



**THE EFFECTIVENESS OF PEER DISCUSSION IN
PICTURE-GUIDED COMPOSITION WRITING: A STUDY
AMONG PRIMARY 6 PUPILS AT SK. ST. JOHN
SEBAYOR,
KOTA SAMARAHAN.**

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ABSTRACT

This study is carried out to determine the extent of usefulness of peer discussion as an aid to learners in picture-guided composition writing. A total of 20, Year 6 pupils of SK. St. John Sebayor are randomly selected as samples to be used in this study. In determining the extent to which peer discussion encourages greater quantity of learner input for their compositions, subjects are given 4 sets of picture-guided writing tasks to engage in. In the 1st task, subjects are given 2 picture-guided compositions and they are asked to complete the compositions without any discussion. In the 2nd task, subjects are given another 2 picture-guided compositions and they are asked to complete the compositions with discussion. Before the composition stage began, subjects are required to discuss the given tasks. After the subjects have completed their compositions, a set of questionnaire is administered to the subjects to gauge their responses to peer discussion in relation to the tasks given. Findings derived from the study show that majority of the subjects perceived peer discussion as a highly useful aid in their writing. A considerably high percentage, i.e 90 percent of the subjects preferred to discuss the picture-related tasks before starting to write their compositions. In conclusion, it can be deduced through the study that peer discussion is a highly rated pre-writing activity among young learners.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Writing is one of the four main skills taught in Malaysian Schools both at primary and secondary levels. The other skills besides writing are listening, reading and speaking. (These four skills are seen as equally important and have to be taught fairly without neglecting any of them because in language learning especially for English language where it is the second language or foreign language to most of the learners in Malaysia.) In order to acquire a language, learners should be given enough opportunity to listen, speak, read and write in that language so that they can experience how the language works in real world. This is evidenced in the aims of English Language KBSR syllabus (2003) set by the Malaysian Ministry Of Education.

“ The English Language Syllabus for primary school aims to equip pupils with the skills and provide a basic understanding of the English language so that they are able to communicate, both orally and in writing, in and out of the school.” (English language KBSR Syllabus 2003 : p.1)

From the aims set by the Ministry of Education, it is clear that English plays a major role in the life of students not only as one of the taught subjects in the classroom but as a language that they need to master to function in the real world.

CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

This chapter will provide a literature review on the following topics:

- i) Role of peer talk in pre-writing activities.
- ii) Pictures as a stimulus to writing.
- iii) Teacher's role in the writing classroom.
- iv) Effectiveness of peer discussion in promoting learners input.

2.2 ROLE OF PEER TALK IN PRE-WRITING ACTIVITIES

As originally intended, talk here functions basically as a pre-writing activity to picture-guided composition writing. It is viewed as a highly stimulating and productive technique especially when applied in group or whole class discussions. The benefits of this technique can be fully tapped where problem-solving situations are concerned (Curtis, Mazza and Runnebohm, 1972: 51-52). Talk entails discover that a wealth of ideas and information can be elicited from and exchanged with one another.