



---

## USE OF PICTURE BOOKS TO EXPOSE YOUNG LEARNERS WRITING ACTIVITIES

<sup>1</sup> Ninik Britiviliani; <sup>2</sup> Eulis Rahmawati

Sultan Maulana Hasanuddin Banten State Islamic University

<sup>1</sup>ninik.britiviliani@gmail.com <sup>2</sup>eulis.rahmawati@uinbanten.ac.id

**Abstract:** *Teaching English to Young learner has been becoming an important issue in many countries. One of the English teaching activities in language class is writing activities. In teaching writing to young learners teacher need to provide an interesting stimulus which may enable the children enthusiastically to express their intension, expression and ideas. Among the fun media that can stimulate children skill of writing, there is one alternative to use that is picture books. From the experimental study that apply picture book to expose students writing skill, the findings indicate that picture book significantly influence the students creativity in writing activities as the students are more focus on finding the ideas to*

**Keywords:** *Picture Book, English for Young Learners, Writing Activities*

### INTRODUCTION

Teaching foreign languages to young children has been happening for a long time. It has been especially becoming the most education-focused since the early of 1980s. One of the important reasons for this is the introduction of primary EFL teaching in many countries including in Indonesia. The 1994 Local Content Curriculum for Elementary School (Depdikbud, 1994:1) states that English instruction at Elementary School should be based on theme (theme-based teaching) with the main emphases on vocabulary and simple communicative expression. The main objective of the instruction is that to enable students to use English for communication in simple English. In their own language children are able to express their emotion, communicate intension, explore the language and make fun of it.

Based on the 2013 curriculum it is stated that the goal of learning and teaching English is communicative competence which the main goal

is discourse competence or many kinds of text. Students should be able to have oral and written communication. In other word, they should be able to understand, to express information ideas, feeling and develop their knowledge, technology and culture through English. There are four skills that should be mastered such as listening, speaking, reading, and writing. Students are expected to be able to communicate not only in spoken but also in written language. The four English language skills are integrated to support them to have oral and written communication skill. Both spoken and written languages are important to communicate to each other. For writing is not simply speech written down on paper. Learning to write is not just a “natural” extension of learning to speak a language (Ann Raimes, 1983).

As children are unique and have their own ways of doing things, the way they learn is also not the same as adults. Basically, children are active learners, they learn from direct physical and social experiences. Children demonstrate different ways of representing what they know. They perform a holistic learning, where they learn from whole to part as well as they have relatively short attention span. It, of course, implies that during the time they are learning teachers should provide various kinds of activities. One of the media to support learners writing activities is picture book. The use of picture book is assumed can facilitate the joy of learning English for children as it can stimulate children to acquire vocabularies.

## **METHOD**

This research conducted by applying quasi experimental study to 60 students separated into two classes of young language learner in public elementary school in Serang.

The concept of writing has been defined specifically as one of the skill that interrelated to English skill. Harmer (2004:86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be presented in a classroom. Furthermore, writing is the

way that you use written words to express your ideas or opinion (Merriam Webster, 1928).

Writing is a combination of process and product (Sukolik, 2003). The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers (Olson, 2003).

## FINDINGS

As mentioned By applying quasi experimental study to 60 students separated into two classes of young language learner in public elementary school in Serang, and by calculating the pre-test and post-test score of students writing test, the finding indicate the following:

**Table 1. Pre-Test Score of experimental class**

Student No	Items					Total
	Content	Organizatio n	Vocabulary	Grammar	Mechanic	
1	3	3	4	4	3	20
2	2	3	2	2	2	11
3	2	2	2	2	2	10
4	3	2	2	2	3	11
5	4	3	3	3	2	15
6	5	5	4	4	3	21
7	5	5	4	4	3	21
8	8	6	8	10	5	37
9	3	2	3	2	2	18
10	9	9	7	10	3	38
11	6	5	5	4	3	23
12	6	4	4	4	4	22

13	7	8	7	5	4	31
14	3	2	3	2	2	18
15	6	4	4	4	4	22
16	5	4	4	3	3	19
17	6	4	7	4	4	25
18	3	2	2	2	2	11
19	15	11	9	8	8	51
20	7	5	5	5	5	27
21	3	2	3	3	3	16
22	6	4	4	4	3	21
23	4	3	3	3	2	12
24	5	6	6	4	6	27
25	7	5	5	5	5	27
26	7	5	5	5	5	27
27	6	4	4	4	4	22
28	5	3	4	3	2	18
29	8	7	7	6	4	32
30	2	3	-	-	3	8
$\sum = 661$						
22,033						

The table above showed the result of the students' pre-test score on the criteria in writing activities. It was shown that maximum score was 51, and the minimum score was 8. The average score of pre-test is 22,033.

While the result of post-test got better score. It can be described as follow:

**Table 2. Post-Test Result of the experimental class**

Student No	Items					Total
	Content	Organization	Vocabulary	Grammar	Mechanic	

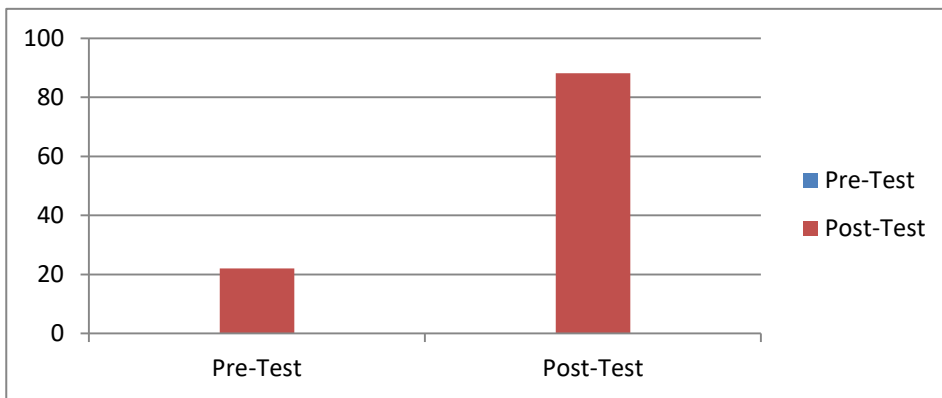
**Ninik Briviliani & Eulis Rahmawati.** *Use of Picture Books to Expose Young Learners Writing Activities*

1	30	20	15	15	11	91
2	7	5	5	5	5	27
3	22	15	11	15	11	74
4	30	20	15	20	15	100
5	25	17	12	16	12	82
6	30	20	11	15	11	87
7	30	20	15	19	13	97
8	29	18	13	15	14	89
9	30	20	15	20	15	100
10	25	17	17	16	12	85
11	23	16	13	16	11	79
12	30	20	15	20	15	100
13	22	15	11	15	11	74
14	25	17	13	16	13	84
15	30	20	15	20	15	100
16	30	20	11	15	11	87
17	25	17	12	15	12	81
18	30	20	15	20	15	100
19	23	17	12	17	12	81
20	30	20	15	20	15	100
21	30	20	15	20	15	100
22	30	20	14	18	14	96
23	25	17	11	15	11	79
24	21	18	12	14	11	76
25	23	17	13	16	13	82
26	30	20	15	20	15	100
27	30	20	15	20	15	100
28	30	20	15	20	15	100
29	29	19	14	17	14	93
30	30	20	15	20	15	100
$\Sigma = 2644$						
88,133						

The table above showed the results of the students' post-test score on the criteria in writing. The data shows the maximum score was 100, and the minimum score was 27. The average score of post-test is 88,133

Based on the explanation above, it shows that result of pot-test got significant improvement after they practice writing using picture book stimulation. It can be seen from the average of post-test better than the average of pre-test = 22,033 < 88,133.

The writer use histogram distribution table to show the average of the pre-test and post-test.



While the result of control class indicates the following:

**Table 4. Pre-Test Result of Control Class**

No	Items					Total
	Content	Organization	Vocabulary	Grammar	Mechanic	
1	5	7	8	5	3	28
2	12	13	12	10	5	52
3	3	3	4	3	2	15
4	13	7	7	5	2	34
5	3	2	3	3	2	13

6	15	15	10	10	10	60
7	2	2	2	2	1	9
8	5	5	4	4	3	21
9	3	2	2	2	2	11
10	10	10	5	5	4	34
11	5	5	5	5	2	22
12	3	3	2	2	2	12
13	6	5	4	5	7	27
14	3	2	3	2	2	12
15	13	7	7	5	2	34
16	2	2	3	3	2	12
17	6	5	7	5	4	27
18	3	3	4	3	2	15
19	13	7	7	5	2	34
20	7	5	6	4	2	24
21	10	5	5	10	3	33
22	14	10	7	10	7	48
23	5	3	3	3	2	16
24	2	1	3	2	2	10
25	3	2	2	3	3	13
26	10	3	3	2	2	20
27	3	2	2	2	2	11
28	6	4	5	5	2	22
29	6	5	5	5	5	26
30	5	3	5	2	2	17
$\sum = 706$						
23,533						

The table above showed the result of the students' pre-test score on the criteria in writing at the control class. The data shows the maximum score was 60, and the minimum score was 9. The average score of pre-test is 23,533.

While the result of pot-test at the control class got better score. It can be described as follow:

**Table 5. Post-Test Result of Control class**

No	Items					Total
	Content	Organization	Vocabulary	Grammar	Mechanic	
1	7	8	6	5	3	29
2	15	11	10	11	7	54
3	7	10	5	5	4	31
4	15	10	7	10	7	49
5	13	9	8	9	4	43
6	15	10	7	5	4	41
7	6	5	5	4	3	23
8	13	10	4	4	4	25
9	6	5	4	4	3	22
10	15	11	8	11	8	53
11	14	11	7	10	7	49
12	6	5	4	4	4	23
13	14	10	7	7	4	42
14	6	4	5	5	3	23
15	6	4	7	5	3	28
16	14	11	7	5	5	42
17	15	11	8	11	8	53
18	21	14	8	10	5	58
19	15	11	8	11	8	53
20	7	5	5	5	3	25
21	14	10	7	10	7	48
22	21	14	7	11	7	60
23	6	4	5	5	4	24
24	7	10	7	5	4	32
25	15	11	8	11	8	43
26	14	14	7	5	4	44

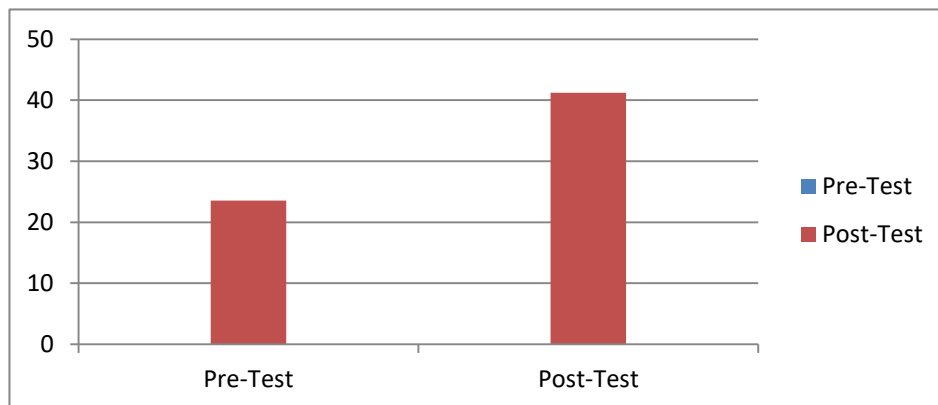


27	14	10	7	10	7	48
28	21	15	11	15	11	73
29	15	11	8	11	8	53
30	14	10	7	10	4	45
Σ= 1236						
41,2						

The table above shows the result of the students' post-test score on the criteria in writing at the control class. The data shows the maximum score was 73, and the minimum score was 22. The average score of post-test is 41,2.

The writer uses histogram single distribution to show the average of the pre-test and post-test from Control Class.

**Table 6. Average Score of Pre and Post-test of Control Class**



After getting the data from post-test score of two classes, then the writer analyzed it by using t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left\{ \frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

## DISCUSSION

### Writing Activities for Children

Researchers agree that children go through certain developmental stages of writing. This stage may vary in length from child to child. Depending on their specific language background and the type of writing system in

their first language EFL children may need more or less practice with the mechanical basics of writing. It is useful for these children to start with tracing and copying. In order to make these early mechanical activities fun, for examples introducing creative copying in which children select which words to copy from a list and add one on their own. Other examples may include copying only those words which mean some kind of food or only those words which contain the letter T, or copying only those names of animals that appeared in the story copying is also done as a follow up to an oral activity. For example, the teacher might get the children to brainstorm list of word or phrases on the blackboard. Later the teacher can ask class to copy these words into their exercise books.

### **Picture Book for Writing Activities**

It is known that human brains take in specific information, through induction it draw conclusions. For example, touching a flame tells us that fire is hot, biting into an unripe strawberry allows us to conclude that green strawberries can be tart. Inductive thinking allows us to make connection-to make sense of our world (Williamson, 2008). Therefore, one of the media for their imagination children need to see and even observe pictures. Teachers eventually may facilitate their students writing activities by providing picture books. Picture books is a collection of the image which composed neatly and which images collected and arranged into a book that is used for teaching techniques to facilitate the teaching materials submitted. By providing pictures, teacher can variously stimulate children creativity in expressing their minds, feelings, and language. The use of pictures in classroom provides a stimulating focus for students' attention. Pictures bring the outside world into the classroom in vividly concrete way. So a picture is valuable resource as it provides:

- Shared experience in the classroom
- Need for common language forms to use in the classroom
- Variety of task

## CONCLUSION

Picture book can be used to create more interesting writing activity in the learning process and it can be one of instructional media in teaching writing. It makes the learning process is more enjoyable. And it also can give better result in students' writing skill.

## REFERENCES

- Harmer, J. (2001). *The Practice of English Language Teaching*. England: Longman.
- Harmer, J. (2004). *How to Teach Writing*. England : Pearson Education.
- Harmer, J. (2010). *How to Teach English*. England : Longman.
- Moon, Jayne. (2000). *Children Learning English-The Teacher Development Series*. Oxford: Oxford University Press.
- Lines, T.C., (2005). *Practical English Language Teaching Young Learners*. New York : McGraw-Hill.
- L.Lindy & M.Beth. (1998). *Teaching Writing in Middle School*. America : Greenwood Publishing Group.
- Ministry of national Education. (2009). *Instructional Media*. Jakarta : Center for Development & Empowerment of Language Teachers & Education Personal.
- Nunan, D. (1992). *Research Methods in Language Learning*. USA : Cambridge University Press.
- Paha, S. 2003. *Assessing Writers Assessing Writing*. [www.ttms.org](http://www.ttms.org) Page.23
- Raimes, Ann. (1983). *Techniques in Teaching Writing*. America: Oxford University Press.
- Renandya, A.W. & Richards, J.C. (2002). *Methodology in Language Teaching*. Australia : Cambridge University Press.
- Stanfy Corp, F.Thomas, etc. (1828). *Merriam Webster Dictionary*.
- W, Andrew. (1989). *Pictures for Language Learning*. New York : Cambridge University Press.
- William, L. (2008). *On Demand Writing : Applying the Strategies of Impromptu Speaking to Impromptu Writing*. New York : Idebate Press.
- <https://en.m.wikipedia.org/wiki/writing&ei>