



THE EFFECTIVENESS OF THE USE OF PICTURE IN SERIES IN NARRATIVE
WRITING

TAN WILSON

UTAR

A RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF ARTS (HONS) ENGLISH EDUCATION
FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

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APPROVAL FORM

This research paper attached here to, entitled “The Effectiveness of The Use of Picture in Series in Narrative Writing” prepared and submitted by Tan Wilson in partial fulfillment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

Date:

Supervisor

Pn. Nur Aizuri Binti Md Azmin

ABSTRACT

The aim of this study was to explore the impact of picture series where a class of Form 4 students engaged into narrative writing process and to suggest picture series as a way to improve the students' performance in narrative writing. Besides, English as Second Language (ESL) teachers' perspectives on the use of picture series in narrative writing are explored. This study had employed pre-and post-test along with questionnaires and it was conducted in SMK Methodist (ACS), Kampar, Perak for a duration of 6 weeks. The major findings of this research paper showed that majority of the Form 4 students studied improved after receiving the intervention given. ESL teachers were giving positive feedbacks on the use of picture series in narrative writing in the class. Future researchers should conduct the study in the whole Perak district can be generalizable and proof that it is able to help students in narrative writing.

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TAN WILSON

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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Date : 21st March 2019

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LIST OF ABBREVIATIONS

Abbreviations

- 1 Malaysia Ministry of Education (MMOE)
- 2 Ministry of Education (MOE)
- 3 English as Second Language (ESL)

CHAPTER 1: INTRODUCTION

1.0 Background of the Study

According to Olson (1993), writing is a representation of language which consists of linguistic features such as sentences, words, syllabus, and phonemes. Writing is a blend of different linguistic features which form into sentences to articulate thoughts in a written form (Asrifan, 2015) and it channels communication for humans. To communicate or express feelings, people write letters and emails; therefore, writing is an important skill for language learning (Onozawa, 2010). Writing is a necessary skill that needs to be learned by the students in language learning. Through writing, they received exposure on expressing themselves emotionally through creative ways and at the same time, writing to suit different purposes such as writing a letter, e-mail, or invitation (Singh, Tan, Abdullah, Mostafa, 2017).

With reference to the above statements, this research hopes to provide new insights and suggest an alternative way to teach writing among ESL students. This research then, will focus primarily on the integration of picture series into writing lessons. Singh, Tan, Abdullah & Mostafa's (2017) research explores the perspective of the student towards the use of picture series in the teaching of writing. The result of their study shows that students have positive perceptions towards the use of picture series during writing lessons. From the result, it can be seen that this form of teaching brings advantages to teachers and students. For teachers, it helps them to add varieties when they are conducting writing lessons. On the other hand, this integration takes student learning styles into account, in which it helps students to visualize ideas before producing their piece of work.

According to Halwani (2017), the use of visual aids in an ESL classroom helps the students to overcome their writing difficulties. To suggest, picture series will be one of the visual aids that can be integrated into a writing lesson. This suggestion is explainable when

Arsifan (2015) asserts that teaching using picture series can facilitate the students' learning. Meanwhile, it also helps the students to brainstorm for ideas during the writing process. This can be further supported by the study of Ali and Hasanah (2016), where their study shows that the use of picture series in the teaching of writing helps the students to develop ideas which can be a form of a skill in narrative writing.

Yet, a large body of literatures found that ESL students are struggling when they are asked to write. For instance, they find it difficult to use appropriate words or grammar to express themselves. This is because they lack vocabulary knowledge and have problems in generating ideas when they are asked to write (Singh et al., 2017). As a result, they perform badly in their essay writing. In order to help them to improve their writing skills, teachers have to make an effort to come out with different ways and incorporate different teaching materials into their lessons. Hence, one of the ways that teachers can use to hone their students' writing skills is through the integration of visual aids into their lessons.

1.1 Statement of the Problems

Writing is one of the hardest skill to be mastered by the learners. It requires the use of correct grammar, vocabulary, spelling, and organisation of content (Gutiérrez, Puella & Galvis, 2015). One of the common problems that students face is that they find it difficult to brainstorm for ideas. This is due to the fact that teachers excessively focus on the language accuracy and structures in the students' essay. Consequently, teachers have neglected the importance of writing process when they are supposed to be the idea providers. This results students overly dependent on the teachers, and because of this, they find it difficult to express or brainstorm their ideas. In short, over emphasis on language accuracy and structures has led to the above phenomenon occurring in today's writing classrooms (Musa, Lie & Azman, 2012).

Brainstorming is a process of making generalizations to identify connections among individual thoughts (Taylor, 1981). According to Britton (as cited in Taylor, 1981), students failed to brainstorm for ideas in writing because they have problems in relating the topic given and what are the anticipation of the readers. This is due to the fact that they are lacking of critical thinking skills. In Singh, Tan, Abdullah & Mostafa's (2017) research, the lack of critical thinking skills among students is because students have a habit of asking for explanation on every detail of the writing task such as how to construct the sentences and which word should they use. The other reason is that the students tend to feel nervous in writing, this has cause them to fail in brainstorming of ideas as they perceive this action during writing is a complicated process (Rachmawati, Zhuri & Kurniasih, 2013).

When the students do not acquire the brainstorming skill, they will feel demotivated to write essays given by their teacher. According to Singh and other researchers (2017), such phenomenon will affect the students' writing performance in their exam as they are demotivated in completing the exercises given by their teacher. Due to their reluctance in accomplishing writing tasks, students become passive learners in the sense that they are just merely listening and absorbing the input given by their teacher rather than actively participating in the classroom. Thus, a teacher-centred learning environment is created and this works against the current trend of educational system. Thus, the main focus of the study then, is to use picture series as a form of visual aids to aid and facilitate the students in the narrative writing process.

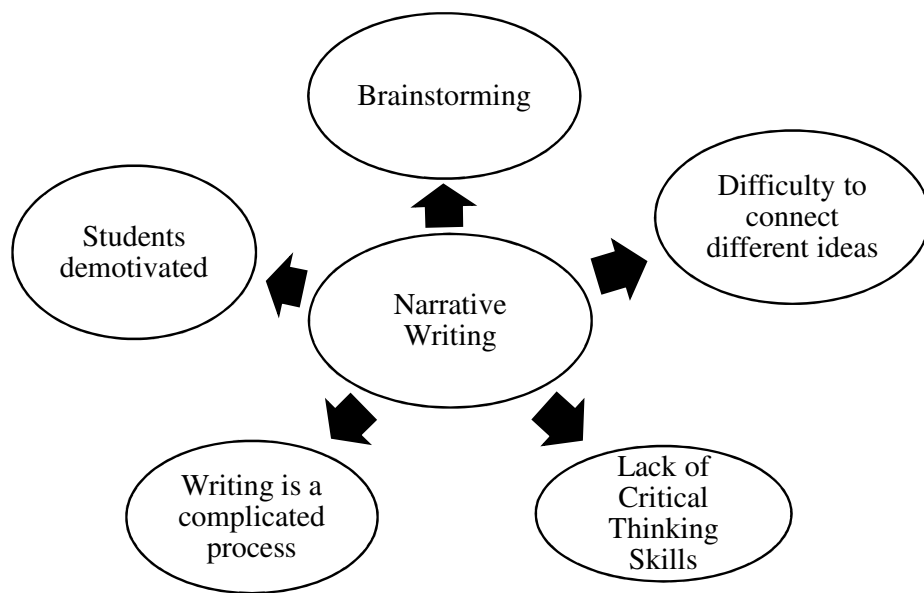


Figure 1: Issues in narrative writing.

1.2 Research Objectives

The main purpose of this study is to analyse the effectiveness of picture series in a narrative writing. This study is important because it offers teachers an approach to improve students' writing skills. The following are the objectives that are set for the study:

- To determine the impact of picture series when students engage into narrative writing process.

- To suggest picture series as a way to improve the students' performance in a narrative writing.
- To look at the teachers' perspectives on the use of picture series in narrative writing

1.3 Research Questions

The following research questions aim to achieve the objectives of the study:

- Do the students show progress in narrative writing after seeing picture series?
- What are the perspectives of the teachers on the use of pictures series in narrative writing?

1.4 Significance of the Study

This research is in hopes that it will provide an insight into the effectiveness of using picture series as a form of visual aid for students in narrative writing. The aim of this study will benefit both students and teachers in the ESL writing classroom since narrative writing is a part of the English syllabus in the Malaysia education blueprint.

The students are the subjects of this study, as they will experience the use of picture series in narrative writing, it is hoped that they will receive beneficial outcomes from it. The mere usage of picture series itself contributes to the students' interest, motivation, sense of the context of language and specific reference point of stimulus (Ali & Hasanah, 2016). This needs to be conducted because it gives benefits to the students in brainstorming for ideas in a narrative writing. This would also help to boost the students' confidence in writing and thus able to perform better.

On the other hand, this study will also help to develop the students' critical thinking skills. As discussed earlier in the subtopic ***1.1 Problem Statement***, critical thinking is one of

the problems faced by the students. The use of picture series in narrative writing is to provide students a concrete image of ideas during classroom learning and the writing process. During the examination, students will have to imagine the possible sequence and picture out the flow of events. The use of picture series then, is a form of pre-requisite activity, in which students are to be exposed to different pictures during the learning process. Through its usage, it also shows a teachers' competency in integrating a way of teaching during the classroom learning, and thus facilitates the lesson.

Additionally, the use of picture series allows teachers to understand that using picture series is another form to teach narrative writing. It is crucial for them to know that the use of pictures enables them to help in improving the students' performance in writing. Visual aids such as pictures, videos, websites, and Smart boards bring a positive effect on the students' comprehension and help them to overcome learning difficulties (Halwani, 2017). Therefore, teachers can incorporate picture series whenever they want to teach narrative writing as it is able to help students to facilitate for ideas. Moreover, according to Macwan (2015), visual aids such as picture series make learning more fun and attractive. For that reason, teachers can incorporate picture series in their lesson to encourage higher student participation in the classroom, and thus a two-way communication is made possible.

Besides, this study is able to fulfil one of the aspirations by the Malaysia Ministry of Education (MMOE). One of the aspirations set by the Ministry of Education (MOE) is thinking skills (Malaysia Ministry of Education, 2013). The aspiration can be understood as to develop the students' thinking skills, so that they are able to connect previous knowledge to the new knowledge that they acquired. This study is to develop the students' critical thinking and analytical skills through the use of picture series in narrative writing, and at the same time fulfils the aspiration in the Malaysia Education.

1.5 Optional Definitions

1.5.1 Writing

Writing is one of the important skills that needs to be mastered. It is a long process to produce a piece of written work such as essays, articles and news report. According to Krapels (as cited in Lee, 1994), there are three stages in writing: pre-writing, while-writing, and post-writing. Pre-writing is a stage where writers brainstorm for ideas or contents based on what they are about to write. During this stage, they will sequence their ideas after brainstorming. As for while-writing, this is a stage where writers combine all the ideas together and write into paragraphs with detail explanations and examples. When the writers enter the post-writing stage, they will re-read, edit and revise the paragraphs based on what they wrote previously. This includes error identification and checking for coherence in and among paragraphs.

For the purpose of this study then, the writing involves the process of writing which will involve the following stages: pre-test, intervention, and post-test. During these stages participants will be given a topic and they are required to write a composition based on the topic given. Participants are required to brainstorm, reconstruct, and combine their ideas and write it into paragraphs. After that, they have to re-read, re-edit, and revise the paragraphs that they wrote.

1.5.2 Narrative Writing

According to Manik and Sinurat (2015), a narrative writing is a reflection of an author telling a story. When it comes to writing a narrative, a writer needs to use his or her creativity, imagination and schema to express his or her ideas (Kheryadi, 2017). However, an author needs to organize the ideas orderly and correctly so readers are able to understand the intentions meant by the author. Besides, Heim and Edwards (as cited in Kheryadi, 2017) mention that a

narrative writing can be a story based on personal experience, interesting, unforgettable or embarrassing moment. The ideas generated must be arranged chronologically.

The narrative writing for the purpose of this study, requires the participants' personal experience, emotions, or unforgettable moments to write it. Participants will use their previous experiences and background knowledge to brainstorm for the contents of the writing. The reason why narrative writing is chosen for this study is because narrative writing will be tested in the participants' examination.

1.5.3 Visual Aids

Visual aids are able to facilitate the learning process of students. According to Lee (1994), pictures provide a visual stimulus to attract students' motivation. It provides a less-anxiety environment for students in an ESL classroom. Canning-Wilson (1999) mentions that visual aids not only help students to express their ideas or points of views but also it tests on the students' understanding on syntax and structure of L2.

Visual aids allows students to use their critical thinking so that they can interpret it in a different perspective especially in writing (Krčelić & Matijević, 2015). There are around twenty-two types of visual aids such as flashcards, models, pictures, drawings, maps, posters and many more (Alduais, 2012). However, this study will be focusing on one type of visual aids which is picture series. Picture series will be used in this study because it is closely related to narrative writing as it shows similar characteristics of narrative writing. Picture series will be further discussed in ***1.5.4 Picture Series***.

1.5.4 Picture Series

Picture series is a composition of several pictures that are linked to form a series (Yunus as cited in Singh, Tan, Abdullah, Othman & Mostafa, 2017). Picture series consists of objects

and subjects which are inter-related. The use of picture series is able to help the learners in developing ideas and sequence of events (Marble as cited in Khotimah, Daud & Burhansyah, 2017). It can be used to enhance the students' creativity and imagination in writing. The study of Mochtar's (2016) study stated the use of picture series will help the students to arrange their sentences and ideas chronologically and at the same time, it guides and encourage students to be more expressive during writing.

The explanation above shows that there is a connection between picture series and narrative writing. The use of picture series in this study is because it provides a platform for students to brainstorm for ideas in their narrative writing. Narrative writing is a genre of essay which resembles of the author telling a story, this proves that both narrative writing and pictures series can be integrated with each other during the writing process or in a writing lesson.

1.6 Scope and Limitations

This research is adapted from the research of Gutiérrez, Puello & Galvis. The scope of this study focuses on the effectiveness of pictures series in narrative writing among secondary school students in an ESL classroom. This study will determine whether the use of pictures series will affect the students' performance in narrative writing in an ESL classroom. However, there are several limitations that need to be addressed.

Firstly, the participants of this study are only selected from a government school, which is SMK Methodist (ACS) Kampar and the group of participants is only from a class. So this limitation may result in difficulty to generalise the result to the entire population of Malaysia schools.

The second limitation that needs to be addressed is that the result will be hard to generalise. Gutiérrez, Puello & Galvis (2015) collected their data from two different batches

of students in the year 2014. However for this research there are only 30 students who will be participating in the research. Therefore, there is a possibility whereby the result is hard to generalise to represent the whole population of ESL students.

The third limitation of this study is the time allocated to conduct the study which is a total of six weeks to collect the necessary data. The data collection by Gutiérrez, Puello & Galvis (2015) is 16 weeks per trimester. Therefore there might be a possibility where the results of the study did not show any huge differences between the pre and post intervention.

To summarize, in every research there are limitations, therefore, in this research the limitations are the selection of participants, time allocated for the study, and the result might be difficult to generalise.

1.7 Conclusion

This chapter has discussed the statement of problems, research objectives, research questions, significance of studies and the definitions of terms. Students are facing problems of brainstorming for ideas when it comes to writing an essay. Therefore, the objectives of this study is to determine the impact of picture series in a narrative writing to the students and to suggest using picture series as a way to improve the students' performance in narrative writing. This study will also bring benefits to the students such as helping them to improve their performance in narrative writing. Teachers are able to incorporate picture series in their lessons so that they are able to teach writing more effectively.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

As many studies have shown, the importance of mastering writing skills in the English language is undeniable. Previous studies suggest that visual aids are able to incorporate into the teaching of writing. However, different researchers have different perceptions on how the use of visual aids is beneficial to the ESL students in Malaysia. In this chapter, a review of previous studies conducted in the similar field will be discussed and the discussion will be based on the field of narrative writing and visual aids, picture series and the integration of picture series in narrative writing, the process and product approach when engaging into writing.

2.1 Visual Aids in Language Teaching

Visual aids provide learners context clues so that viewers can interpret the context and generate ideas of the context. (Bransford & Johnson, 1972; Peeck, 1980 as cited in Lee, 1994). According to Lee (1994), visual aids are used as a tool to facilitate the teaching process whereby it helps to achieve the learning outcomes as set by the teacher. There are different types of visual aids that can be included in English language teaching, some examples of visual aids are realia, models, pictures, drawing, objects, posters, series of pictures, maps, cards, and smart boards. The purpose of implementing visual aids into the classroom is to stimulate engagement of learning, attracting and maintaining the students' attention in the class.

Canning-Wilson (1999) and Jumba, Etyang, Bwire, and Ondigi (2015) mentioned that the integration of visual aids into the classroom helps teachers to bring the outside world into the classroom. It exposes learners to real situations during language learning. For instance, the

types of visual aids that can be integrated into language teaching are maps, videos, picture series, and posters. To narrow down the context, Alduais (2012) stated that visual aids help in the learning and understanding of words in a language classroom. With reference to the above statements, visual aids can help the students to gain a better understanding in learning, at the same time it also helps the teachers to conduct lessons in a more effective manner.

One of the benefits of implementing visual aids during language teaching is that it stimulates the interest of the learners' motivation of learning (Singh, Tan, Abdullah, Othman & Mostafa, 2017). Learners will be more engaged in the learning if the teacher integrates visual aids in the lesson. Thus, they are able to gain the intended knowledge that is to be delivered by the teacher easily. Teachers can integrate visual aids in the presentation stage whereby teachers teach the students a new context, while at the same time show the contents through visual aids when giving explanation to the students.

Based on the study by Halwani (2017), it found that visual aids are able to bring many positive impacts on language learning. In a narrowed sense, the purpose of this study then, is to determine how the implementation of visual aids, particularly picture series can help in improving and aiding the students when they are engaging in narrative writing process. The method used for this study is qualitative approach. The results is in hopes that the students will actively participate in the learning process while simultaneously understand difficult concepts introduced through picture series.

2.2 Narrative Writing

When it comes to narrative writing, it can be understood as a form of writing where an author is telling a story through the reflection of thoughts (Manik & Sinurat, 2015). A piece of narrative work is based on the writer's previous experience such as happy, sad, or wonderful moments experienced in life. The use of narrative writing comes with many purposes. The first

purpose is for educational purpose (Sidiq, Rufinus & Rezeki 2018). Narrative writing is a genre that is often tested in Section B of the SPM English 1119 Paper 1. In order to produce a good piece of narrative writing, it requires students to be more focus and include necessary factual details when producing the essay (Danoff- Burg, Moseher, Seawell & Agee, 2010). Next, Sidiq, Rufinus and Rezeki (2018) states that the narrative writing is taught for social purpose such as bringing entertainment to the readers. This form of writing requires ideas to be organized so emotions (Pennebaker & Seagal, 1999; Rachmawati, Zuhri, & Kurniasih, 2013) and personal experiences can be expressed. Elements of language features such as orientation, complication and resolution are included in narrative writing and at the same time readers are able to learn moral values and lessons from the resolution of the story.

Narrative writing requires a lot of brainstorming because it requires the use of writer's previous experiences and relates these to the topic of the narrative writing. During the process of writing, the writer needs to think of ideas and arrange these in a chronological order. Therefore, narrative writing requires a lot of brainstorming to obtain ideas before engaging into the writing process. However, students are facing difficulties in brainstorming for ideas in writing even though it relates to the students' past experience (Rachmawati as cited in Rachmawati, 2013; Rachmawati, 2013). As such, with reference to the above problem, the present study aims to use picture series as a form of treatment to aid the students to brainstorm for ideas when they are engaging in the narrative writing process.

2.3 Picture Series

Picture series is defined as a link of several pictures to form a series. It offers an attractive and stimulating framework for the teaching and it is able to provide stimulation for language skills activities (Rayo, 2015). When the students receive a stimulation through picture series, they will have a better understanding of the topic and pictures given. At the same

time, students are able to perform in the tasks given. Picture series allows the students to construct and deconstruct the context they receive (Gutiérrez et. al, 2015). Additionally, Wright (as stated in Gutiérrez, 2015) pictures series enable students to provide stimulation of ideas in the form of storytelling. From here it can be seen that, the use of picture series not only aid the students to have a better understanding on the context presented, but also help in organizing the context to be a form of narrating the story.

One of the findings that proved that picture series is able to be integrated into writing. Based on the study conducted by Gutiérrez, Puello, and Galvis (2015) and Singh and his colleagues (2017), the teacher employed picture series as a form of teaching aid during the process of teaching of writing. With reference to the findings from both sides, they found that there is an increase in writing skills and motivation when they engage into the writing process. However, there is no mention if this can be conducted in the narrative writing context yet and as such, the purpose of the study is to investigate the students' perceptions towards the use of picture series in a writing lesson. The research will be conducted through a qualitative approach and the sampling method that will be used is the purposive sampling technique. During the intervention, the researcher will introduce picture series into the writing class and the results is in hopes that students will have a positive reaction on the use of picture series in writing class, particularly in the narrative writing context. It is also hoped that students will gain interest in writing.

Besides, one of the findings from the foreign context proved that picture series showed similar results to the local context. A study conducted by Gutiérrez and other researchers (2015) with the objective of determining whether picture series as a technique could improve students' narrative writing skills through a form of qualitative approach. They found that the students' writing skills and motivation show gradual improvement at the end of their study. As such,

these findings from Gutiérrez et al (2015) can be brought to the present study where similar form of methodology will be conducted but in a different context instead.

Furthermore, according to Singh and other researchers (2017), picture series is suitable for teachers to teach narrative writing as it reflects a sequence of a series of events. Kurniawati, Prastyo and Subari (2013) stated that picture series can be used to develop writing skills among learners. Through this form of teaching aids, learners are able to develop details, ideas, and sequence of the story if the teacher introduced it appropriately (Marble as cited in Khotimah, Daud & Burhansyah, 2017).

2.4 Integration of Picture Series in Narrative Writing

Picture series can be used as a medium to teach narrative writing as narrative writing has an almost similar concept to the picture series which is stated in ***2.4 Picture Series***. The use of picture series in narrative writing is attractive (Rachmawati, 2013) and it is able to boost the learners' interest and motivation in writing and it also acts as a stimulus for the learners (Ali & Hasanah, 2016).

The integration of picture series in narrative writing can be further supported by the study of Ali & Hasanah (2016). The study found that the use of picture series is able to stimulate students' ideas in narrative writing and it helps to maintain the students' focus during the process of brainstorming for ideas. Thus, the present study aims to suggest teachers to use picture series as a form of teaching material to facilitate the students' learning process in terms of narrative writing.

Other than that, Asrifan (2015) carried out a research by looking at the effectiveness of picture series in improving students' ability to write in a narrative writing. Writing test were used during the process of collecting data. His research divided the participants into an

experimental class and non-experimental class. The experimental class was given a treatment where picture series was included to aid the students in learning narrative writing while the non-experimental class received the traditional method of learning writing without any introduction of teaching materials. The results of the study showed that the students displayed better performance when they are taught through picture series compared to the students from non-experimental class who are taught through the traditional method.

2.5 Process Approach of Writing

Process approach pays emphasis on the process during writing. During the process of writing learners have to brainstorm for ideas or engage into discussion (Vanessa as cited in Sun & Feng, 2009). Students often encounter problems when they are asked to find and organise their ideas in writing therefore the process approach of writing is a process that helps to bridge the problems in writing (Nabhan, 2016). The process writing involves four steps which are thinking, planning, writing, and editing (Onozawa, 2010). Also, the process approach of writing promotes learners' critical thinking and communication in written form (Nabhan, 2016). Additionally, findings conducted in Sasaki's research found that the process approach helps the learners to develop ideas when producing a composition (as cited in Gutiérrez et. al, 2015). Thus, based on the findings and descriptions as shown from the previous studies, the process approach has many similar features to that of picture series in writing, in terms of generating and organising ideas.

For the purpose of this study then, since the picture series promotes brainstorming and drawing knowledge from their schema, it can be used as a medium in the process approach of writing. This is suitable as the process approach similarly requires the students to draw upon their knowledge while generating ideas at the same time. Based on the two similar features

across both items, the researcher finds it appropriate to use them in a narrative writing process and to test if the intervention will be a success.

2.6 Theoretical Background

The implementation of visual aids certainly comes along with many relevant theories and approaches in terms of language teaching. These theories and approaches indicated how they benefit and bring about impact in the language classroom. In this section then, the cognitivist theory, dual coding theory, and constructivism theory will be emphasized and discussed and how it is related to this research.

2.6.1 The Cognitivist Theory

The cognitivist theory was proposed by Jean Piaget where the central focus of the theory is on the conceptualization of learning process and how information is processed in the mind (Ertmer & Newby, 1993; Ertmer & Newby, 2013). This theory involves the prior knowledge of the language among the learners when they are required to produce the language (Alduais, 2012). The cognitivist theory also focuses on the mental activities that requires students to have mental planning, goal-setting, and organizational strategies while teachers play the role of facilitator in assisting the students in organizing information (Ertmer & Newby, 1993). Another focus of the cognitive theory is that it looks at how students form new ideas when they receive new information, organize, store and retrieve the information from their mind (Ertmer & Newby, 1993). From here, it can be seen that this theory involves the critical thinking of students because they have to retrieve and process information in their mind simultaneously. Similarly, this theory is closely related to narrative writing as well. This is because narrative writing requires the writer to draw past experience through brainstorming, which is a form of mental planning and organize the ideas during the writing process, which is similar to that of employing organizational strategies based on the cognitivist theory.

2.6.2 Dual-Coding Theory

The Dual-coding theory was first proposed by Allan Urho Paivio in 1986 (Moreno, 2017). According to Paivio stated, the information generated in the mind is able to be retrieved from the mental system is due to the fact that there is a connection between verbal and image (as cited in Khan, 2017). Clark and Paivio (1991) further stated that, the image generated plays an important role in promoting the meaning of a context.

When an image is provided to the learners, a link known as referential connections is formed (Clark & Paivio, 1991). Referential connections is the link of visual code and verbal code. For instance, students are given a picture of a school. By looking at the pictures they are able to process words that are related to the picture. This shows that there is a connections between the image displayed and the words generated in the mind.

Generally, the dual-coding theory encourages the use of visual aids in learning because it directly helps the learners to form a connection between visual aids into their narrative writing compositions because they are able to see and relate the images to ideas. Therefore, in a narrower sense, the use of picture series certainly is beneficial to help the students to generate ideas based on the images they observed, and simultaneously organize them to produce a piece of narrative writing.

2.6.3 Constructivism Theory

According to Mascolo (as cited in Rayo, 2015), the constructivism theory encourages learners to use their previous knowledge to construct new knowledge when they are learning. Learners need to use their previous schema or experience to discover the main idea of a context being delivered and then derive the details of the context (Aljohani, 2017). Rayo (2015) further states that under the constructivism theory, the role of the teacher is to provide learners with

appropriate resources when they are learning. For instance, in this case, resource such as visual aids is able to help the students to prompt the students' schema when they are learning

Constructivism can be also known as the “top-down” approach in teaching (Aljohani, 2017). The top-down approach means that it lets the students to identify the main ideas of a context and the students must absorb and acquire the details identified from the context. The constructivism theory then, can be related to the integration of picture series in narrative writing, as picture series plays the role of prompting in brainstorming ideas for narrative writing and at the same time it requires the students to link their ideas to create the contents of the narrative writing.

2.6.4 Relevance of Theories to Present Study

The theories discussed in **2.7 Theoretical background** can be concluded that it is related to the integration of visual aids in narrative writing. In the subsequent chapters, the research design and conceptual framework of the current study will be discussed so as to provide an insight on how this research will be planned and conducted.

2.7 Conclusion

This chapter has discussed narrative writing, visual aids, picture series, and the integration of picture series in narrative writing, process and product approach of writing. All of the sections discussed are relevant to the present study, and that the importance of integration of picture series in narrative writing and how it brings benefits to learners are also discussed. Having all the related terminologies and review of literature discussed, the methodology and conceptual framework of the study will be discussed in **Chapter 3 Methodology**.

CHAPTER 3: METHODOLOGY

3.0 Introduction

In this research, a mixed approach is used to determine the impact of picture series to the students in narrative writing, to suggest a way to improve the students' narrative writing and perceptions of the teachers on using picture series in narrative writing. Mixed method approach can be described as the combination of theoretical perspectives and methodologies which are used interchangeably to study a study of a research (Amartunga, Baldry, Sarshar &

Newton, 2002). According to Fellows and Liew (as cited in Amartunga, Baldry, Sarshar & Newton, 2002), this approach of research is effective for gaining insights, obtaining results as well as making inference in drawing conclusion, which is directly related to this study.

Thus, this chapter serves to provide an insight into the framework of the study. The insight of the ethical issues will also be discussed in this chapter, this is to ensure that this study does not violate any possible ethical issues that might emerge in the research.

3.1 Conceptual Framework

The conceptual framework of this study is formed through the discussion of **2.7 Theoretical Background** and **3.3 Research Design**. In this section, the theories discussed previously such as the cognitivist approach, dual-coding approach, and constructivism approach are combined with the research design to form a conceptual framework of this study.

A conceptual framework is a structure that explains the natural progression of the phenomenon to be studied (Camp as cited in Adom, Hussein & Agyem, 2018). According to Grant and Osanloo, it assists a researcher to present his or her idea on a phenomenon to be investigated in a structured form (as cited in Adom, Hussein & Agyem, 2018).

In this section, the conceptual framework of this study (see Figure 1) includes the theories as discussed in **2.8 Theoretical Background** along with the integration of the stages in **3.2 Research Design**. Besides, the aim of this conceptual framework is to show the connection of theories discussed and the integration of picture series in narrative writing.

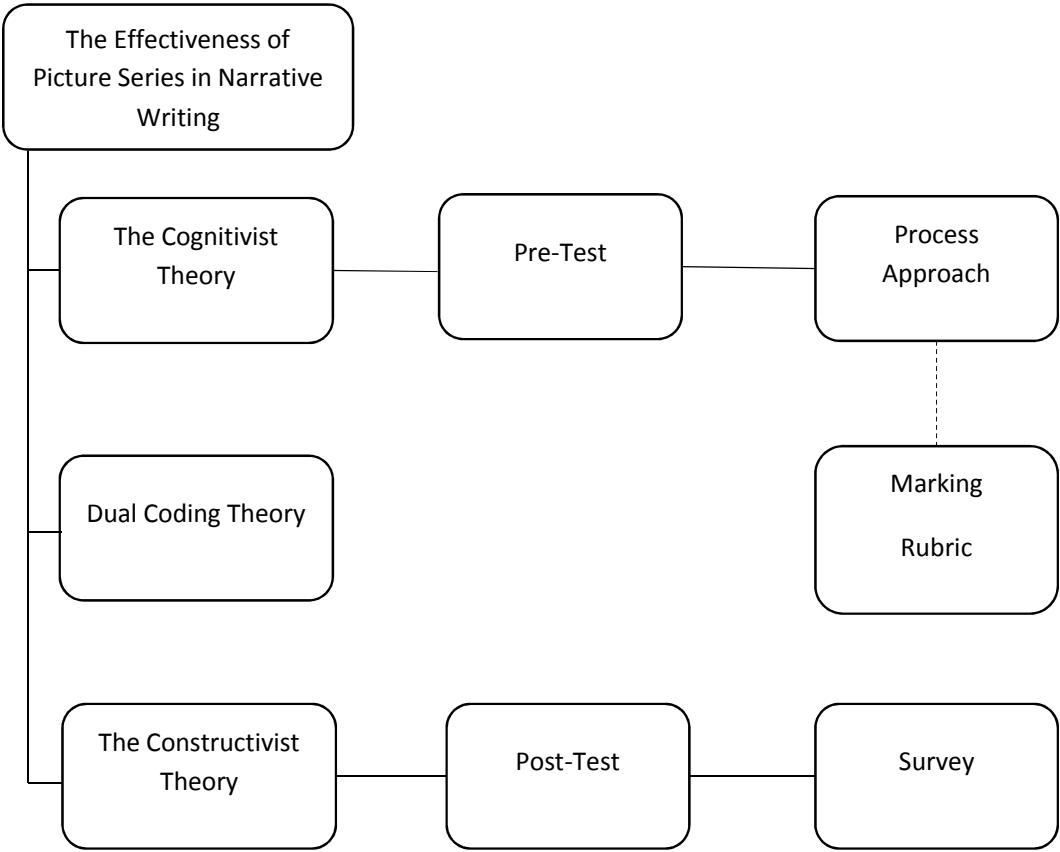


Figure 1: Conceptual framework of The Effectiveness of Picture Series in Narrative writing

3.2 Research Design

The research methodology of this study is adapted from the study of Gutiérrez, Puello and Galvis (2015) and Ilomo (2017). In Gutiérrez, Puello and Galvis's (2015) study, the methodology that is involved is the distribution of worksheet which consisted of picture series to the research participants. The methodology consisted of 3 stages; Pre-test, intervention, and post-test. In pre-test and post-test, participants are given a worksheet which consisted of picture series and the participants were required to complete the worksheet. For the intervention stage, the researchers planned a lesson according to the needs of their study such as introducing the vocabulary-development activity, classroom discussion activities and handouts.

Next, in Ilomo's (2017) study, the methodology used is through interview. The researcher interviewed the English teachers in a selected school to collect their perspective on the use of visual aids in supporting the teaching of English Language.

As mentioned above, this study is adapted from the study of Gutiérrez, Puello & Galvis (2015) and the survey question on teachers perspectives in narrative writing will be adapted from Ilomo's (2017) study. A general description on the stages will be discussed in below:

Pre-test

The participants were asked to write a composition. The researcher will evaluate and give comments on the composition according to the marking rubric (refer to Appendix A). Marks will be given after the pre-test is administered and these will be recorded. The pre-test will be conducted for fifty minutes and they are required to do it individually.

Intervention

After the pre-test, the researcher designed lesson plans that fit the study and lessons were carried out for six weeks. Each session lasted for sixty minutes covering hundred and twenty

minutes per week. During the process of intervention, the researcher taught the students about grammar, vocabulary, and exposed them to the different types of narrative writing and engaged them into practice through the use of picture series. Also, during the intervention the process approach of writing was employed as well. The topic given for the narrative writing was in the form of short story, and the students were guided as the lesson progressed.

Post-test

After 4 weeks of intervention, the participants were asked to write a composition on the same topic given in the pre-test. During the post-test, the participants were given fifty minutes to complete the test given and they did the test individually.

Survey

A set of survey questions was given to the teachers. The aim of the survey is to determine their perspectives on using picture series in narrative writing.

3.3 Sampling Method

In this section, the convenience sampling method will be discussed. This study generally employed the convenience sampling method in choosing the participants for the purpose of this study.

3.3.1 Convenience Sampling Method

Convenience sampling method is a method that involves nonprobability or non-random sampling, it is easy to access and the most importantly is that it depends on the willingness of the participants to participate in a research (Etikan, Musa, & Alkassim, 2016). This research will be carried out in SMK Methodist (ACS) Kampar because the researcher had been there for his teaching practice.

3.4 Data Collection and Analysis

In this section, data collection and the analysis of the data will be discussed. A process chart (refer Figure 2) is shown below to show the whole data collection process of this study.

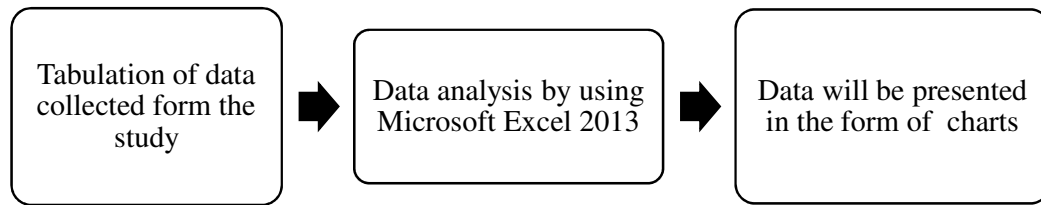


Figure 2: Data Collection and Analysis

The marking of the narrative composition will be based on the scoring rubric (refer to Appendix A). The grade of the students are based on the grading system that was taken from the school.

| Grade | Score |
|-------|--------|
| A | 85-100 |
| B | 70-84 |
| C | 60-69 |
| D | 50-59 |
| E | 40-49 |

| | |
|---|------|
| F | 0-39 |
|---|------|

Table 1: Scoring Band

Besides, a set of survey questions will be given to the English teachers to get their perception of using picture series in narrative writing.

The result of the study will be tabulated. Microsoft Excel 2013 will be used to analyse the data into different charts and categories. All the scores presented will be in the form of means and standard deviation. Then, t-test will be used with the following hypotheses as shown below.

H_0 : There is no statistical significant relationship between the use of picture series in a narrative writing and students' writing performance.

H_1 : There is a statistical significant relationship between the use of picture series in a narrative writing and students' writing performance.

After the data analysis, an analysis of the result for both pre-test and post-test will be made, this is to identify if there is any improvement after four weeks of intervention from the researcher. The data collected through the survey questions will be analysed and presented in the form of charts and diagrams.

3.5 Ethical Issues

Ethical issues are a very important aspect in every research. This study involves the teacher and students. Therefore, ethical issues must be addressed to prevent the violation of the research ethics and to protect the rights of the participants.

An application was made to seek the approval from the Malaysia Ministry of Education (MMOE) under the division of Educational Planning and Research because this study was conducted in a national secondary school. The necessary document for the application of this research is to be submitted to the Educational Research Application System Ver 2.0.

Consent form will be given to the school management and the participants of this study. The consent forms are written in Bahasa Malaysia as all the official documents must be written in Bahasa Malaysia. The researcher will get the approval form from the school management before conducting this research. After getting the approval from the school management, a consent form will be distributed to the participants of this study including the teachers.

3.6 Conclusion

To summarize, this chapter has discussed the ***3.3 Conceptual Framework, 3.4 Research Design 3.5 Sampling Method, 3.6 Data Collection and 3.7 Ethical Issues***. The procedure of this study and how the data are analysed were discussed.

CHAPTER 4: FINDINGS AND ANALYSIS

4.0 Introduction

This research has looked into different perspective, this study tapped into testing on the effectiveness of using picture series in narrative writing and obtaining the perspectives of ESL

teachers on the use of picture series in narrative writing. The two research questions that guided the researcher in this study are:

1. Do the students show progress in narrative writing after seeing picture series?
2. What are the perspective of the teachers on the use of pictures series in narrative writing?

The two research questions are followed by two hypotheses that guided the process of conducting this study. The hypotheses are as shown below:

H_0 : There is no statistical significant relationship between the use of picture series in a narrative writing and students' writing performance.

H_1 : There is a statistical significant relationship between the use of picture series in a narrative writing and students' writing performance.

Thus, if H_0 is rejected, then the use of picture series will help the students to improve their narrative writing's performance and vice versa.

In this chapter, *4.1 Demographic Background*, *4.2 Participants' Narrative Writing Test Results* and *4.3 Perspectives of the teachers on the use of pictures series in narrative writing* will be discussed.

4.1 Demographic Background

The research participants involved in this study are 27 Form 4 ESL students from SMK Methodist, Kampar. To elucidate, gender and race of the research participants are depicted in the form of tables.

| Gender | MALE | FEMALE |
|---------------|-------------|---------------|
| Total | 15 | 12 |

Table 2: Gender distribution of the research participants

Based on Table 1, there is a slight difference of 11% in gender distribution between male and female students. Amongst these 27 students, 15 of them are males and this contributes 55% to the total number of students. Meanwhile, female students made up 44% of the class.

| | RACE | | | | | |
|----------------|--------------|------------|----------------|------------|---------------|------------|
| RACES | MALAY | | CHINESE | | INDIAN | |
| GROUP A | 10 | 37% | 7 | 26% | 10 | 37% |
| TOTAL | 10 | 37% | 7 | 26% | 10 | 37% |

Table 3: Race distribution among research participants

Referring to Table 2, it can be seen that the participants of this research study consist of students from 3 different races which are Malay, Chinese and Indian. Out of the 27 participants, Malay and Indian participants stand the majority number of participants with a

total of 37%. Chinese students stand 26% of in this study. The data shows the number of Form 4 ESL students in a class. The gender and number of participants are not explored on how it is related to the study.

4.2 Participants’ Narrative Writing Test Results

The study was conducted by giving the participants a pre-test to find out their writing proficiency before the intervention. After the pre-test, intervention was given to the students and at the end of the intervention, they were given a post-test. Both tests require the students to write a 350 words essay. After collecting the data, the data is then interpreted statistically and further elaborated into three sub-sections.

The names of the research participants were not mentioned due to ethical issue. The research participants will be labelled randomly numbered instead, e.g. *I*. The participants who showed improvements will be categorised as significant improvements.

The following table, showed the results obtained from the pre-test and post-test of the research participant’s and the difference between the scores obtained in terms of percentage.

| No. | Pre-test | Pre-test | Post-Test | Post-test |
|-----|----------|----------|-----------|-----------|
| | (50%) | (100%) | (50%) | (100%) |

| | | | | |
|-----------|-----|-----|-----|-----|
| 1 | 10% | 20% | 11% | 22% |
| 2 | 24% | 48% | 26% | 52% |
| 3 | 11% | 22% | 13% | 26% |
| 4 | 15% | 30% | 15% | 30% |
| 5 | 36% | 72% | 37% | 74% |
| 6 | 24% | 48% | 25% | 50% |
| 7 | 11% | 22% | 14% | 28% |
| 8 | 32% | 64% | 35% | 70% |
| 9 | 14% | 28% | 20% | 40% |
| 10 | 10% | 20% | 15% | 30% |
| 11 | 39% | 78% | 41% | 82% |
| 12 | 22% | 44% | 32% | 64% |
| 13 | 19% | 38% | 22% | 44% |
| 14 | 22% | 44% | 28% | 56% |
| 15 | 21% | 42% | 26% | 52% |
| 16 | 38% | 76% | 42% | 84% |
| 17 | 22% | 44% | 25% | 50% |
| 18 | 8% | 16% | 12% | 24% |

| | | | | |
|-----------|-----|-----|-----|-----|
| 19 | 11% | 22% | 14% | 28% |
| 20 | 17% | 34% | 20% | 40% |
| 21 | 12% | 24% | 12% | 24% |
| 22 | 27% | 54% | 27% | 54% |
| 23 | 8% | 16% | 10% | 20% |
| 24 | 2% | 4% | 4% | 8% |
| 25 | 12% | 24% | 14% | 28% |
| 26 | 29% | 58% | 31% | 62% |
| 27 | 13% | 26% | 16% | 32% |

Table 4: Results of Pre-test and Post-test.

4.2.1 Pre-Test and Post-Tests' Results

In this sub-section, the results of the pre-test and post-test will be discussed. Table 4 showed the results of the research participants in pre-test and post-test. The findings were tabulated into five columns. The raw scores of the pre- and post-tests were first recorded in 50% and then converted into 100%. After that, to investigate the effectiveness of the intervention, score differences between pre- and post-tests were calculated using the data from the second and fourth columns.

| No. | | | | | Difference |
|------------|--|--|--|--|-------------------|
| | | | | | |

| | Pre-test (50%) | Pre-test (100%) | Post-Test (50%) | Post-test (100%) | |
|-----------|---------------------------|----------------------------|----------------------------|-----------------------------|------------|
| 1 | 10% | 20% | 11% | 22% | +2 |
| 2 | 24% | 48% | 20% | 52% | +4 |
| 3 | 11% | 22% | 10% | 20% | -2 |
| 4 | 15% | 30% | 15% | 30% | 0 |
| 5 | 36% | 72% | 37% | 74% | +2 |
| 6 | 24% | 48% | 25% | 50% | +2 |
| 7 | 11% | 22% | 14% | 28% | +6 |
| 8 | 32% | 64% | 35% | 70% | +6 |
| 9 | 14% | 28% | 20% | 40% | +12 |
| 10 | 10% | 20% | 15% | 30% | +10 |
| 11 | 39% | 78% | 41% | 82% | +4 |
| 12 | 22% | 44% | 32% | 64% | +20 |
| 13 | 19% | 38% | 22% | 44% | +6 |
| 14 | 22% | 44% | 28% | 56% | +12 |
| 15 | 21% | 42% | 26% | 52% | +10 |
| 16 | 38% | 76% | 42% | 84% | +8 |

| | | | | | |
|-----------|-----|-----|-----|-----|-----------|
| 17 | 22% | 44% | 25% | 50% | +6 |
| 18 | 8% | 16% | 12% | 24% | +8 |
| 19 | 11% | 22% | 14% | 28% | +6 |
| 20 | 17% | 34% | 20% | 40% | +6 |
| 21 | 12% | 24% | 12% | 24% | 0 |
| 22 | 27% | 54% | 27% | 54% | 0 |
| 23 | 10% | 20% | 8% | 16% | -4 |
| 24 | 2% | 4% | 4% | 8% | +4 |
| 25 | 12% | 24% | 14% | 28% | +4 |
| 26 | 29% | 58% | 31% | 62% | +4 |
| 27 | 13% | 26% | 16% | 32% | +6 |

Table 5: Results for Pre-test and Post-test

As depicted in table 4, participants no. 9, 10, 12, 14 and 15 improved significantly in their post-test. This is evident when they successfully recorded a score difference of at least 10%. To highlight, participant no. 12 stood out of the others and marked the highest improvement among the group of participants.

Participants no. 4, 21 and 22 showed that there was no improvement in their post-test. Their scores did not record any difference in their pre- and post-test. As for participants no 1, 5 and 6 showed there is a slight improvement with 2% in their post-test.

However, participants no 3, and 23 obtained lower marks in their post-test. To further elaborate, the writing scores obtained by participant no 3 and 23 are decreased by 2 and 4 respectively.

To conclude, the results in table 4 shows that the intervention carried out is successful because most of the participants showed there are improvements in their scores in post-test and only a few of them showed no improvement in their post-test.

4.2.2 Students' Grades Before and After the Intervention

In this section, the grades that the student achieved will be discussed. Table 5 shows the overall grade of the students before and after the intervention. Students that showed improvement in grade will be highlighted in yellow.

| No. | Pre-test (100%) | Grade | Post-test (100%) | Grade |
|------------|----------------------------|--------------|-------------------------|--------------|
| 1 | 20% | F | 22% | F |
| 2 | 48% | E | 52% | D |
| 3 | 22% | F | 26% | F |
| 4 | 30% | F | 30% | F |
| 5 | 72% | B | 74% | B |
| 6 | 48% | E | 50% | D |

| | | | | |
|-----------|-----|----------|-----|----------|
| 7 | 22% | F | 28% | F |
| 8 | 64% | C | 70% | B |
| 9 | 28% | F | 40% | E |
| 10 | 20% | F | 30% | F |
| 11 | 78% | B | 82% | B |
| 12 | 44% | E | 64% | C |
| 13 | 38% | F | 44% | E |
| 14 | 44% | E | 56% | D |
| 15 | 42% | E | 52% | D |
| 16 | 76% | B | 84% | B |
| 17 | 44% | E | 50% | D |
| 18 | 16% | F | 24% | F |
| 19 | 22% | F | 28% | F |
| 20 | 34% | F | 40% | E |
| 21 | 24% | F | 24% | F |
| 22 | 54% | D | 54% | D |
| 23 | 16% | F | 20% | F |
| 24 | 4% | F | 8% | F |

| | | | | |
|-----------|-----|----------|-----|----------|
| 25 | 24% | F | 28% | F |
| 26 | 58% | D | 62% | C |
| 27 | 26% | F | 32% | F |

Table 6: Grades of students before and after the intervention.

Based on the data in Table 5, 10 out of 27 students showed improvement after the intervention. The most significant improvement in grade was showed by student no. 12. This is because he or she had improved by two grades from the previous grade, which was from E to C. Unlike student no.12, other students who were highlighted in yellow only managed to jump a grade above from their previous grade. the As for the rest of students, even though they improved their writing scores, their grades remained unaffected throughout the studied period and this contributes to 63% of the sample group.

4.2.3 The result of t-Test Analysis

| | <i>Variable 1</i> | <i>Variable 2</i> |
|---------------------------------|-------------------|-------------------|
| Mean | 37.85185185 | 43.11111111 |
| Variance | 382.7464387 | 424.7179487 |
| Observations | 27 | 27 |
| Pearson Correlation | 0.971152659 | |
| Hypothesized Mean Difference | 0 | |

| | | |
|---------------------|--------------|--|
| df | 26 | |
| t Stat | -5.537678824 | |
| P(T<=t) one-tail | 4.08995E-06 | |
| t Critical one-tail | 1.70561792 | |
| P(T<=t) two-tail | 8.17989E-06 | |
| t Critical two-tail | 2.055529439 | |

Table 7: t-test on the scores the test

This scores of the test are analysed by using paired sample t-test. Paired sample t-test is used because only a sample group is included in this study. According to Kim (2015), paired sample t-test is meant to test the effectiveness of the intervention within the same group of participants by comparing the differences made before and after the intervention. This research then uses a paired sample t-test is to measure the degree of effectiveness of the intervention studied.

The significant difference is shown when P(T<=t) two tail shows the value less than 0.005, which in turn, rejects the null hypothesis. With the P(T<=t) two tail value of 0.0000817, it vividly tells that the use of picture series is an effective approach in teaching a narrative writing. Therefore, the hypothesis which states that there is a statistical significant relationship between the use of picture series in a narrative writing and students' writing performance.

4.3 Perspectives of the teachers on the use of pictures series in narrative writing

| | | Total Number of Responses | | | |
|-----|----------|---------------------------|---|---|---|
| No. | Question | 1 | 2 | 3 | 4 |

| | | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
|----|---|--------------------------|-----------------|--------------|-----------------------|
| 1. | Visual aids are important in teaching. | | | 2 | 7 |
| 2. | Visual aids are effective tools to deliver teaching content. | | | 2 | 7 |
| 3. | Visual aids serve as a reference material in teaching language. | | | 2 | 4 |
| 4. | Visual aids serve as a reference material in teaching narrative writing. | | 1 | 5 | 3 |
| 5. | Visual aids make learning fun. | | | 5 | 2 |
| 6. | Visual aids exposed students to real situations during language learning. | | 3 | 5 | 2 |
| 7. | Visual aids are tools to help students to brainstorm ideas. | | 1 | 4 | 4 |

| | | | | | |
|-----|--|--|---|---|---|
| 8. | Visual aids make learning easier. | | | 7 | 2 |
| 9. | Visual aids is able to provide stimulation for language skills activities. | | | 7 | 2 |
| 10. | Students are able to brainstorm ideas effectively for narrative writing with the use of visual aids. | | 2 | 4 | 3 |
| 11. | Students are able to develop their interest in narrative writing with the use of visual aids. | | 1 | 4 | 4 |
| 12. | Picture series are a form of visual aids. | | | 4 | 5 |
| 13. | Picture series are important in teaching narrative writing. | | | 8 | 1 |
| 14. | Using picture series is an effective way to deliver teaching content. | | | 6 | 3 |

| | | | | | |
|-----|---|--|---|---|---|
| | | | | | |
| 15. | Picture series serve as a reference material in teaching language. | | | 5 | 4 |
| 16. | Picture series serve as a reference material in teaching narrative writing. | | | 6 | 3 |
| 17. | Picture series are an attractive tool in teaching language. | | 1 | 5 | 3 |
| 18. | Picture series are able to bring benefits to students. | | 1 | 5 | 3 |
| 19. | Picture series are an effective tool to deliver teaching content. | | 1 | 6 | 2 |
| 20. | Picture series are effective tool to help students to brainstorm ideas. | | | 6 | 3 |
| 21. | Using picture series makes learning easier. | | | 6 | 3 |

| | | | | | |
|-------|---|---|----|-----|----|
| 22. | Using picture series makes learning easier. | | | 6 | 3 |
| 23. | Picture series are able to assist students in brainstorming ideas in narrative writing. | | 1 | 6 | 2 |
| 24. | Students are able to brainstorm ideas effectively for narrative writing with the use of picture series. | | 1 | 6 | 2 |
| 25. | Students are able to develop their interest in narrative writing with the use of picture series. | | | 6 | 3 |
| Total | | 0 | 13 | 128 | 80 |

Table 8: Total number of responses for the questionnaire administered.

Table 7 showed the total number of responses from the questionnaire administered. The responses will be analysed into two categories. Table 8 shows the category of the survey questions.

| Category | Questions |
|---|-----------|
| Importance of Visual Aids in Classroom | Q1-Q11 |
| Function of Picture Series in Classroom | Q12-Q25 |

Table 9: Category of the survey questions.

Based on Table 8, the 25 questions in the survey questionnaire were categorised into two different categories. The first category is the importance of visual aids in classroom and the second category is the function of picture series in classroom. Question 1-11 are categorised under the *importance of visual aids in classroom*. Question 12-25 are categorised under the *function of picture series in classroom*.

In the first category, 8 responses obtained showed that they disagree to use visual aids in classroom. There are 47 responses showed that they agree to use visual aids in classroom and 42 responses showed that they strongly agree on the use of visual aids in classroom.

In the second category, 5 responses obtained from the questionnaires showed that they disagree on the picture series function as a pedagogical tool in classroom. However there are 81 responses showed that they agree on the picture series function as a pedagogical tool in classroom. There are 38 responses showed that picture series is able to function as a pedagogical tool in classroom.

4.4 Conclusion

To conclude, the data tabulated in **4.2 Participants' Narrative Writing Test Results** showed that the intervention of picture series in narrative writing is an effective pedagogical tool for students. The data in **4.3 Perspectives of the teachers on the use of pictures series in narrative writing** showed that visual aids is important in classroom and it function as a pedagogical tool in classroom.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

All the teaching methods and learning theories are based on the theories that are purposed for decades. This study showed that ***2.7.1 The Cognitivist Theory, 2.7.2 Dual-Coding Theory and 2.7.3 Constructivism Theory*** are commonly used in language teaching and learning. These theories are contributed to the formation of this study. This research is to suggest picture series as a way to improve students' performance in narrative writing which in

turn will benefit students in brainstorming for ideas in narrative writing and help them to develop their critical thinking skills. At the same, it allows teachers to understand that picture series can be used as a tool in teaching narrative writing. Therefore data collected is used to answer the studied phenomenon.

A discussion based on the data analysed in **4.0 Findings and Analysis** of this study will be presented in this chapter. At the same time, the discussion will be answering the research questions in **1.3 Research Questions**. Recommendations for future research and the limitations of this research will be discussed in this chapter.

5.1 Do the students show progress in narrative writing after seeing picture series?

Based on the data in **4.2 Data Participants' Narrative Writing Test Results** it showed that most of the students showed an improvement in their post-test. Therefore the results had answer the research question ***Do the students show progress in narrative writing after seeing picture series.***

| No. | Pre-test (100%) | Grade | Post-test (100%) | Grade |
|------------|----------------------------|--------------|-------------------------|--------------|
| 1 | 20% | F | 22% | F |
| 2 | 48% | E | 52% | D |
| 3 | 22% | F | 26% | F |
| 4 | 30% | F | 30% | F |
| 5 | 72% | B | 74% | B |

| | | | | |
|-----------|-----|----------|-----|----------|
| 6 | 48% | E | 50% | D |
| 7 | 22% | F | 28% | F |
| 8 | 64% | C | 70% | B |
| 9 | 28% | F | 40% | E |
| 10 | 20% | F | 30% | F |
| 11 | 78% | B | 82% | B |
| 12 | 44% | E | 64% | C |
| 13 | 38% | F | 44% | E |
| 14 | 44% | E | 56% | D |
| 15 | 42% | E | 52% | D |
| 16 | 76% | B | 84% | B |
| 17 | 44% | E | 50% | D |
| 18 | 16% | F | 24% | F |
| 19 | 22% | F | 28% | F |
| 20 | 34% | F | 40% | E |
| 21 | 24% | F | 24% | F |
| 22 | 54% | D | 54% | D |
| 23 | 16% | F | 20% | F |

| | | | | |
|-----------|-----|----------|-----|----------|
| 24 | 4% | F | 8% | F |
| 25 | 24% | F | 28% | F |
| 26 | 58% | D | 62% | C |
| 27 | 26% | F | 32% | F |

Table 10: Marks and Grades of the student before and after intervention.

With the reference of Table 9, most of the students showed improvement in their post-test results. But there are some students that showed no improvement or regress in their post-test due to external factors such as students learning environment and students' motivation level. Students learning environment might be one of the external factor that affects the students' performance in the post-test, teacher must create a conducive environment on students' learning. The other external factor that effect students' motivation level is they tend to rely on the teacher's explanation instead of writing on their own (Singh, Tan, Abdullah & Mostafa's 2017).

It is unquestionable that most of the students are weak in narrative writing. Out of the 27 students, 21 of them are underperformed when they receive grade E or F after the researcher marked their pre- and post-tests. Therefore, it vividly shows that the students are really weak in their writing skills because they are intermediate and low proficiency students and they lack exposure on the skills in writing.

This does not mean that the intervention of using picture series is ineffective. Even though most of the students did not show any improvements in grades but it can be seen that the students improved in their scores after four weeks of intervention. During the intervention, students are given different sets of picture series. With the aid of picture series, the teacher

taught narrative writing and gave instant feedback to the students after they finished their writing.

Besides, this study is related to the theories discussed in **2.7 Theoretical Background**. The theories that was discuss are **2.7.1 The Cognitivist Theory, 2.7.2 Dual-Coding Theory and 2.7.3 Constructivism Theory**. According to Britton (as cited in Taylor, 1981), students are lacking of critical thinking skills, thus they failed to brainstorm for ideas in writing. Students failed to brainstorm for ideas in writing is due to the fact that they are too dependent to the teacher to guide them. This statement is further supported by Singh, Tan, Abdullah and Mostafa (2017), students are often asking for explanations and details of writing whenever a teacher conducts a writing lesson.

In this study, picture series serves as a tool to help students in brainstorming ideas for their narrative writing. As narrative writing is a form of writing where an author is telling a story through their thoughts (Manik & Sinurat, 2015), this can be related to Cognitivist theory. To restate, Cognitivist theory is about how learning process is conceptualised and how information is processed in the human mind (Ertmer & Newby, 1993; Ertmer & Newby, 2013). By relating to this theory, picture series serves as a tool to help students to draw ideas based on their previous experiences to help them to organise ideas in narrative writing. With the aid of picture series in narrative writing, students are able to plan and organise better on their ideas during the writing process.

Other than that, the second theory that is related to this study is Dual-Coding theory. Dual-coding theory emphasise that visual aids play an important role in providing context to learners (Clark & Paivo, 1991). This shows that there is a connection between picture series and narrative writing. Picture series is able to help students in prompting ideas and suitable

words for their narrative writing during the writing process. Thus, picture series is able to help students in narrative writing.

On the other hand, narrative writing requires the process of brainstorming for ideas and organise the ideas in a chronological order. This shows that there is a relevance to the Constructivism Theory. Constructivism theory is where learners use their schema to construct new knowledge (Aljohani, 2017). In relevance to this, picture series serves as a role of prompting ideas for narrative writing and it requires students to relate their ideas to create the contents for their piece of narrative writing. Therefore, picture series serves as a tool in assisting students in brainstorming for ideas.

5.2 What are the perspectives of the teachers on the use of pictures series in narrative writing?

This sub-section answered the research question *what are the perspectives of the teachers on the use of pictures series in narrative writing*. By referring to Table 8, in **4.3 Perspectives of the teachers on the use of pictures series in narrative writing**, the questionnaires were categorised into two different categories.

The responses obtained showed that most of the respondent strongly agreed on the importance of visual aids in classroom. From the perspective of ESL teachers, visual aids is important in classroom, as visual aids is able to create a positive learning environment whereby fun learning, brainstorming for ideas, ease of learning and smoothens instructions are achievable. By drawing this statement from Lee (1994) and Alduais (2012), assisting students in learning and understanding is made possible due to the presence of visual aids and the characteristics available, serve as an efficient medium to achieve positive classroom environment. Visual aids is able to expose students to real situations during language learning and at the same time, it is able to develop students' interest in narrative writing.

The data obtained showed that majority of the respondents agreed on picture series function as a pedagogical tool in classroom. The results showed that not only it can be a pedagogical tool, it can also function as reference material, attractive tool and an effective tool not only in narrative writing but also in general teaching and learning. Referring to this statement, it echoed Ali and Hasanah (2016) and Asrifan's (2015) claim where picture series can function as a stimulus tool and an effective tool in improving students' ability in a narrative writing.

Thus, the results of the questionnaires showed most of the teachers agreed on the importance of picture series in narrative writing while simultaneously function as reference material, attractive tool and effective tool in narrative writing.

5.3 Limitation of the study

There are several limitations that needed to be address in this study. The limitations are the time of the intervention given, inability to generalize the results and lack exploration of perspectives from the students' side.

The limitation that needed to be address is the time of the intervention. The intervention of this study is only carried out for six weeks. Thus, students are lack of exposure to the intervention given. Other than that, there are many characteristic that picture series that are yet to be explored on the students in the classroom. For instance this study does not explore the enjoyment of learning, usage as a reference material and stimulation for language skills. For future researchers, these three aspects that should be explored so that it will increase the quality of the study.

On the other hand, there are many types of writing, this intervention only studied on narrative writing, therefore it cannot be generalised to other forms of writing. The intervention

certainly works in narrative writing, however it cannot be guaranteed that it will work in other forms of writing such as argumentative, expository, imaginative and proverb writing. These are the formats of writing that need to be accounted for in teaching as they will be tested in Malaysian public examinations. The intervention can be carried out in other forms of writing, however it must be adapted into different visual aids.

Besides, this study cannot be generalised to the whole community of Form 4 students in the particular school where the research was conducted, this is because only 27 of Form 4 students are involved in this study. The similar should be conducted in other classes of Form 4 students so that it can provide a more generalizable data.

Other than that, teachers' perspectives are studied, however the students' perspectives are not studied. To improve further support this study, the perspectives of the students should be studied. If the perspectives of the students are being studied, it will help the research to know the point of view of the students for this intervention. The way instructions carried out in future can also be tailored according to the needs of the students.

5.4 Recommendation for Future Research

This research showed that the use of picture series in narrative writing for a class of Form 4 students in SMK Methodist (ACS), Kampar, Perak was effective. In order to increase the quality of the study, it is suggested that future researchers should conduct this study to the schools in Perak district or generalise the entire population in the Perak state and it will be a longitudinal study. This will provide a more solid and generalizable data. The teachers in the whole district will be able to get benefits such as helping student in their narrative writing skills and also other writing skills.

5.5 Conclusion

Generally, the main purpose of this study is to explore the impact of picture series on students' narrative writing, to suggest picture series is an effective tool in improving students' performance in narrative writing and to look on the perspectives of ESL teachers on the use of picture series in narrative writing. The findings of this study showed the picture series is an effective tool to improve students' writing performance and it also showed that the ESL teacher gave positive feedback on the importance of visual aids in the classroom and the function of picture series as a pedagogical tool in the classroom. These findings are beneficial for ESL teacher so that they can use picture series to teach narrative writing. However, there are still rooms for improvement in this study, recommendation and suggestions are as provided in **5.4 Recommendation for Future Research.**

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Appendix A

Section B : Continuous Writing [50 marks]

CONTINUOUS WRITING: LANGUAGE DESCRIPTORS

| MARK RANGE | DESCRIPTION OF CRITERIA |
|--------------|---|
| A 44 - 50 | <ul style="list-style-type: none"> • The language is entirely accurate apart from very occasional first draft slips. • Sentence structure is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect. • Vocabulary is wide and is used with precision. • Punctuation is accurate and helpful to the reader. • Spelling is accurate across the full range of vocabulary used. • Paragraphs are well-planned, have unity and are linked. • The topic is addressed with consistent relevance. • The interest of the reader is aroused and sustained throughout the writing. |

| | |
|---------------------------------------|--|
| <p>B</p> <p>38 - 43</p> | <ul style="list-style-type: none"> • The language is accurate; occasional errors are either minor or first draft slips. • Vocabulary is wide enough to convey intended shades of meaning with some precision. • Sentences show some variation of length and type, including some complex sentences. • Punctuation is almost always accurate and generally helpful. • Spelling is nearly always accurate. • Paragraphs show some evidence of planning, have unity and are usually appropriately linked. • The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the composition. |
| <p>C</p> <p>32 - 37</p> | <ul style="list-style-type: none"> • The language is largely accurate. • Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Sentences may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Simple words may be spelt correctly but errors may occur when more sophisticated words are used. • The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained. |
| <p>D</p> <p>26 - 31</p> | <ul style="list-style-type: none"> • The language is sufficiently accurate to communicate meaning clearly to the reader. • There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. • There is some variety of sentence type and length but the purpose is not clearly seen. Punctuation is generally correct but does not clarify meaning. • Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. • Simple words will be spelt correctly but more spelling errors will occur. • Paragraphs are used but show lack of planning or unity. • The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value. |

| | |
|---------------------------------------|--|
| <p>E 20 - 25</p> | <ul style="list-style-type: none"> • Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading. • Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long. • Vocabulary is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood. • Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. • Paragraphs lack unity or are haphazardly arranged. • The subject matter will show some relevance to the topic but only a partial treatment is given. • The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have. |
| <p>U(i) 14 - 19</p> | <ul style="list-style-type: none"> • Meaning is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading. • There will be many serious errors of various kinds throughout the script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence. • A script at this level will have very few accurate sentences. • Although communication is established, the frequent errors may cause blurring. • Sentences will be simple and very often repetitive. • Punctuation will sometimes be used correctly but sentence separation errors may occur. • Paragraphs lack unity or there may not be any paragraphs at all. |
| <p>U(ii) 8 - 13</p> | <ul style="list-style-type: none"> • The reader is able to get some sense out of the script but errors are multiple requiring the reader to read and re-read before being able to understand. • At this level, there may be only a few accurate but simple sentences. • The content may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur. • This type of script may also be far short of the required number of words. |
| <p>U(iii) 0 - 7</p> | <ul style="list-style-type: none"> • Scripts in this category are almost entirely impossible to read. • Whole sections may make little or no sense at all. • Where occasional patches of clarity occur, marks should be awarded. |

(Retrieved from: Bumi Gemilang, 2019)

Appendix B

UNIVERSITI TUNKU ABDUL RAHMAN

Title of Study: THE EFFECTIVENESS OF THE USE OF PICTURE IN SERIES IN NARRATIVE WRITING

Research Investigator: TAN WILSON

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Introduction

- In regards to the title of study as stated above, this study aims to conduct a research on the effectiveness of picture series in narrative writing. This research is hoped to be conducted in the school for the period of January 2019 to March 2019. As such, this consent form is prepared for the school's management to obtain the acknowledgement and agreement to conduct the research so as to avoid any ethical issues.
- Your school is selected to conduct the research as the researcher is assigned by the Faculty of Arts and Social Science's (FAS) faculty general office (FGO) to carry out his teaching practice throughout this semester.
- As such, it is important that you should read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

- The purpose of the study is to determine the impact of picture series to the students in a narrative writing. Upon the completion of the treatment, survey will be carried out on the ESL teachers to obtain their perception of using picture series in the teaching and learning of narrative writing.
- Ultimately, this research will be published as a thesis which also serves as a requirement for every undergraduate to complete his course of study in the university.

Description of the Study Procedures

- The research is expected to be carried out for 8 weeks. The researcher will conduct the research by going to the school itself. The topic of the narrative writing that will be used is based on the Form 4 syllabus. As such, the research can be carried out in a normal English lesson without the need to conduct extra classes. This research will not affect the Form 4 syllabus. Thus fulfilling the criteria for the English lessons as set by the Malaysian Ministry of Education (MMOE).

Risks / Discomforts of Being in this Study

- There are no foreseeable risks for this research. However, ethical consent forms will still be distributed to the ESL teachers and ESL Form 4 students who will be involved in this research. Should they feel any discomfort in this study, they have the rights to withdraw from the study and no actions will be taken.

Benefits of Being in this Study

- Upon the completion of this study, it is hoped that the use of Picture Series can serve as a trigger to create awareness among ESL teachers. Picture Series can serve as a good pedagogical material in the narrative writing and the preparation of visuals will be economical.
- Another benefit is that this study will allow the Form 4 students to brainstorm for ideas through the use of picture series in narrative writing. At the end of the study, it is hoped that the students will be able to develop critical thinking skills through the use of picture series in narrative writing.
- As stated, this study is able to help the students in facilitating ideas for narrative writing through the use of picture series. Thus fulfilling the aspiration for the Malaysia Education as set by the Malaysian Ministry of Education (MMOE).

Right to Ask Questions and Report Concerns

- The school management reserves the right to ask questions about this research study and to have those questions answered by the researcher before, during or after the research. If the school's management has any further questions about the study, at any time feel free to contact the researcher, **TAN WILSON** at **tan.wilson03@gmail.com** or by telephone number at **017-2121273**. If the school management wants to know the results of this study, a summary of the results of the study will be sent to the school management.

Consent

- Your signature below indicates that you have decided to have your school volunteer as a research participant for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the researcher.

Principal: _____

Signature: _____

Date: _____

Researcher: TAN WILSON

Signature: _____

Date: _____

UNIVERSITI TUNKU ABDUL RAHMAN

Tajuk Kajian: KEBERKESANAN SIRI GAMBAR DALAM PENULISAN NARATIF

Nama Pengkaji: TAN WILSON

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Pengenalan

- Berhubung tajuk kajian seperti yang dinyatakan di atas, kajian ini bertujuan untuk menjalankan kajian tentang keberkesanan siri gambar dalam penulisan naratif. Adalah diharapkan bahawa kajian ini boleh dijalankan sepanjang pengkaji berada di pihak sekolah pada bulan Januari 2019 sehingga bulan Mac 2019. Oleh itu, borang persetujuan ini disediakan untuk mendapatkan persetujuan pihak sekolah untuk mendapatkan dan mengelakkan sebarang isu-isu etika.
- Sekolah tuan/puan dipilih untuk menjalankan kajian ini adalah kerana pengkaji ditempatkan oleh FGO Faculty Arts and Social Science, UTAR untuk menjalankan latihan pengajaran di sekolah tuan/puan.
- Oleh itu, adalah penting untuk pihak sekolah membaca borang ini dan bertanya jika perlu sebelum bersetuju untuk menjalankan kajian ini.

Tujuan Kajian

- Kajian ini bermatlamat untuk mengkaji keberkesanan siri gambar kepada pelajar dalam penulisan naratif di kalangan pelajar Tingkatan 4. Selepas kajian ini dijalankan, satu tinjauan akan dijalankan kepada semua guru Bahasa Inggeris untuk mendapatkan persepsi mereka menggunakan siri gambar dalam pengajaran dan pembelajaran penulisan naratif
- Selepas semua prosedur dijalankan, semua maklumat dan data yang diperolehi akan dijanakan sebagai tesis yang diperlukan oleh pengkaji sebagai syarat untuk menamatkan pelajaran di universiti.

Keterangan Prosedur Penjalanan Kajian

- Kajian ini dijangka akan dijalankan sepanjang 8 minggu di sekolah tuan/puan. Topik penulisan naratif yang akan digunakan adalah berdasarkan sukatan pelajaran Form 4. Oleh itu, kajian ini akan dijalankan pada masa P&P dan tidak perlu kelas tambahan untuk menjalankan sesi tersebut. Tambahan pula, kajian ini juga tidak akan mengganggu sukatan pelajaran Tingkatan 4 yang ditetapkan oleh Kementerian Pelajaran Malaysia (KPM).

Risiko-risiko Kajian

- Adalah difahamkan bahawa tiada risiko-risiko yang akan berlaku sepanjang kajian ini. Walaubagaimanapun, borang persetujuan tetap akan diberi kepada semua guru Bahasa Inggeris dan pelajar-pelajar Tingkatan 4 yang terlibat dalam kajian ini. Jika mereka berasa tidak selesa ketika kajian dijalankan, mereka berhak untuk menarik diri daripada kajian ini dan tiada tindakan akan dikenakan.

Manfaat Kajian

- Kajian ini diharapkan boleh meningkatkan kesedaran guru-guru Bahasa Inggeris untuk mengguna siri gambar semasa P&P. Siri gambar boleh dijadikan sebagai alat pembantu pelajaran yang sesuai dan kos untuk penyediaan visual adalah tidak mahal.
- Selain itu, kajian ini juga boleh membantu pelajar Tingkatan 4 untuk memikirkan idea melalui siri gambar dalam penulisan naratif. Adalah diharapkan pelajar dapat memupuk pemikiran kritikal melalui siri gambar apabila menulis penulisan naratif. Jika pelajar-

pelajar ini menunjuk penambahbaikan dalam ujian, maka nama sekolah tuan/puan juga akan terharum.

- Seperti yang dinyatakan di atas, kajian ini dapat membantu pelajar untuk memudahkan proses ketika memikirkan idea melalui siri gambar. Dengan ini, aspirasi pendidikan untuk mendidik pelajar yang fikiran kemahiran tinggi yang ditetapkan oleh KPM akan dicapai.

Hak Pertanyaan

- Pihak sekolah atau tuan/puan berhak untuk bertanya sebarang soalan yang berkaitan kajian ini tidak kira sebelum kajian dijalankan, semasa, atau selepas kajian. Sekiranya pihak sekolah atau tuan/puan mempunyai soalan-soalan yang lain, sila hubungi pengkaji pada bila-bila masa: **tan.wilson03@gmail.com**, **017-2121273**. Jika pihak sekolah atau tuan/puan ingin mengetahui hasil-hasil yang didapati melalui kajian ini, satu salinan kajian akan dihantar kepada pihak sekolah atau tuan/puan.

Persetujuan

- Tandatangan tuan/puan di bawah menunjukkan persetujuan pihak sekolah untuk memberi peluang kepada pengkaji untuk menjalankan kajian, dan telah membaca dan faham akan semua pernyataan seperti yang dinyatakan di atas. Tuan/Puan akan diberi satu salinan borang ini yang berserta tandatangan dan tarikh, dan juga semua borang yang berkaitan kajian ini.

Pengetua: _____

Tandatangan: _____

Tarikh: _____

Pengkaji: TAN WILSON

Tandatangan: _____

Tarikh: _____

Appendix C

UNIVERSITI TUNKU ABDUL RAHMAN

SURVEY CONSENT FORM FOR ESL TEACHERS

RESEARCH PROJECT TITLE: THE EFFECTIVENESS OF PICTURE SERIES IN
NARRATIVE WRITING

RESEARCH INVESTIGATOR: TAN WILSON

RESEARCH PARTICIPANT'S NAME:

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

The survey will take about 10 to 15 minutes. There are no risks anticipated that are associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research require participants to explicitly agree to answer the survey questions given and how the information contained in their survey will be used. This consent form is necessary for the researcher to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation.

All or part of the content of your interview may be used;

- To achieve the research project as noted above.

By signing this form I agree that;

1. I am voluntarily taking part in this research project. I understand that I don't have to take part, and I can stop the survey at any time;
2. The answers from it may be used as described above;
3. I have read the information sheet;
4. I don't expect to receive any benefit or payment for my participation;
5. I can request a copy of the survey questions of my survey and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;

Participant's name: _____

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Contact information

This research has been reviewed and approved by the Faculty of Arts and Social Science, UTAR. If you have any further questions or concerns about this study, please contact:

Name of researcher: TAN WILSON

Telephone number: 017-2121273

E-mail: tan.wilson03@gmail.com

Appendix D

UNIVERSITI TUNKU ABDUL RAHMAN

CONSENT FORM FOR FORM 4 ESL STUDENTS

**RESEARCH PROJECT TITLE: THE EFFECTIVENESS OF USING PICTURE SERIES IN
NARRATIVE WRITING**

RESEARCH INVESTIGATOR: TAN WILSON

RESEARCH PARTICIPANT'S NAME:

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

The test will take about 50 to 60 minutes. There are no risks anticipated that are associated with your participation, but you have the right to stop the test or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research require participants to explicitly agree to being interviewed and how the information contained in their test will be used. This consent form is necessary for the researcher to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation.

All or part of the test may be used;

- To achieve the research project as noted above.

By signing this form I agree that;

1. I am voluntarily taking part in this research project. I understand that I don't have to take part, and I can stop the test at any time;
2. I have read the information sheet;
3. I don't expect to receive any benefit or payment for my participation;

Participant's name: _____

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Contact information

This research has been reviewed and approved by the Faculty of Arts and Social Science, UTAR. If you have any further questions or concerns about this study, please contact:

Name of researcher: TAN WILSON

Telephone number: 017-2121273

E-mail: tan.wilson03@gmail.com

Appendix E

Pre-test/Post-test

Name: _____

Date: _____

Instruction: You will write a composition about what Ali did during the flash flood in his village. Remember to brainstorm the vocabulary you need to use in your writing such as (verbs, nouns, adjectives, etc).

Requirements:

- Use Connectors to link the actions from each picture, verbs in simple past tense.
- Write details for every picture
- Write a composition with about 350 words.



(Retrieved from English Daily, n.d.)

[illegible]

Appendix F

Worksheet 1

Instruction: You must brainstorm the words you need for your composition, use the boxes below. Write a composition of 350 words by using the words that you brainstorm.



(Retrieved from English Daily, n.d.)

| Verbs | Connectors | Vocabulary |
|-------|------------|------------|
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

***Hints**

Use these wh-questions to assist you in constructing your composition.

Who

What

When

Where

Why

How

Appendix G

Worksheet 2

Instruction: You must brainstorm the words you need for your composition, use the boxes below. Write a composition of 350 words by using the words that you brainstorm.



(Retrieved from English Daily, n.d.)

| Verbs | Connectors | Vocabulary |
|-------|------------|------------|
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

***Hints**

Use these wh-questions to assist you in constructing your composition.

- Who
- What
- When
- Where
- Why
- How

Appendix H

Worksheet 3

Instruction: You must brainstorm the words you need for your composition, use the boxes below. Write a composition of 350 words by using the words that you brainstorm.



(Retrieved from English Daily, n.d.)

| Verbs | Connectors | Vocabulary |
|-------|------------|------------|
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

***Hints**

Use these wh-questions to assist you in constructing your composition.

Who

What

When

Where

Why

How

Appendix I**ESL Teachers Survey Questionnaires**

As part of my undergraduate's research thesis at Universiti Tunku Abdul Rahman (UTAR), Kampar, I am conducting a survey that investigates *the perspectives of ESL teachers on the effectiveness of using picture series in narrative writing*. I appreciate if you could complete the following table. Any information obtained in connection to this study that can be identified with you will remain confidential.

Respondent's Details

Name : _____ Gender : Male / Female

Age : _____

| No. | Question | 1 <i>Strongly Disagree</i> | 2 <i>Disagree</i> | 3 <i>Agree</i> | 4 <i>Strongly Agree</i> |
|-----|---|-----------------------------------|----------------------|-------------------|--------------------------------|
| 1. | Visual aids are important in teaching. | | | | |
| 2. | Visual aids are effective tools to deliver teaching content. | | | | |
| 3. | Visual aids serve as a reference material in teaching language. | | | | |
| 4. | Visual aids serve as a reference material in teaching narrative writing. | | | | |
| 5. | Visual aids make learning fun. | | | | |
| 6. | Visual aids exposed students to real situations during language learning. | | | | |
| 7. | Visual aids are tools to help students to brainstorm ideas. | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 8. | Visual aids make learning easier. | | | | |
| 9. | Visual aids is able to provide stimulation for language skills activities. | | | | |
| 10. | Students are able to brainstorm ideas effectively for narrative writing with the use of visual aids. | | | | |
| 11. | Students are able to develop their interest in narrative writing with the use of visual aids. | | | | |
| 12. | Picture series are a form of visual aids. | | | | |
| 13. | Picture series make learning fun. | | | | |
| 13. | Picture series are important in teaching narrative writing. | | | | |

| | | | | | |
|-----|---|--|--|--|--|
| 14. | Using picture series is an effective way to deliver teaching content. | | | | |
| 15. | Picture series serve as a reference material in teaching language. | | | | |
| 16. | Picture series serve as a reference material in teaching narrative writing. | | | | |
| 17. | Picture series are an attractive tool in teaching language. | | | | |
| 18. | Picture series are able to bring benefits to students. | | | | |
| 19. | Picture series are an effective tool to deliver teaching content. | | | | |
| 20. | Picture series are effective tool to help students to brainstorm ideas. | | | | |

| | | | | | |
|-----|---|--|--|--|--|
| 21. | Using picture series makes learning easier. | | | | |
| 22. | Using picture series makes learning easier. | | | | |
| 23. | Picture series are able to assist students in brainstorming ideas in narrative writing. | | | | |
| 24. | Students are able to brainstorm ideas effectively for narrative writing with the use of picture series. | | | | |
| 25. | Students are able to develop their interest in narrative writing with the use of picture series. | | | | |

Appendix H

Approval Letter from Ministry of Education



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

TEL : 0388846591
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(3206)
Tarikh : 24 Februari 2019

TAN WILSON
NO. KP : 950403017341

12, JALAN MACANG, TAMAN EMAS JAYA 83000, BATU PAHAT, JOHOR
BATU PAHAT 83000 BATU PAHAT
JOHOR

Tuan,

KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :
THE EFFECTIVENESS OF THE USE OF PICTURE SERIES IN NARRATIVE WRITING

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan dengan syarat :

" KELULUSAN INI BERGANTUNG KEPADA PERTIMBANGAN PENTADBIR SEKOLAH. PENYELIDIK MESTI MENDAPATKAN KEBENARAN BERTULIS DARIPADA IBU BAPA /PENJAGA MURID YANG DILIBATKAN DALAM KAJIAN INI. PENGUTIPAN DATA TIDAK BOLEH MENGGANGGU AKTIVITI PENGAJARAN DAN PEMBELAJARAN MURID. "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **25 Februari 2019** hingga **30 Julai 2019**

5. Tuan dikehendaki menyerahkan senaskah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN PERAK

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *