

MARA UNIVERSITY OF TECHNOLOGY
SARAWAK BRANCH SAMARAHAN CAMPUS



**THE USE OF ELECTRONICALLY-MEDIATED
AUTHENTIC PICTURES TO AID COMPOSITION
WRITING –
“A STUDY ON A GROUP OF PRIMARY 4 ESL PUPILS AT
SK LAKSAMANA”**

ALBAN @ WILLIAM JOHN LISEN

**Bachelor in Education, TESL (Hons.)
Faculty in Education
2004**

TABLE OF CONTENTS

ACKNOWLEDGES	ii
LIST OF TABLE	iii
CHAPTER 1: BACKGROUND OF THE STUDY	1
1.1 Statement of the Problem	3
1.2 Purpose of the Study	5
1.3 Significance of the Study	8
1.4 Research Questions	10
1.5 Limitations	11
1.6 Delimitations	14
1.7 Definitions of Terms	15
CHAPTER 2: REVIEW OF THE LITERATURE	16
2.1 Promoting Critical thinking skill through Pre-writing Peer Discussion	17
2.2 The Use of Pictorial Aid in the Study	19
CHAPTER 3: INTRODUCTION OF THE RESEARCH, DESIGN AND METHODOLOGY	24
3.1 Sample Population	24
3.2 Material Selection	25
3.3 How the Research is Carried Out	26

CHAPTER ONE

1.0 BACKGROUND OF THE STUDY

Since the introduction of modern technology into the field of language teaching, every language teacher is aware of enormous variety of authentic materials that are available at their disposal. Teachers need to apply their creative thought and constantly be on the lookout for the new ideas and devise authentically usable materials for the ESL classroom. One of these time-tested methods is the use of stimulating pictorial or graphical elements to aids teaching and learning “*The Curriculum Specification for the English language syllabus for primary schools has outlined separate documents called ‘Hurian Sukatan Pelajaran’. These documents help the teacher to focus on the skills that need to be taught, the content or the topics that should be dealt with and the vocabulary and grammar items that the pupils must know for their learning of the language. Pupils are taught the different purpose and the functions of written language, serve as a means of remembering, communicating, organizing and developing ideas and information, and as a source of enjoyment*” (*Guided Writing Exercise for Primary School – a Workshop Product, Bahagian Kurikulum Jabatan Pendidikan Sarawak, Kuching*). They should be taught to identify the purpose for which they write and to write for a range of readers, e.g. their teacher, friends, family members etc. Pupils should be taught to write in a range of forms (text types) or **genres** incorporating some of different characteristics of these forms (e.g. lists, captions); observations; and messages, notes invitations, instructions, etc. They should be able to write independently but when this is not possible, teachers must set guided writing

Chapter 2

2.0 Overview of the Literature

This study is mainly focus on this paper in the development of writing skill in the Using of Electronically-Mediated Authentic Pictures to Aid composition writing in the classroom. It will incorporate the various writing methods that help the teacher to assist him/her in the ESL in the Year 4 at SK Laksamana school. The development of writing skills in an open electronically mediated which enhanced the classroom environment that incorporates in various writing strategies that can assist in the second language (L2) in the primary 4 classroom. It is act as a purpose of motivating and stimulating the teaching technique which being applied to a group or the whole classroom in the learning discussions. Unfortunately the use of authentic pictures is only served as the source tools to the supplementary resources for the learners to learn the various writing purpose. Teachers can also use this materials/kits as a *“basis on which to build new materials...be seen as an ideas banks – a source practical examples of ideas for teaching particular topics and an inspiration which stimulate the teacher’s own creative potentials.”* (Cunningsworth in ‘On TESL’, 1988:32). Through writing, learners learn about the way of visual trying to tell them and how to develop the thinking skill through stimulating among their peer. In doing this the learners are developing their style and methods in their composition. They also motivated by their teacher through communication and discussion. The motivation will lead to write more sentences and have confident with themselves. *“The benefits of this technique can be fully tapped where problem-solving situations are concerned* (Curtis, Mazza, and Runnebohm, 1972: 52 – 52). With their

Chapter 3

3.0 Research and Design and Methodology

The use of authentic electronically mediated pictures presents a novel and fresh approach to teaching writing. Graphic images of various forms are a valuable resource which teachers can use in preparing the learners to write short essays or compositions. For the purpose of the study, the researcher prepared a set collection of electronically-mediated graphics for pupils in primary 4 to prepare them for the UPSR English writing examination. This technique aims primarily at enlivening the usually mundane nature of the writing classroom. Although this method had been practised in other countries and some computerized classrooms in the country, it is relatively unexplored in Sarawak as yet. It is a kit originally prepared by the researcher using appliance of modern technology like digital camera, scanner, camera, laptop, LCD and OHP to be used in the classroom. The main objective of this method is to bring zest into the traditional picture-based writing classroom. This technique will also bring the learners to work together with their peers through brainstorming and discussion of the pictures and after which they translate their ideas into writing.

3.1 Sample Population

The researcher has decided on the use of authentic electronically mediated pictures to teach writing to a group of primary 4 pupils of SK Laksamana as a fresh and viable approach to teaching writing. The school is situated in the centre of a housing