulating. Activities such as quizzes, language games, grammar songs and meaningful grammar drills will make the learning of grammar more accessible and enjoyable. Students will grasp, understand, and apply grammatically correct structures in their speech and writing.

According to Raimes (as cited in Khoo et al., 2017), pictures in the form of drawings, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps can be valuable resources for teaching writing. The author further stated that the teacher can find valuable resources in pictures. Temple et al. (2017), stated that picture provides a shared experience for students in the class, a common base that leads to a variety of language activities. In addition, she states that picture can be the basis for not just one task but many, such as sequencing of sentences to the writing of original dialogues, letters, reports, or essays. Furthermore, she states, because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention. Additionally, Finocchiaro (as cited in Andayani, 2015), mentions that pictures can help the learning process simpler and make it perfect. The pictures will allow students to understand better the content of what being taught. Andayani (2015) adds that pictures can also help to shape the learning process of the students as well as enhances the writing skill. In this study the researcher suggests that pictures can be used by teachers to teach writing among Year Three pupils.

Teaching and learning is a dynamic process that requires adaptation to the changing world. The technology forces change and due to this the Malaysia Curriculum system has integrated the thinking skills in the syllabus. This notion was supported by McCain et al. (2001), that teachers should integrate thinking skills in the process of teaching and learning in the classroom. In support of this view, Temple et al. (2017) added that with the guidance of the teacher by the use of media and pictures, students were also expected to express their ideas clearly in writing at this level and further grow to become independent writers.

1.3 Statement Of The Problem

Ariningsih (2010) stated that writing is a very important skill to master in the lower primary level to ensure they become good writers as they progress to the higher primary level. According to McQuitty (2014), learning to write in a second language has always been a significant challenge for most learners and in particular among lower primary level students. Chitravelu (1995) states that in Malaysian schools, since students were in primary schools, they have started to learn English. She added that students were still not very competent in writing good essays though they were taught to write in English for more than six years. Ebinezar (1997) said that pupils often tend to avoid writing due to this matter as they have the fear of committing errors in their writings. Based on the researcher's observation in the school where the study was done, most of the pupils were passive during the teaching and learning process. They were afraid of making mistakes in the process of writing. Thus, at most situations, the students copied the answers given by the teacher.

According to Tompkins et al. (2014), problem in writing exists even in the primary level. The pupils have negative views towards writing activities and do not enjoy writing as they lack in media support to develop their ideas. Bereiter and Scarmadalia (1985), states that the pupils from the lower primary level, were considered to have much more difficulty with the writing process as they were in the learning process. They added that pupils were unable to implement the thinking skills where they had to match ideas and organize them to produce a written composition with even with guide words provided. In the current situation where the study was done among Year Three pupils, the researcher observed that the ability to write short compositions

among the pupils was poor. Pupils were unable to organize and sequence the ideas to produce a composition due to the lack of material support by the teacher. This was in line with Gilbert and Graham (2010) who mentioned that pupils were unable to produce a good written composition even when support in the form of guide words and pictures were provided.

The researcher observed that the pupils had similar issues as mentioned above in writing short compositions. They produced incomplete sentences in compositions such as "The house big" and "Tiger black yellow stripes". They were not able to write correct and complete sentences even after being given guide words. They were not able to organize the ideas based on the given words. This was in line with what has been mentioned by Jones, (2015) that students were unable to match knowledge easily to produce a written composition. Due to the lack of support and guide during the teaching and learning process, pupils lack in the motivation amongst the pupils. This view is supported by Deviani et al. (2019), who said that writing is not just a process of connecting words into sentence or paragraph. It involves the incorporation of thinking skills which causes writers to arrange ideas, organise their opinions and feeling in the form of words which are put together to form sentences and then into paragraphs in which every sentence is closely related one another. Thus, this study was done by integrating the thinking skills of sequencing and organizing ideas through individual pictures to write a short composition.

1.4 Rationale

The purpose of this study is to show the effectiveness of using individual pictures to teach guided writing among Year Three pupils. Given the problem described above, there was a need to find solutions that can enable pupils to write short compositions. The researcher identified that pupils were not able to express their thoughts and ideas because there was a lack in their prior knowledge and the support given. This reflected the opinion by Chomsky (2006), who stated that language is the principal means of human communication and it helps the child to express his/her thoughts, feelings and ideas through speech and writing. To further affirm this view, language proficiency and communication skills have been highlighted in the Malaysian Education Blueprint (2013-2025) as two of the six primary attributes that should be focused on in order to achieve the aspirations of the blueprint directly explains the importance of language learning to enhance the writing skills. Temple (2017) stated that it is important that all children should be guided to develop their literacy skills from an early age so that they can progress in education and later on in their careers because writing is essential at all levels of education and in almost all types of careers.

Gibson and Moss (2016) stated that writing enables the child to explore different ways of communication for different purposes. Hence one of the ways in which the teacher could help pupils in writing is by giving them enough support such as pictures and sample writings. In the school where the study was done, the researcher identified that there was lack of support to enhance the writing skills among the pupils. The teacher did most of the talking and provided sample compositions where pupils merely copied them into their books. The situation reflected the notion by Deviani et al. (2019),

who stated that teachers do not expose the students on how to write but they provide students with different kinds of resources and they seldom write out the forms of expressions used for a specific writing task. Puranik et al. (2018), suggested that students need to be assisted by teachers by providing support and ideas to help them improve writing. Hence one of the ways in which the teacher could help pupils is by giving them enough support. Doyle (2013) stated that pupils need to be assisted by teachers with visual support by adding ideas to help them improve writing because pupils develop an increased receptiveness for visual information. This notion is in line with the suggestion by Graham et al. (2005), that through visual supports, students will be able to organize the ideas and put them into writing by the help of the teacher.

Saddler et al. (2017), proposed that contextual aids such as sample writings, visuals and graphics, cooperative learning and hands-on learning are further examples of support. Students would be able to expand their points through brainstorming and coming up with mind maps, so that their composition will be more concrete, systematic and structured. Andiema and M'mbone (2014), suggest that pupils need to be given the opportunity to think critically based on the given guide to encourage them to write a composition. Therefore, after observing the situation in the school where the study was done, the researcher assumed that if the teacher could provide the necessary support, guide, time and opportunities, pupils would be able to acquire the required skills to become good writers.

Thus, this study aimed to look into the effectiveness of guided writing using individual pictures in a Year Three classroom which reflects the view by Endorgan (2013), who suggested that the supports in writing could be provided by using pictures

as it makes it easier for the pupils to write. Endorgan (2013) adds that when pictures are shown, the thinking skills of pupils are stimulated as well and by using pictures, it is easy to explain the lesson and the students will receive the lesson. It also enables the students to expand their writing skill when they found it interesting and easy to do by following the steps of the picture.

1.5 Research Objectives

The objectives of the research were as follows:

a) To determine the effectiveness of using individual pictures to improve the writing skills of Year Three pupils.

b) To establish a relationship between usage of individual pictures and thinking skills of Year Three pupils.

1.6 Research Questions

These research questions were the core of the proposed study because the questions make up the outline of the research. The research was an elaborate attempt to answer these questions in a specific manner which would eventually help the comprehension of the issue. The questions were as follows:

a) How does the utilization of individual pictures affect the Year Three pupils' ability to write short compositions?

b) To what extent does the use of individual pictures affect the thinking skills of Year Three pupils in terms of organizing and sequencing ideas in writing short compositions?

1.7 Hypotheses

The following section will elaborate on the hypotheses involved in the proposed study.

1.7.1 Null Hypothesis

The following hypothesis is the null hypotheses of the study:

a) There will be no difference in the score between the control and the experimental group.

1.7.2 Alternative Hypothesis

The following is the alternative hypothesis:

a) There is a significant difference in scores between the control group and the experimental group.

1.8 Conceptual Framework

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┌─────────────────────┐         ┌──────────────────────────────┐
│   Guided Writing     │────────▶│ Student's Performance In Writing│
└─────────────────────┘         └──────────────────────────────┘

┌──────────────┐   ┌──────────────┐   ┌──────────┐   ┌──────────────┐
│  Scaffolding  │   │  Individual   │   │ Overall  │   │  Quality Of   │
│               │   │   Pictures    │   │ Scores   │   │  Sentence     │
└──────────────┘   └──────────────┘   └──────────┘   └──────────────┘

┌──────────────┐   ┌──────────────┐   ┌────────────────────────────┐
│ Organising And│   │Thinking Skills│   │ 1. Length Of Composition   │
│  Sequencing   │   │               │   │ 2. Sentence Structure      │
│    Ideas      │   │               │   │ 3. Organisation Of Ideas   │
└──────────────┘   └──────────────┘   └────────────────────────────┘
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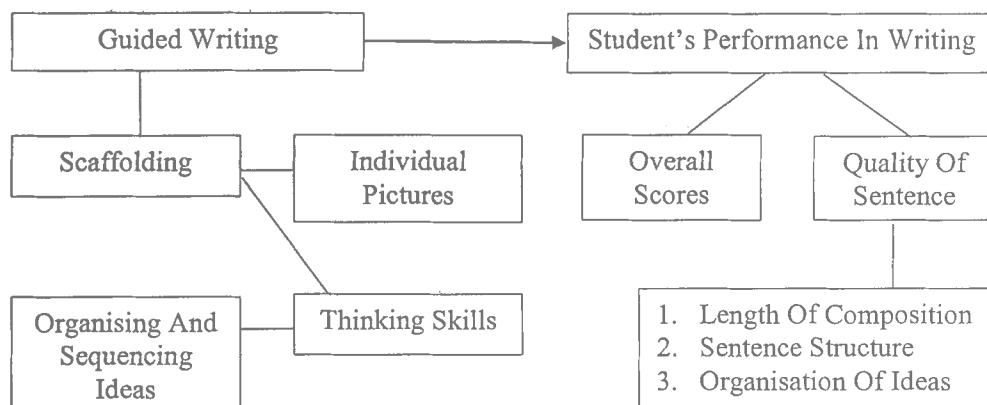
Figure 1.1. Conceptual Framework

This study was an attempt to establish the effectiveness of guided writing using individual pictures as shown in Figure 1.1. The study was carried out using the mixed mode method. Two classes were chosen for this study, whereby one class was taken as the control group and the other the experimental group. The experimental group were provided with pictures, words and sentences throughout the intensifying treatment session in the form of power-point slides and worksheet while the control group were equipped with only words and sentences in the form of power-point slides and worksheet.

Throughout the process, pupils used the aids in the form of individual pictures given and integrated the thinking skills by organizing and sequencing the ideas to form a short composition. This enabled the researcher to look at the pupils' performance in the form of scores (pre-test and post-test) and also the quality of sentences (length of composition, sentence structure and organisation of ideas).

1.9 Significance Of The Study

In perspective of the way that numerous second language learners are frail in their writing skills, instructors must discover ways to enhance their skills. Mouri (2016) says that it is vital for teachers to discover ways and means to develop the writing skills of the learners keeping in view of the fact that many second language learners are weak in their writing skills. The writing process is not just about writing sentences but there are many aspects of writing that these learners should possess in order to be good writers.

The findings of the study can help teachers in planning their writing lessons and activities. They allow them to gain improvised strategies and techniques in teaching writing to especially the lower primary pupils. The method used can function as a guide for teachers who face similar writing problems with their students and they should be able to employ varied strategies and techniques to tackle persistent issues on writing.

The findings are expected to also provide additional informative input for other researchers who intend to carry out their study in the same field. This study would serve as an example where studies could be carried out in other language skills as well as other learning processes that appear to be a problem with different pupils with different learning abilities.

The result of this study could be a guide to the curriculum developers as they plan language curriculums for young children by taking into account the thinking skills and the need for the learning to be guided with visual tools such as pictures. As they

write the curriculum, they can give suggestions to include visual aids in the teaching of writing skills.

1.10   Limitations of The Study

This small-scale study investigates the use of individual pictures in the teaching of writing. However, the findings of the study were confined to some limitations.

The population involved selected Year Three pupils in the primary schools in the country. The sample was taken from a sub urban primary school in Perak. The study was conducted with only fifty pupils. The results would be different if the pupils were more or less than the number of participants used in this study. This is because a larger group of participants may affect the learning process as the teacher would not be able to pay attention to all pupils. This may result in the decline of performance of the pupils.

The pupils involved in the study were from a mixed ability level of proficiency. The findings may vary if the study was conducted in a lower level of ability or with intermediate level or high level of proficiency. The teacher needs to be more aware about the pupils' proficiency level and prepare adequate tasks which will be suitable for them.

The study was conducted for a short period of time which was two weeks. The researcher administered nine intervention treatments using only nine topics extracted from the text book based on the themes provided. If more treatments were given, the

pupils may have produced better results as there would have been more time for practice and further discussions. If more topics were used as a basis of discussion and brainstorming, the pupils may have been able to write better as their ideas would have developed.

1.11   Operational Definitions

In this research there are specific terms and words which will be constantly used throughout the report. These terms bring a specific definition in the context of the research to aid the purposes of the research conducted.

1.11.1 Writing

Miller and Veatch (2010) mentioned that writing can be defined as a skill of communicating through non-verbal avenues. Writing is a skill which is crucial in communicating and projecting thoughts and ideas. Children begin to write as soon as they develop the earliest soft motor skills. As soon as a child learns how to hold a pencil or a sharp material they are able to carve or form patterns which are the earliest form of writing. In the context of this study, the skill of writing is the ability to write simple sentences to form a short composition in the English language.

1.11.2 Guided Writing

A piece of writing or composition which is outlined with key concepts is known as guided writing. According to Tyner (2004), guided writing as an instructional writing context taught through modelling, support, and practice. This guide is given so that pupils do not have to start their writing with an empty sheet of paper. As for this study, the guide and support given serve as a scaffold which leads to independent writing. Teachers discuss and model writing strategies with pupils.

1.11.3 Individual Pictures

According to Yunus (2014), an individual picture is a single picture of an object, person or activity which is used to guide students to write short compositions. In this study, individual pictures were used to generate ideas from pupils in writing simple sentences to form a short composition.

1.11.4 Scaffolding

Scaffolding is a process where the teacher adds supports for students in order to enhance learning and support in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. As students master the assigned tasks, the supports are gradually removed. In this study, the researcher provided pictures, model composition, sentences and words for pupils

and they were gradually removed step by step and lead them to free writing. In this study, the teacher scaffolded from fully guided writing to free writing.

1.11.5 Thinking Skills

Graddy and Stevens (2005) suggests that thinking skills refer to the specific mental and cognitive processes that a person draws upon to think effectively. Thinking refers to the process of creating a reasonable series of links between ideas. Fernandes et al. (2013), stated that the application of thinking skills incorporates organizing and sequencing ideas to help pupils produce a written composition. The method used in this study involved the application of specific thinking skills namely organizing and sequencing of ideas.

1.12   Summary

This chapter is a clear framework of how the rest of the research was carried out. The research was carried out in order to achieve the stipulated objectives as well as answer the questions which motivated the research in the first place. Teaching writing skills in the Malaysian context is crucial when it comes to the teaching and learning of the English language and writing using individual pictures is gradually making its way into the field as it has become a growing trend. It is even more crucial for us to understand how the concept functions and how it can be further exploited in order to harness its fullest potentials.

Chapter two will be a projection of the researcher's in-depth knowledge acquisition with regards of the topic. Following that, the third chapter will be a detailed description of the methodology and research design chosen by the researcher to conduct this study.