

**B.ED. (TESL)
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**EDU 650
ACADEMIC PROJECT**

**A Study on The Effectiveness of Using Picture
Inductive Word Model (PIWM) To Help Year 4 Waja
Of S K Tabuan Hilir Students To Improve Their
Writing Skill**

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ABSTRACT

This academic writing is conducted with the purpose to investigate the effectiveness of using pictures to help students of Year Four Waja to improve their writing skill. This study involves five students in the experimental group and thirty- three students for the control group. The data was obtained through students' writing scripts and semi – structured interview. The findings indicated the effectiveness of Picture Inductive Word Model (PIWM) and the feedback are shown in tables and graphs with further explanation. The findings showed that there were differences the in the experimental group's writing after using the PIWM. Students were able to use the technique learnt into new situations and the ability to describe pictures with minimal guidance. The findings also seem to suggest that exposure to the language does play an important role in students' vocabulary building and more time was needed to construct more sentences.

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Chapter 1

Introduction

Teaching English in ESL classroom is like awaiting challenges at every turn in your path, because before you can teach you must first know; how to make your students like learning English, where are their strengths and weaknesses. From time to time I have been asking myself, what type of teacher, would I turn out to be, what will it be like standing in front of a classroom full of expectant ears and eyes, hanging on my every word and action, ready and waiting. With students from different cultures, background, level of proficiency of the language, God knows how will I develop the calmness and confidence that I have seen modelled by “master” teachers, whom I have observed. Will I be able to apply the sea of theoretical information about second language acquisition that I have studied and now by some miracle transform all that into practical classroom application? As I watched my students I realised that opportunities for growth is abound, for as long as I continue to teach, I will never run out of new questions, new possibilities, new ways of looking at my students, and new ways of looking at myself. The joy of teaching lies in the pleasure of witnessing your students improving from day to day. Nevertheless, before one can enjoy the beauty that lies at the other end of the tunnel, “the journey” is painstaking especially, when teaching writing.

Chapter 2

Review of Literature

Introduction

This chapter discusses the relevant research done to support the success of the study. It examines how researchers relate their views and experiences of using pictures to promote students' writing abilities. It also tells us the specific technique adapted for this study.

2.1 Is Writing Skill important in the ESL Classroom?

Teaching writing will enable students to internalise vocabulary and structures, that is certain for many students especially the introvert and the cognitive learners who find difficulty in socialising, David Cross (1997). Writing skills may even be the most effective learning mode compared to the other skills. On the other hand writing offers teachers a useful change of focus and activity respite from the intensive oral work and written response naturally serves as a follow up activity. Thus, teachers should not discard writing totally from their teaching and learning process. David says that we should always integrate the other skills together because the more students read the more fluently they will write. Some sort of written response is often a natural follow up.

Walking and talking are a universal human behaviour. Swimming however is culturally learned behaviour, Brown (1994). He says writing is similar to swimming. He further explains that we learn to swim if there is a body of water available and usually if one teaches us. Like wise when we learn to write we need some one to teach us. We learn to write if we are members of a literate society, unfortunately many of our students are not, correlates with earlier view we teachers tend to focus more on making our students to be