IMPACT OF USING VIDEOS IN TEACHING NARRATIVE WRITING IN
ENGLISH PRIMARY CLASSROOM

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A project report submitted in fulfilment of the
requirements for the award of the degree of
Master of Education (TESL)

School of Education
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AUGUST 2021

DEDICATION

This project report is dedicated to my family, who have been my backbone and pillar for me to complete this journey. Not to forget my soulmate, who have been supporting me and motivating me to do my best.

ACKNOWLEDGEMENT

Foremost, I would like to extend my sincerest gratitude to my supervisor, Dr Kew Si Na for being the best supervisor I can ever ask for. Her guidance, vision, ideas and dedication are the main reason I could complete this journey. Her timely advice and scholarly views about my research have helped me to a great extent in order to complete my research.

I also would like to thank all my lecturers in University Teknologi Malaysia (UTM) who had been providing me with a lot of input from the first day I became a student here. All your insights and knowledge had been vital and important for this journey to complete my research.

It is also my privilege to thank the participants who were the pillar for this research. This research would not be made possible without cooperation from the participants. Lastly, thank you to everyone who had been involved throughout this wonderful journey.

Above all, to the Great Almighty for His countless love, for what I have today stems from him, for the world.

ABSTRACT

The art of teaching writing is never easy as many skills are tested simultaneously. With technology, the teaching of writing can be revolutionised to promote positive changes. A piece of technology that can be used is video. Video contains all the elements such as audio, colourful visuals and moving images necessary to scaffold pupils' learning of narrative writing. Malaysian education system in teaching narrative writing has been stagnant, focusing on using black and white images since the 1980s. Thus, with this pandemic, it is the best time to venture into using videos to teach narrative writing. To add on to that, there is limited research on the application on using videos to teach narrative writing in Malaysian primary English classrooms as well as the study of perception of male and females on using videos in the classroom. Hence this study aims to investigate the impact of using videos to teach narrative writing, the significant differences in scores between male and female in using videos to teach narrative writing as well as the perception of male and female when using videos to teach narrative writing. The instruments used are test papers, real-life videos and a questionnaire. A total of 80 students who are in Year 6 from a primary school in Johor Bahru took part in this study. SPSS software was used to determine the impact of using videos in the classroom compared to traditional methods as well as to analyse the perception of male and females on the usage of videos in teaching narrative writing. The results show that students score higher marks in narrative writing when using video compared to using black and white pictures. The study also reports that there is no significant difference in scores between male and females when writing narrative writing using videos. Both male students and female students' perception towards using videos to write narrative essay has no impact towards the test scores. This study also provided recommendations to promote usage of video in Malaysian classrooms.

Keywords   Writing, Technology, Malaysian English classroom, Narrative Writing, Videos Scaffolding

ABSTRAK

Pengajaran untuk menulis karangan cerita sememangnya sukar dan mencabar kerana terdapat banyak elemen yang diuji serentak. Dengan teknologi, pengajaran menulis karangan boleh menjalani revolusi untuk mempromosikan perubahan positif. Teknologi yang boleh digunakan adalah video. Video mengandungi pelbagai elemen seperti audio, gambar berwarna, dan imej bergerak untuk membantu pembelajaran pelajar dalam penulisan karangan naratif. Pengajaran karangan naratif dalam sistem pendidikan Malaysia tidak berubah, dengan fokus ke arah gambar hitam putih, semenjak 1980-an. Oleh itu, dengan pandemik ini, ini merupakan masa terbaik untuk menerokai penggunaan video untuk mengajar karangan naratif. Ditambah lagi, terdapat kajian yang sedikit dalam pengaplikasian video untuk mengajar karangan naratif dalam kelas Bahasa Inggeris di Malaysia dan persepsi pelajar lelaki dan perempuan dalam penggunaan video untuk mengajar karangan naratif. Kajian ini bertujuan untuk menyiasat impak penggunaan video untuk mengajar karangan naratif, perbezaan signifikan dalam skor antara pelajar lelaki dan perempuan dalam penggunaan video untuk menulis karangan naratif, dan juga persepsi pelajar lelaki dan perempuan dalam penggunaan video dalam karangan naratif. Instrumen yang digunakan termasuk kertas ujian, video, dan juga soal-selidik. 80 pelajar Tahun 6 dari sebuah sekolah rendah di Johor Bahru terlibat dalam kajian ini. Perisian SPSS digunakan untuk mengenalpasti impak penggunaan video berbanding kaedah tradisional dan juga untuk menganalisis persepsi pelajar lelaki dan perempuan dalam penggunaan video dalam pengajaran karangan naratif. Hasil dapatan menunjukkan bahawa pelajar mendapat skor yang lebih tinggi apabila menggunakan video berbanding gambar hitam putih. Hasil kajian juga melaporkan tiada perbezaan signifikan dalam skor antara pelajar lelaki dan perempuan apabila menulis karangan naratif menggunakan video. Persepsi pelajar lelaki dan perempuan juga tidak mempengaruhi skor untuk karangan naratif. Kajian ini juga menyediakan cadangan untuk mempromosikan penggunaan video dalam bilik darjah di Malaysia.

Kata kunci   Karangan, Teknologi, Bilik darjah Bahasa Inggeris di Malaysia, Karangan naratif, Video, Perancah

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LIST OF ABBREVIATIONS

UPSR	-	Ujian Penilaian Sekolah Rendah
ICT	-	Information and Communication Technology
ZPD	-	Zone of Proximal Development

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CHAPTER 1

INTRODUCTION

1.1   Overview

The action of writing is a difficult skill to be achieved as many aspects are involved in the production of a sentence. The elements involved include vocabulary, grammar as well as sentence structure. However, the most important element of a writing aspect is the brainstorming of ideas. According to Kellogg (2008), thinking is closely related to writing that it may affect the writing process. Therefore, writing among primary school students are usually accompanied by pictures to avoid cognitive load. A study of 192 students by Asrifan (2015) concluded that writing using pictures increased students' ability to write narrative. However, as drawing is very much related with an increase in writing productivity among early literacy writing education, much could not be said for older learners who are writing narratives (Christianakis, 2011). As older learners have to increase their complexity of writing narratives, using pictures only with a limited idea of what is happening may hamper their writing productivity. This is supported by Ma and Wei (2016) stating that children in Grade 3 express higher concentration and interest than children in Grade 6 in picture books. This concludes that pictures are only applicable to a certain age group. Due to that, a new method should be devised by teachers to encourage greater writing productivity. Having said that, it is detrimental to provide pupils with a better solution to scaffold them in order to write a narrative essay.

Students who are sitting for their Ujian Penilaian Sekolah Rendah (UPSR) after six years of primary education must be able to write a narrative essay worth between 80 to 100 words. It is a part of the English Paper 2, Section C which carries a weightage of 50% from the total 100%. Since narrative essay is deemed important to determine a pass or a fail in their English Paper 2, its teaching method must be concurrent with the development of technology. Narrative essay writing requires imagination.

Teachers must find a way to promote greater thinking without burdening pupil's cognitive load. Cognitive load refers to the amount of information that working memory can hold at one particular time (Paas, Van Gog, Sweller, 2010). The cognitive load is closely related with the working memory. Working memory can be defined as the temporary storage of information that is being processed in any of a range of cognitive tasks (Ericsson & Kintsch, 1995). The working memory has a limited capacity. Therefore, difficult activities should be simplified to avoid overloading their mental capacity. With that, the focus can be towards other activities can be increased. This is because if too much thought is used to think of the idea, pupils will make errors in other aspects of writing such as grammar and vocabulary.

One significant method to reduce mental capacity while writing narrative is through the application of technology in this modern world. Technology can be categorised from the most basic tools we have to the most sophisticated system (Raja & Nagasubramani, 2018). With the advancement of technology, smart phones have evolved from a tool to communicate to a tool of multi-functionality. This has benefitted educators as they can produce their own authentic teaching materials only by using their smart phones equipped with cameras. This is reported by Gromik (2015) stating that mobile phones are used widely by educators as no other sophisticated tools are needed. This allowed teachers to focus on the quality of the content while putting aside the trouble to understand sophisticated settings of video.

The usage of videos had been nothing new in classrooms. A great number of studies have been carried out by many researchers about the use of videos in the primary English classroom to improve writing. The use of videos to write narrative has been applied as a new method in order to have a positive impact towards pupils' ability to write a creative and elaborative narrative writing (Bharani & Sim, 2013; Omid & Azam, 2015). Rachmah (2011) reported that the use of video clips as teaching media has improved the writing skills of narrative writing of the eleventh grade students in her class. Mayora (2017) stated that the use of video would allow critical thinking to emerge. This is further supported by Lopez-Alvarado (2017) stating that using video during a writing task has proven to develop creative abilities that combines with listening, speaking, and reading abilities, personal experience and personal

knowledge in order to produce an interesting story based on the situation. This certainly strengthen the stand that the introduction of technology, especially video does make an impact towards pupils' narrative writing mastery.

The issue that I would explore in my research is the use of videos to improve writing achievement among Year 6 Malaysian students writing as a study by Brunken, Plass, & Leutner (2003) proved that multimedia learning does help to improve and optimize the action of pupils in learning. Therefore, the aim of this study is to investigate impact of the use of videos on year 6 Malaysian in narrative writing.

1.2   Background of study

Technology has been an active element in the classroom since the 1950s. From the development of Audiolingual Method, technology such as radio has been an active proponent to learn language (Nurdevi, 2016). Throughout time, technology has evolved rapidly. The rapid incline of the technological world towards education was seriously observed in the 1980s. Concurrently, it has given birth to a new approach, the Communicative Language Teaching. Video clips were becoming an integral part of the lesson. This is coincidently relevant as the ideology of learning language has shifted from a conservative method to a communicative method. The purpose of learning language was no longer about vocabulary, phrases or translation, but more focused towards meaningful language production. The concept of "Active Viewing" allowed teacher to manipulate videos as a useful teaching materials. Scenarios can be paused, analyzed, discussed and explained in details. This allowed an interactive learning session using videos that provides teachers with unyielding power to control the situation and direction of lesson, not to mention the time as well.

In Malaysia, the National Education Blueprint 2013- 2025 also emphasised the importance of leveraging Information and Communication Technology (ICT) to scale up quality learning across Malaysia. It is one of the shifts focused under the Malaysia Education Blueprint. Its focus is to maximize the use of ICT for distance and self-paced learning to expand capacity and allow for more customize learning. The ministry

will also focus on scaling and intensifying technology usage among teachers and students. Therefore, this research is very timely as it upholds the aspiration of the Malaysia's Education Blueprint to give birth to Malaysian classrooms that applies ICT pedagogy skills in the teaching and learning aspects. In the recent 2021 Budget announcement, great care was given towards ICT integration in education whereby RM150 million will be provided to procure laptops for 150,000 students. The investment of the government towards ICT shows their determination and focus towards the development of an ICT literate society.

One interesting aspect of ICT that is usually used in classrooms is videos. According to Price (2019) a serious concern with the advancement of technology is that the incorporation of video might replace teachers' role one day. However, this statement has been refuted by many stating that videos still lack many factors to be deemed worthy to replace educators (The Star, 2018). However, we can manipulate technology for our own advantage to increase the value of our teaching and learning process in the classroom. The advantages of videos can be applied to guide pupils to write a creative narrative essay. Writing narrative requires pupils to use their senses. Using pictures only deprive them the ability to write a creative piece if they have not experienced the situation beforehand. How is it possible for you to expect a student who is staying at the mountain-side to write a narrative writing about going for a picnic by the beach? The student might not have seen the beach and hear the waves before in life! Therefore, technology can reduce the unfair advantage that pupils encounter while writing a narrative essay. This is because videos are multimodal whereby different senses of pupils such as sight and hearing are actively enhanced to promote a more creative content.

In English classrooms nowadays, narrative writing is taught using picture stimulus. More emphasis is given towards construction of proper sentence structures and accurate grammar rather than the expansion of creative ideas based on stimulus (Ambigapathy, 2002; Lim, 2013; Normazidah, Koo & Hazita, 2012). One worrying aspect that needs to be taken note is the pictures used are not attractive, do not convey the real scenes of situations and is not colorful. This is against what is mentioned by Shabiralyani et. al. (2015) stating that visual aids must be colorful, attractive and able

to convey the real message to scaffold pupils' learning process. Charanjit, Tan, Maria Shu, Wan Mazlini & Nor Azmi (2017) concluded that picture series could not improve vocabulary, sentence structure and other writing aspects of the Malaysian pupils that took part in their study. Therefore, teacher must be creative to plan other teaching aids to improve students' other aspects of writing. There is a famous saying that a picture worth a thousand words. However, a video is worth 1.8 million words long, along with all the emotions, memories, and sentiments that that video brings. The advantages of using a video to revoke creativity in pupils to write a creative narrative writing is invaluable and has a positive impact towards pupils' writing ability.

Using pictures only limits pupils' ability to describe a situation. A study by Perez-Parades and Diez-Bedmar (2012) reported that out of 100 respondents writing a descriptive essay using pictures, only 30.4% from the respondents use adverbs in their narrative essay. According to Tan (2005), Malaysian students address narrative topics in a predictable manner. Only at some point, they apply their own experiences while writing narrative when possible. But most of the time; their writing is straight forward and easily predicted. This can be due to the stimulus given that does not compel them to think outside the box. Students in school are digital natives. With technology advancement moving towards video-based medias with the development of Snapchat, Instagram Stories and TikTok, pupils' preference has definitely changed towards these types of mainstream medias (Styles, 2020). The challenge lies in the teachers to diversify teaching through the incorporation of technology especially videos whenever possible.

Moreover, the challenges also lie in the ability of teachers to prepare the suitable material that can allow pupils to generate ideas for their narrative essay. According to Celce-Murcia (2001), media tools such as videos are excerpts of real life that teacher bring into the classroom to be presented and applied. Wang (2015) mentioned that video materials should be able to facilitate learners' language skills, attract their attention to the materials and improve their linguistic comprehension competence. Therefore, the selection of materials must be aligned with the syllabus and the learning objective of the day.

Teachers also should equip themselves with ways and techniques to use the selected videos. Harmer (2006) mentioned about Viewing Techniques (Fast Forward, Silent Viewing, Freeze Framing, Partial Viewing) and Listening Techniques (Pictureless Listening, Picture or Speech) in order to allow teachers to use videos actively in classrooms. Teachers must be able to unlearn the old teaching techniques and relearn new techniques using videos as an improvement in digitalizing teaching and learning pedagogy. Therefore, using videos in classroom to enhance creativity in teaching writing is a way forward to develop critical writing skills and induce creativity through scaffolding.

1.3   Problem Statement

Writing is a daunting task that is feared by many, especially pupils in primary school that have just started to write. According to Bloom's Taxonomy, writing can be categorized in the creating category. Pupils must put different elements together such as sentence structure, grammar and cohesion of ideas to produce a creative narrative writing. Currently, writing task still uses picture stimulus, a practice that is inherited since the 1980s, when narrative writing was first tested for primary school assessment. The stagnant pedagogy for narrative writing is frightening. 20 years down the road, we can carry the knowledge of the world in our pockets, but we cannot transform the ideology to revolutionize the teaching of narrative writing. There have been various studies to highlight the effectiveness of picture stimulus to encourage creative writing of narrative writing among pupils (Gutierrez, Puello & Galvis, 2015; Rayo, 2015; Listyani, 2019). However, not many researches focuses on the effectiveness of using videos in teaching narrative writing among primary school students as the idea is still new and fresh.

The use of videos to guide pupils to write a narrative writing at different stages of schooling has been showing positive signs. A study carried out by Kholis (2018) showed that the use of video was more effective than pictures in teaching writing. This is further supported by Falupi, Ariffin and Novita (2013) that reported using videos

were more effective than using pictures to write descriptive writing as the mean score of pupils using videos as a tool to write narrative was relatively higher compared to those using pictures. This sound argument of the importance of ICT in teaching pedagogy was also mentioned by Panagiota and Christos (2010) through their findings whereby they visionised that the use of videos in education may hold a great promise. Another study corroborated the idea on the importance of video application in teaching narrative writing through a study by Rivai, Arniz & Mujadidi (2017). They concluded that learning descriptive writing using video was successful in improving students' ability compared to conventional teaching. Another study carried out by Gokturk (2016) looked into the use of videos as a mechanism to bolster pupils' self-confidence and also to encourage them to take risk with the target language. This will definitely allow them to explore the uncharted territory of the language in order to improve.

The idea of video application is also described in length by Ismaili (2013) through his extensive research on video usage in classroom. He summarized that videos attract attention, present language in a natural manner and offer a visual-aid context which includes visual and audio to promote learning. Miles (2006) supported the notion as well with his statement that video provides depth and offers diversity in presentation of findings. Flynn (2016) highlighted three key advantages of video implementation in classroom, which are interactivity with content, engagement and knowledge transfer and memory. All these are useful in training pupils to write a creative narrative writing. Shank (2019) stated that brain prefers video better as it retains visual content and has an element of truth compare to picture.

The use of technology in classroom has been extensively carried out to a certain extent, especially in Malaysian classroom. Nikian, Faizah and Marzila (2013) reported that Malaysian English teachers do use technology such as computer and Internet in the classroom on the daily basis. Hamzah (2009) reported that the use computers were the core feature that brought about changes in the teaching pedagogy of Islamic Studies. Melor, Harwati, Mohamed Amin and Maimun (2010) reported a positive feedback from using technology for reading, grammar ad vocabulary lessons. From

these previous studies, we can conclude that much is being done with technology in Malaysian classrooms, but not much is focused towards usage of videos to improve narrative writing among primary school pupils. Thus, this research will study the impact of using videos in classroom during writing lesson in order to improve Year 6 pupils' writing skills.

However, despite quite a handful of research focuses on the impact of videos towards narrative writing, many researchers fail to address the gender acceptance towards using videos in classroom. Selwyn (1999) reported that females exhibit more anxiety when using technology. However, Batters (1986) found that males are more dominant in oral and speaking activities such as demonstration while females are more comfortable with passive activities such as listening to teacher, recording or watching a video. Due to these discrepancies, it is vital to look at the impact of using videos in teaching narrative writing from a gender perspective as well to record the impact of using videos in classroom towards performance in narrative writing, whereby this study will also be focusing on gender acceptance towards application of videos in classroom.

Another issue is based on a study by Shirin and Yeo (2018) concluding that ICT use in public schools is only 0.016% of total class time despite 81% teachers and 89% pupils prefer to use ICT in the classroom. Therefore, more can be done to encourage ICT usage in the classroom to ensure it becomes a norm, as the acceptance rate towards ICT is high. Therefore, this research aims to identify the impact of using videos to improve the quality of narrative writing in Malaysian primary classroom as this practice is not widely carried out despite teachers and students' acceptance toward ICT is high.

1.4   Research Goal

1.4.1   Research Objectives

The objectives of the research are:

a)   To investigate the impact of using videos to teach narrative writing compared to using picture stimulus.

b)   To investigate the significant differences in scores between male and female when using videos to write narrative writing.

c)   To investigate the perception between male and female when taught narrative writing using videos.

1.4.2   Research Questions

The research questions are:

a)   Is there a significant difference in scores when using videos to teach narrative writing compared to picture stimulus?

b)   Is there a significant difference in scores between male and female when using videos to write narrative writing?

c)   What are the perceptions between male and female pupils when using videos to write narrative writing?

1.4.3   Research Hypotheses

The research hypotheses are:

H1: There is a significant difference in scores when using videos to teach narrative writing compared to picture stimulus.

H2: There is a significant difference in scores between male and female when using videos to write narrative writing.

H3: There is a different perception between male and female when using videos to write narrative writing

1.5   Theoretical Framework

There are many underlying theories that are involved with the integration of videos in order to write a narrative essay. These theories shed light on how it can be an added value in the teaching and learning process as well as in which area does it benefit the pupils in order to produce a competent and creative narrative essay. For this research, the theories that are related are the cognitive load theory and the social constructive theory.

1.5.1 Cognitive Load Theory

Cognitive load theory forms the basis of this research due to its importance in allowing pupils to free up mental space to focus on the important task, which is writing. Cognitive load theory was first developed by John Sweller. The basis of this theory revolves around the idea that our working memory can only deal with a certain amount of information at a certain time (Sweller, 2011). It also postulated that an individual will have trouble to complete a task if their cognitive load exceeds their processing capacity (Sweller, Ayres, & Kalyuga, 2011). Relating it with my research, it simply means that pupils will have trouble to complete a narrative writing as most of their working memory are used to decipher ideas from the pictures series.

One way the extraneous cognitive load can be reduced to provide more space for the working memory to work on the central task, which is writing is by presenting information in one source, such as video to avoid split-attention effect (Chandler & Sweller, 1992). Videos can provide all the necessary information and ideas needed to form the idea in developing their narrative writing. The information provided through the video such as sound, color, situation and characters and their reaction would reduce pupils' cognitive load to think and imagine the situation by themselves. Therefore, pupils can use the excess working memory that has been freed to focus on their writing elements, which includes sentence formation, grammar, idea consolidation and flow of the narrative writing.

1.5.2 Social Constructive Theory

This research is based on the social constructivist theory by Vygotsky. Vygotsky focuses on a key aspect which is scaffolding and individual consciousness to learn (Liu & Matthews, 2005). The theory of social constructivism focuses on how knowledge is constructed by pupils through social interaction. In this case, we will be looking at how pupils learn through the help of videos to assist their learning process.

Pupils interact with the video and their friends to construct knowledge that will be useful for them to write a narrative essay (Verenikina, 2008). This social constructivist theory is very important in the writing process as pupils are required to create their own story based on the pictures given. Therefore, their prior knowledge, their thinking and the motivation takes place would be crucial to complete their writing task. They need to construct the knowledge based on their social interaction with peers and the materials provided. Scaffolding was first mentioned by Wood, Bruner and Ross (1976) whereby scaffolding has equal weightage of motivation and cognitive development to assist in a task. According to Vygotsky (1982), social interaction with cultural artifact such as tools or complex things such as language, tradition and belief helps to develop learners' psychological development. Therefore, the video can act as motivating tool to learn English language and develop their narrative writing ability. The idea of scaffolding is closely related in this research through the concept of zone of proximal development.

Vygotsky has defined Zone of Proximal Development as ZPD as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer (Vygotsky, 1978). Therefore, the idea is to use cultural tools to assist learning with the guidance of an adult or someone more capable. The aim focuses on the tasks inside the Zone of Proximal Development that learners cannot do by themselves but have the potential to accomplish it with help and guidance from adult and cultural tools. McNeill and Krajnic (2009) stated that scaffolding in the 21st century should look into teacher's personal scaffold and computer-assisted scaffold to determine pupils' success. Therefore, this research looks into Vygotsky's social constructivist theory and how video can be a useful tool to scaffold pupils to write narrative writing.

1.6   Significance of Study

This research is carried out with a goal to understand better the impact of using videos to develop creativity in narrative writing among primary school pupils. As they are at their early stages of learning the art of writing, a lot of help and scaffolds must be prepared to allow them to learn. The development of pupils' to acquire the ideas to write a narrative writing is very important so that they will not lose motivation when they are unable to produce a writing product. Narrative writing is paramount as it is tested in the Ujian Penilaian Sekolah Rendah (UPSR) and carries a 50% weightage for English paper 2. Therefore, it can determine a pass or a fail for the student for their English Paper 2.

Besides that, this research also carries significance for the policy makers. At this stage, there is no fixed decision on how the English paper format should be for Ujian Penilaian Sekolah Rendah (UPSR) 2022 as we are stil in the midst of transformation from the old Kurikulum Bersepadu Sekolah Rendah (KSSR) syllabus to the CEFR syllabus. The full transformation will only take place in 2022 when the first batch of pupils exposed to EFR syllabus will be iin Year 6. Therefore, this research would be able to shed light on how the teaching and learning process of narrative writing can be revolutionized concurrent with the newly –aligned CEFR syllabus.

The greatest impact would definitely fall on the participants of this research, whom are the pupils. Through the use of videos to develop their narrative writing skills, it is wished that they would be able to improve on their writing ability for future use. It will also be motivating for pupils to continue exploring English and the art of writing through different means, not merely pictures per se.

On the other hand, this study would be beneficial for English teachers to explore new means and methods to teach narrative writing, rather than the usual ones using pictures. Teachers would be able to scaffold pupils through situations that

pupils might not have experienced such as accidents, flash floods, a camping trip or even a day in the market. All these valuable insights by tapping into the pupils' senses of sight and hearing through videos are insights that pupils can use to develop their narrative writing with teachers acting as scaffold accompanied by videos to complement the teaching.

1.7   Scope of Study

The scope of this research looks at the impact of using videos to develop narrative writing among selected primary school pupils. Through this study, we will determine the impact of videos towards pupils' narrative writing performance. It will also look at whether or not the use of technology such as videos in classroom has an impact for gender. This is because we are well aware boys and girls have their own preference of studying. It would be important to note the impact of using videos towards gender for future references. This study will also look into the perception of male and female pupils towards the application of video in the classroom for writing a narrative essay. This is to collect more data on pupils' performance, before and after videos are used for the teaching and learning process.

The participants for this study will be pupils selected from a government school in Johor Bahru, which is SK Tebrau Bakar Batu. The results would only be valid for the use of English teachers in SK Tebrau Bakar Batu for the English Panel's internal development. However, other schools may emulate the same research and compare the findings to find similarities and differences based on the findings.

1.8   Operational Definitions

1.8.1   Writing

Writing is a creative process that takes time to be mastered. There are various types of writings that pupils can pursue such as descriptive, expository, narrative and argumentative to name a few (Bianco, 2008). Nunan (1989) stated that writing is a difficult task which requires learners to control multiple cognitive factors. This is further supported by Kellogg (2001) stating that writing is a cognitive process which has adverse impact towards the retention of memory, the ability to think for ideas and developing pristine language structures in order to produce a good writing product. The development of writing looks into a process that was first introduced by Flower and Hayes in 1981 before it was refined to add a unit called working memory that looks into writers' motivation and characteristics into the process of writing (Hayes, 1996). Finally, after many refinements, process writing was agreed to have similar subcomponents such as prewriting, while-writing and post-writing stages (Johnson, 2008, Simpson, 2013).

Pre-writing is the stage whereby pupils will generate ideas based on the video that will be given to them. At this stage, pupils develop their thoughts and plan a story line. In the while writing stage, pupils will write the narrative essay based on the planned idea during prewriting stage. Pupils will refer to the video in order to keep track with their process. Lastly, during the post-writing stage, pupils will carry our editing to determine errors, be it structural errors, semantics or phonetics. All errors will be corrected through this revision stage.

1.8.2   Narrative Writing

Narrative writing can be defined as a type of writing that explains an event or situation in a chronological manner (Sinurat, 2015). According to Hall-Mills and Apel (2012), narratives also includes short stories of a particular individual someone's life

experience. Stinnett (2013) further elaborated the parts of a story that pupils must construct must include character, setting, problem, and solution. Therefore, narrative writing is a challenging task as many elements are involved in the construction of a short essay.

For this study, the narrative writing will look at the pupils' performance when a different stimulus is provided to write a narrative writing. Pupils will apply their prior knowledge, their working memory and the new knowledge with the help of their senses to narrate a narrative essay based on the given topic. Narrative writing is included in Section C for English paper 2 for primary school examinations. Pictures are usually given with a few helping words for pupils to narrate their own story. It usually comprises of 25 marks, or it constitutes 50% from the total percentage of English paper 2. Therefore, the ability for a student to narrate a good narrative essay in 80 to 100 words, within the given time frame will determine whether he passes or fails his English paper 2. Therefore, based on the above reasons the researcher felt a pressing need to use narrative writing as a component to develop pupils' writing ability.

1.8.3 Picture Stimulus

Picture stimulus is referred to a series of pictures arranged to tell a story. It can also be one picture that stimulates pupils' thoughts and provide ideas in order for pupils to write. Stephens (1995) stated that pictures help pupils to narrate their thoughts in a constructive manner and allow a detailed mapping of the narration.

Burger and Winner (2000) reiterated the functions of picture stimulus as a breakthrough for pupils to initiate a writing process. It provides the needed support and motivation for pupils to get started in their writing journey.

Picture stimulus also acts as a cognitive support to reduce the cognitive load while carrying out the writing process. Liu, Forte, Sewell and Carter (2018) experimented on the impact of picture stimulus on cognitive load. They concluded that

the cognitive load is reduced with the introduction of picture stimulus to guide pupils. However, with the advancement of technology, is picture stimulus still relevant or technology can be applied to further reduce the cognitive load so that pupils can focus on different areas of writing such as creative value and grammar?

1.8.4 Videos

According to Huang et. al. (2009), videos are illustrative because it contains various resources such as visual, audio, speech, accents, movements and vibrant images that would be helpful for the prewriting stage of narrative writing. Videos ae not only motivating and vibrant, but it also guides learners with the usage of context, content and language use (Burt, 1999). Pupils can use videos as a scaffolding element to mimic the language usage in the video to be applied in their narrative writing.

Using videos in classroom to write a narrative writing allows pupils to immerse themselves in the situation using their senses. It would be unfair to provide students with a situation to be written, but do not provide enough scaffold and help. This causes pupils to experience cognitive overload as they had to imagine harder visualizing the situations in the narrative essays. At the end of the day, it would impact the quality of the narrative writing as development of idea complements the production of a quality narrative essay.

1.9   Summary of the Chapter

This chapter has discussed in detail the background of study, problem statement, research objective research questions and definition of terms. Current practice of using picture stimulus to teach narrative writing has shown improvements. However, this method has not been changed for more than 20 years despite the advancement in technology. The researcher would like to investigate the impact of introducing technology, specifically video to teach narrative writing. The researcher

also wants to identify if the teaching of narrative writing using video has a significant impact on gender as many studies has shown different results related to ICT comprehension and usage among gender. This study is detrimental to ensure equal education can be provided for all without gender bias. Through this study, it will not only benefit the students and teachers, but it might be a step forward to encourage more administrations and policy makers to evaluate the effectiveness of videos to teach narrative writing and provide support, be it monetary or policy change that will benefit the future generation.

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