

**Article Info:**

Published Date: 15 June 2023

\*Corresponding Author: mminatasha10@gmail.com

## PICTORIAL APPLICATION IN ENHANCING PRIMARY SCHOOL STUDENTS' WRITING SKILLS

Ummi Natasha Abd Ghani

SMK Penanti, Kubang Semang, Pulau Pinang, Malaysia

**To cite this article (APA):** Abd Ghani, U. N. (2023). Pictorial Application in Enhancing Primary School Students' Writing Skills. *KUPAS SENI*, 11(1), 22–27. <https://doi.org/10.37134/kupasseni.vol11.1.4.2023>

**To link to this article:** <https://doi.org/10.37134/kupasseni.vol11.1.4.2023>

### ABSTRACT

The employment of pictorial applications as a tool to improve the writing abilities of primary school students is examined in this article. A fundamental ability that is essential to a student's academic development is writing. Students can express their ideas, show that they grasp concepts, and engage in critical analysis through writing. Many young students have trouble writing their ideas down clearly, which could affect their overall academic growth. The purpose of this study is to determine whether including visual elements in writing can help students in primary school express themselves more clearly and creatively while also increasing their understanding of the material.

**Keywords:** pictorial application, primary school students, writing skills, visual elements, creativity

### INTRODUCTION

In Malaysia, English is taught as a second language in all preschools, primary schools, and high schools. The primary objective of the English language curriculum for schools is to assist students in learning the language so they may utilise it in their daily lives, to advance their education, and for employment purposes (Dwi Pratiwi, 2016). The English language curriculum aims to enable students to create diverse texts with suitable language, style, and form across different media while adhering to proper grammar rules in both speech and writing. To the contrary, numerous studies have revealed that Malaysian English as a Second Language (ESL) students have the lowest levels of writing proficiency, as stated by Abdullah and Md Yunus (2019). One of the four language skills that can be used to gauge the level of literacy in a nation is writing. The most challenging and sophisticated language talent is writing, which involves a great deal of perception and the production of ideas as well as words, phrases, paragraphs, and word creation (Nurhajah Tia Sarifah & Yanuarti Apsari, 2020).

According to Ekarista (2018), writing is a language skill that is used to directly connect with others without needing to be face-to-face. Writing is a tough skill for pupils to master, and if someone struggles with writing, it will be difficult for him to learn, educate, and obtain employment (Agis Putri Vanesa & Pipih Setiawati, 2021). The conclusion resulting from this is that writing is something that is difficult for many second language learners who find it neither straightforward nor simple to accomplish. Pictorials such as sketches, comics, graphs, photographs, maps, and posters can contain useful information. Pictorials are useful tools for ESL teachers because they foster collaboration among students, promote the usage of common language structures, serve as the foundation for a range of tasks, and serve as a focus point for students (Azmy Ali Muchtar, Aceng Rahmat & Herlina, 2020). Pictures

are a great learning tool when learning a foreign language. By using quality visual resources, learning can be expedited and effective.

## **OPERATIONAL DEFINITION**

### **Art integration**

The process of introducing different types of art, such as the visual arts, music, dance, theatre, and literature, into other academic subjects or disciplines is known as art integration. It entails employing art as a tool to improve learning, encourage creativity, and heighten comprehension in subjects like science, math, history, language arts, and social studies. To engage pupils in a multifaceted learning experience that goes beyond conventional teaching techniques, art integration is intended. Through the incorporation of art, teachers are able to appeal to students' multiple intelligences, interests, as well as learning styles, resulting in a more comprehensive and all-encompassing educational experience (Listyani, 2019). Depending on the topic and the learning objectives of the session, art integration can take many different shapes. Creating visual representations, writing poetry or songs, or employing theatre techniques to analyse literary texts are some examples of what it might include. Critical thinking, problem-solving, cooperation, and self-expression are all enhanced by art incorporation. Making links across various fields of study aids in students' understanding of the material at hand. It additionally presents students with an opportunity by which to nurture their imaginative abilities, creativity, and appreciation for beauty. Art integration encourages a well-rounded education that fosters both cognitive and emotional growth by fusing academic subject with artistic expression. It can encourage pupils to think creatively, investigate fresh viewpoints, and cultivate a lifelong love of the arts. Overall, art integration offers students a wonderful approach to interact comprehensively and effectively with academic fields. Combining intellect and artistry foster cognitive and emotional growth, deepens understanding, and cultivates vital skills for success. As stated by Swaran Singh, Mei, Abdullah, Mazlini and Mostafa (2017), this integration contributes to artistic abilities, maximises cognition, and develops essential competencies for achieving both personal and academic success.

### **Pictorial Application**

The term pictorial application describes the use of visual components such as images and illustrations in a variety of contexts such as education, communication, and artistic expression. It involves producing or utilising pictures to communicate ideas, thoughts, or information. Across all topic areas and grade levels in education, visual applications can be used as a teaching and learning tool (Leonardo, Saragih, Sibatuara & Silaen, 2022). To promote information, engage pupils, and foster effective interpersonal connection, images must be introduced into classes. In order to effectively enhance language acquisition, many teachers work to make their classes engaging using a variety of techniques and materials. The teachers must be able to set up situations that give students possibilities and inspire their interest in writing in particular. Thus, one of the various strategies for assisting pupils in learning the target language is the use of pictures. It can be done by picking engaging content and teaching methods based on the knowledge levels and prior experience of the students (Sakkir, 2020).

According to Megawati and Alkadrie (2017), one of the most effective and affordable visual aides are pictures. An entire explanation of a thing, place, or person can be replaced with a single image. A picture vividly symbolises the thing, person, or place that it is illustrative of and reflects the real thing with all of its essence. Particularly for younger students, images are particularly useful visual teaching tools for introducing language components. Young students enjoy looking at visuals, which helps them acquire language concepts quickly and efficiently (Christianakis, 2011). Images can be obtained by the teacher from a variety of places, including the internet and newspapers. The provided illustrations can effectively serve as visual aids to demonstrate the target language to young learners in a classroom setting.

## **Functions of pictorial application in teaching and learning**

The use of pictorial in the teaching and learning process serves a variety of purposes. According to Abdullah and Md Yunus (2019), pictures are another engaging type of educational media. Teachers can assist students in coming up with ideas by using appropriate pictures. Khotimah, Bukhari Daud and Burhansyah (2017) stated that students who utilised visuals to aid in their writing performed better than those who did not. Students who were taught with visuals performed better in writing than the group who received instruction the traditional way (Andi Asrifan, 2015). Teachers can boost their students' understanding, engagement, and memory recall by using visual aspects, which will ultimately improve their writing abilities. In addition, the incorporation of images contributes to accessibility and improves reader comprehension of the entire writing process.

Nurhajah Tia Sarifah and Yanuarti Apsari (2020) also mentioned that picture is easily to be obtained. The internet, social media platforms, cloud storage, and open access programmes have all contributed to the ease and convenience of accessing pictures in the modern digital age. These elements have improved accessibility for visual content creation, sharing, and access. People can nowadays browse for and retrieve visual content with greater ease for applications such as education and other purposes simply due to these platforms and technology. Last but not least, an image can help teachers by saving their time and effort (Nurhajah Tia Sarifah & Yanuarti Apsari, 2020). Complex ideas are made simpler by replacing wordy explanations with clear visuals. They act as discussion starters, doing away with the necessity for in-depth setups or descriptions. Images also produce aesthetically appealing educational materials that improve comprehension and participation. By incorporating images into their lessons, teachers can reduce the length of their lesson plans, save time, and enhance student learning.

## **ISSUES RELATED TO PICTORIAL APPLICATION**

According to Christianakis (2011), there are several disadvantages of using pictures in teaching and learning process. Firstly, students pay attention on the picture more than on the actual material. This can be because of how eye-catching and appealing the images are. Some students enjoy visual learning, which can make them more attracted to pictures. Proper image selection as well as integration are essential in order to maintain a balance while preventing them from overpowering the primary concepts that are being taught. Christianakis (2011) also mentioned that small and unclear pictures may arouse problems in the teaching and learning process since the students may misunderstand the pictures. Students may find it difficult to understand the intended message or the details being provided by the images when the visuals are unclear or difficult for them to figure out. Confusion, inaccurate interpretations, or a lack of comprehension of the subject at hand may come from this. It is essential for teachers to make sure the images used in class are large enough and of high enough quality to properly convey the intended information. Informative and excellently presented graphic images serve as crucial when it comes to improving comprehension and preventing student misunderstandings from occurring.

Conclusively, it costs much to provide quality pictures (Christianakis, 2011). Using unique software or equipment to create original images could increase the entire cost. Additionally, identifying or making acceptable images might take time because teachers need to look for visuals that match their class objectives. Spending time on picture editing, image selection, or custom graphics creation might be part of this. These considerations make it clear that teachers may pay costs in order to acquire and use high-quality images in their classes.

## **IMPLEMENTATION OF PICTORIAL IN WRITING SKILLS**

Writing is the most challenging ability that language learners are required to master (Soviyah & Yunia Purwaningtias, 2018). Writing properly requires a variety of skills, including the proper use of grammar, vocabulary, parts of speech, spelling, and many more. In addition, they lack the writing skills required to convey their thoughts. They frequently translate the sentences from their mother tongue, which results in grammatical mistakes. Due to their limited vocabulary, they frequently struggle to express

themselves using the right words or language. Additionally, students often exhibit a lack of engagement and participation, showing a tendency towards passivity and a diminished level of activity. The typical classroom is all about talking and writing, with the teacher doing all the talking and the students passively absorbing the information. The students do not actively participate in the writing class or use their critical thinking abilities. They lack the ability to come up with thoughts and express those ideas verbally. The teacher therefore has a responsibility on helping the students towards enhancing their abilities to write and discovering a means to succeed (Swaran Singh et al., 2017). Swaran Singh et al. (2017) also mentioned that one strategy for enhancing pupils' writing abilities is the use of teaching aids. To help students' learning, particularly the development of their writing skills, teachers should use or create engaging teaching materials. It is utilised to get students talking in class and create a pleasant learning environment so they will feel motivated to finish their writing task. As they capture students' attention and enable teachers to readily communicate concepts, visual aids like pictures can make the teaching and learning process more engaging and simpler. The learning objectives of the lesson will also be accomplished when students are capable of writing using the assistance of visuals.

Below are the examples of pictorial application in teaching writing skills:



**Figure 1** The outcomes of pictorial application in an ESL classroom

The figures above are the examples of the applications of pictorial in an ESL classroom. The pictures were provided by the teacher during the writing lesson. The objective of the implementation of pictorial is to help in enhancing students' writing ability. By using the pictures, students get to think creatively and produce a better writing together with their pairs.

## **SIGNIFICANCES OF PICTORIAL APPLICATION**

Using images to teach writing has a number of benefits. According to Listyani (2019), pictures help students in coming up with concepts before they begin writing. They explain what they observe in their writing. Their writing skills increase in comparison to writing that is based solely on an outline without a visual. When writing, they use both creativity and critical thought. Since people with visual impairments prefer to learn through photos, graphs, charts, and other types of visuals, material that appears like pictures are likely to be advantageous. Besides, pictures also build up students' confidence in writing (Abdullah & Md Yunus, 2019). They give clear starting points, generate ideas, stimulate emotions, advance narrative development, and promote creative writing techniques. By utilising the effectiveness of images, students become more confident in their capacity to clearly communicate their thoughts. This increased confidence may lead to more interesting and genuine writing.

Finally, the implementation of pictorial can lead to numerous creativities in writing (Megawati & Alkadrie as cited in Brown, 2017). The use of visual components like pictures or sketches encourages students to think creatively and explore various forms of expression. Students are given a visual stimulus through pictorials that stimulates their imagination, inspires original thought, and motivates them to approach their writing from many angles. Their work becomes more interesting which also gives them more confidence in their capacity for original thought and effective verbal expression. Ultimately, the utilization of visual aids empowers students to actualize their writing potential to the fullest extent and presents them with boundless avenues for exploration (Soviyah & Yunia Purwaningtias, 2018).

## CONCLUSION

In conclusion, the application of pictorials is indeed beneficial for teachers in enhancing primary school students' writing skills. By incorporating visual elements, teachers can provide students with visual prompts and references that stimulate their imagination and inspire their writing. Pictorials serve as a starting point for students, helping them generate ideas and develop their descriptive abilities. They also encourage students to think critically and analytically, as they analyze and interpret the visual content in relation to their writing tasks. Furthermore, pictorial application facilitates engagement and active participation, as students are more likely to be motivated and interested in writing when visual aids are involved. In general, the incorporation of visuals assists educators in cultivating imagination, enhancing descriptive abilities, and fostering overall writing proficiency in elementary school students.

## ACKNOWLEDGEMENT

The researcher would like to express sincere gratitude and acknowledgment to Universiti Pendidikan Sultan Idris (UPSI) for providing the platform and resources as necessary. Their commitment to educational advancements has played a vital role in the completion of this article entitled "Pictorial Application in Enhancing Primary School Students' Writing Skills". The researcher extends heartfelt appreciation to Ts. Dr. Muhamad Firdaus Ramli, the lecturer of *Seni dan Pendidikan* (MSP3092), for his invaluable guidance, expertise, and insightful feedback throughout the writing process. His mentorship has greatly influenced the direction and quality of this article. Additionally, the researcher would like to acknowledge all of the classmates for their support, collaboration, and stimulating discussions, which have significantly enriched understanding of the subject matter. Their contributions have been instrumental in the development of this research article. The researcher is grateful to all the individuals and institutions mentioned above for their involvement, which has contributed significantly to the completion of this study.

## REFERENCES

- Abdullah., & Md Yunus. (2019). The use of pictures in improving students' writing. *Modern Journal of Language Teaching Methods (MJLTM)*, 9(4), 1-8. <http://dx.doi.org/10.26655/mjltm.2019.4.5>
- Agis Putri Vanesa., & Pipih Setiawati. (2021). Using pictures as teaching media in writing descriptive text. *English Education and Applied Linguistics (EEAL) Journal* 58, 4(1), 1-9.
- Andi Asrifan. (2015). The use of pictures in improving students' ability to write narrative composition. *International Journal of Language and Linguistics*, 3(4), 244-251. doi: 10.11648/j.ijll.20150304.18
- Azmy Ali Muchtar., Aceng Rahmat., & Herlina. (2020). Improving students' narrative text writing ability through the picture and picture learning model. *Indonesian Language Education and Literature*, 6(1), 139-149. DOI: 10.24235/ileal.v6i1.5427
- Christianakis, M. (2011). Children's text development: Drawing, Pictures and Writing. *Research in the Teaching of English*, 22-54. <http://www.jstor.org/stable/23050588>
- Dwi Pratiwi. (2016). Improving the tenth grade students' writing skills by using picture series. *Journal of English Language and Education*, 2(1), 11-17. DOI:10.26486/jele.v2i1.214

- Ekarista, F. (2018). Improving Students' Writing Ability in Recount Text Using Picture Series. *KnE Social Sciences*, 343-351. DOI: 10.18502/kss.v3i4.1945
- Khotimah, Bukhari Daud., & Burhansyah. (2017). Using Picture Series to enhance students' ability in narrative writing. *Research in English and Education Journal*, 2(2), 162-169. <https://jim.usk.ac.id/READ/article/view/5778/2455>
- Leonardo, P., Saragih, D., Sibatuara, R., & Silaen, M. (2022). Teaching writing through picture for junior high school students. *Review of Multidisciplinary Education, Culture and Pedagogy*, 1(2), 9-18. <https://doi.org/10.55047/romeo.v1i2.86>
- Listyani. (2019). The use of a visual image to promote narrative writing ability and creativity. *Eurasian Journal of Educational Research*, 193-224. DOI:10.14689/ejer.2019.80.10
- Megawati., & Alkadrie, S.A. (2017). The effectiveness of using photograph in teaching writing. *Journal of Education Teaching and Learning (JETL)*, 2(2), 138-146. DOI:10.26737/jetl.v2i2.277
- Nurhajah Tia Sarifah., & Yanuarti Apsari. (2020). The use of picture and picture technique in improving student writing skill. *Professional Journal of English Education*, 3(6), 664-669. DOI:10.22460/project.v3i6.p664-669
- Sakkir, G. (2020). The effectiveness of pictures in enhancing writing skill of senior high school students. *Journal of Language, Literature and Linguistics*, 1(1), 1-13. DOI:10.26858/interference.v1i1.12803
- Soviyah., & Yunia Purwaningtias. (2018). Old but gold: The use of picture cues to teach writing. *English Language Teaching Educational Journal (ELTEJ)*, 1(1), 38-48. DOI:10.12928/eltej.v1i1.265
- Swaran Singh., Mei., Abdullah., Mazlini., & Mostafa. (2017). ESL learners: Perspectives on the use of picture series in teaching guided writing. *International Journal of Academic Research in Progressive Education and Development*, 6(4), 74-89. DOI:10.6007/IJARPED/v6-i4/3463