

# Writing Prompt through Visual Exploratory with Sequence Narrative Words

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Abstract: The important thing of writing is pouring idea into composition. Many students who learn Bahasa Indonesia, especially in elementary school, having stuck to write fluency when they started to compose writing. This matter need teacher way to enhance writing prompt for students. Image and words trigger are ones of the teacher intervention for that reason. Visual is known as powerful imagination and sequence narrative words as hint for students to express their creativity into writing. In randomized trial study, of the 9 students from grade forth to sixth in elementary school students have assessed to write their narrative composition in Bahasa. The pre-test and post-test was used to assess the effectiveness of treatment. Non parametric analysis was used to test null hypothesis. It was found the significant effect of the worksheet. The result showed that the worksheet for writing composition by visual exploratory with sequence narrative words had improved the writing performance in upper elementary school students. The wider sample of participants are recommended to make scoring of this study valid.

## 1 INTRODUCTION

What will students do with a piece of paper in their hands when the teacher says, "Write about your own story on that paper. I give you fifteen minutes?" It's sound bad, especially for elementary school students who dislike to write story. Probably, in fifteen minutes they do nothing on the paper given. The time gone while they were thinking what they wanted to write. There wasn't any idea appear in their head yet.

Writing is the most complex activity in language development and there are factors that determine of writing skill found, such as language development, intellectual function, and neuropsychological (Bezrukikh and Kreshchenko, 2004). Writing involves not only about hands activity but also about mind process such as language, sensorimotor, cognitive, and social emotional. Idea and opinion become an important issue in writing composition.

That creative thinking is not suddenly come easily, but by a long process. Bazerman found that writing development abilities in its variation, teacher instruction, high-stakes decisions about curriculum, and evaluation should be made in systematic ways (Bazerman *et al.* 2017). For further, writing

development is brought across the lifespan was described in reflective of inquiry.

Getting idea as a first thing for writing comes from everywhere; peer, teacher, experiences, books, biography, and play. That creative thinking include planning of idea, motivation to write, and writing organization, as well as specific strategies of instructional, techniques, generated idea, and selection within the composition process (Alley and Peterson, 2016).

The problem is many students can't reveal ideas into writing form although teacher has explained how to start narrative writing. A trigger for this treatment should be given to students.

The prior study showed that visual literacy can change grade level for study (Wells, 2017). Increasing from interest and attention level to inspiring imagery mental to provide words. Another study found the benefit visual in graphic narratives as an option to improve students' writing (Dallacqua, 2018).

The students would probably have interested when they have been given a picture with clues. The clues are about to fill sensory words involves olfactory, sight, feeling, and sense of touch (Bos *et al.*, 2015). The situadness words also appears to dig

5W1H questions, what, when, where, who, why, and how (Tsuji, 2017), which always come up in every appropriate composition. That treatment for 5W1H also enhance writing skill for students because it gives them inspiration to continue their writing.

In this study, the assumption for getting idea to prompt writing comes from sequence narrative words and visual exploratory. Those reasons make visual exploratory with narrative sequence become positive role to enhance students' inspiration to get many words. Then, they will useful in writing composition.

## 1.1 Writing Process

The writing process involves many complex of dimensions, such as auditory discrimination and auditory memory, visual discrimination and visual memory, also sound and letter-names (Rowe, 2018). That's all related with cognitive aspect in children. The requisite in writing is the same with reading process. Which has to be learnt in children before they can read and write.

The complexity of writing makes teacher should plan an effective way to teach their students (Cheung, 2016). The writing is not only encompassed to length words, but also words and sentences choices, coherent and cohesion paragraph, also punctuations. Working memory also contribute to writing skill in students (McCutchen, 1996). However, implications for complex processes such as reading and writing need working memory that is stored in long term memorize.

Because of the complexity of writing, it is a must for teacher to teach writing more easily than students think. Teacher intervention for writing purpose to improve text generation, transcription, and self regulation (McMaster, 2018).

One of the teacher intervention in writing is develop model sequence of narrative text. It's usually start with before, during, and after in text composition. Teacher who support the material learning through narrative story to the student prove that study shows writing narrative can help Math understanding (Ivars and Fernández, 2018). The divergent understanding between teacher and students for develop writing skill can be done upon reflecting narrative text and construct shared (Kostuli, 2005).

## 1.2 Visual and Writing

Picture is an important process reading in mind of children (Aggleton, 2005). They really engage when the books they were read presence illustration. Children tend to choose the book

with picture to have experience of exploring again ideas that illustration appear available. Appropriate picture can be a positive interaction in children (Philips and Sturm, 2013) for they readiness literacy. That's why the picture has been used in textbook for elementary students.

The picture also construct meaning-making and creativity for young students (Narey, 2017). That study also found that children explore visual as multi-modality, creativity, and provide an overview of visual language development in the early phases of young children's. They can get their own imagination looking at the picture and interpret what they see in a picture (Zbaracki, 2015). It's not only words vocabulary, but also images can create a kind of reading paths, by producing an order in the arrangement of elements which are already filled with meaning (Kress, 2003). For that finding, the picture could be a trigger for idea in writing process for elementary school students, as well as in reading.

Furthermore, visual and picture can inspire students to make composition (Dallacqua, 2018). They were positioned as an option for writing strategic in the classroom.

The writing development practice can be created in the classroom by connecting reading and writing for authentic purposes, getting ideas throughout the writing process include explicit modeling of strategies for planning, align instructional focus across reading, and other curricular activities. Extending time to write and incorporate varied of flexible participation structures through which students can share their ideas and receive back from teacher or peer on writing (Alley and Peterson, 2016). Spelling (alphabetic principle with form), composing (reflective discussion with teacher enforcement), combined spelling, also composing (teacher enforcement), and treated control (writing practice by self learning) are increase the students writing skill (Berninger *et al.*, 2002).

The aspects of writing process (planning, composing, and revising) need writing instruction that engage active students. It's help students develop their understanding of the writing process, teacher should have strategies. Graham suggests for many strategies (Graham *et al.*, 2012), for example POW (Pick ideas, Organize their notes, Write and say more) or ordering ideas/outlining, brainstorm, generate their paper, and review their ideas. That's all about writing phase of planning, which this study focus about.

Worksheet usually has used as a tool for writing instruction in the class. The recent study showed that worksheet (Choo *et al.*, 2011) on students learning based problem in writing, but this study keep using

worksheet for a treatment. For assumption that picture still influence in students' mind.

### 1.3 Purpose

The purpose of this pre-experimental study was to assess the effects of visual exploratory with sequence narrative words for writing composition in elementary school students.

The hypothesis of this study is enhancing in students' quality writing composition by giving them worksheet that contain a picture (to get visual exploratory) with sequence narrative words (as conjunction per paragraph).

## 2 METHOD

### 2.1 Context and Procedures

Pre-experimental is used this trial study with one group pre-test post-test design. As pre-test, the students (n=9) given a blank piece of paper then they asked to write a narrative composition. The post-test score will assessed after they have treatment.

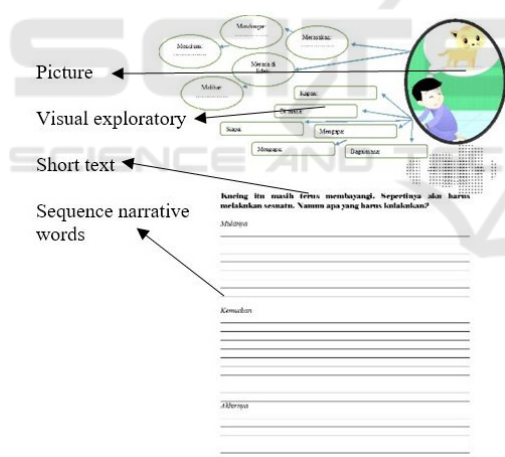


Figure 1: Sample of visual exploratory with sequence narrative words

This study take a month to implement in the classroom for completing data. The students will taught in regularly school process. Pre-teaching (giving alpha zone activity, theme, instruction), whilst-teaching (topic, enforcing to write, exercising), and post-teaching (evaluating and measuring the students' working).

The composition counted the number of sensory words and situatedness words (Bos *et al.*, 2015) will

be scored as well as sequence, story content, and length product.

After that, the students given a paper worksheet which contains visual exploratory sequence with narrative words (as treatment) to prompt their idea and writing fluency as post-test. The sequence narrative contains words in the beginning, at first, then, at that moment, at the end, etc. The visual exploratory explores questions 5W1H and senses of words (hears something, smells something, tastes something, etc).

Number sensory words in a narrative that refer to one of the following modalities. There are visual (sight), auditory (hearing), tactile, body kinesthetic, olfactory, organic, taste, emotional (deep feeling), and action words (Jampole *et al.*, 1991). Whereas, number of situadness words score by situational dimensions, such as: who, what, where, when, why and how of story text that lay in story foundation. For each narrative, the words that referred to the content was counted (Zwaan *et al.*, 1995). The maximum score is used for measurement in this study.

That worksheet contains a picture in up corner which has 5W1H to make outline and mind map for students. There are also appearance for sensory words to fill with student's imagination about the picture.

The function of short text is to dig ideas from students. The example short text: The cat always on my mind. I must do something, but what I have should to do ...

Sequence narrative words given to ease how to write for better composition, beginning with introduction of character, developing problem, conflict, and closure.

The description assessment of writing based on the length words, sensory words, situational words, narratives sequence, and story content are in the table.

Table 1: Description of measurements for visual exploratory with sequence narrative words.

Measurements	Descriptions
Length words	Productivity of words numbers in writing composition.
Sensory words	The number of visual, auditory, olfactory, kinesthetic, tactile, organic, taste, emotional, and action words.
Situational words	The number of story that contain 5W1H, what, who, where, when, why, how.
Narrative sequence	Words or sentences that show conjunction narrative story
Story content	Ideas and informativeness text in composition

The pre-test and post-test score will be conducted by analysis of the table above. A blank paper with composition for pre-test score, and the visual exploratory worksheet composition for post-test score.

## 2.2 Participant

The sample participant of this trial study are (n=9) three boys and 6 girls, randomized from grade fourth, fifth, and sixth Ar-Roihan Islamic Elementary School Lawang using Bahasa Indonesia. All participant can write simple composition in Bahasa Indonesia, but they can't organize well in writing.

## 3 RESULT AND DISCUSSION

The findings from data collected df n-1(8) was shown that mean pretest score was 53,22 and SD 16,29, with level of significant 0,05. The post-test mean score was 84,78 and SD 10,09. The result showed the positive enhance mean average between pre-test and post-test.

Table 2: Statistic before and after treatment

Measurements	Mean	SD
Pre-test	53,22	16,29
Post-test	84,78	10,09

The null hypothesis (H0) state that there is no significant between the effect of visual exploratory with sequence narrative words worksheet to writing score, whereas (H1) state that there is a significant effect of worksheet to students' writing score.

The data was analyzed by non parametric test revealed the decision for reject the null hypothesis. It means that there was a significant effect for using visual exploratory with sequence words worksheet for improving students' writing score.

Components of writing that measure had differences score. The data result from this experiment are following present.

Table 3: Mean score and standard deviation of writing measurement

Measurement		Length	Sensory	Situational	Narrative	Story
	n=9	words	words	words	sequence	content
Pre	M	53,22	5,56	53,22	10,00	6,00
	SD	16,29	7,27	16,29	3,54	3,04
Post	M	84,78	24,44	84,78	10,56	9,67
	SD	10,09	1,67	10,09	3,91	0,50

That data shows the differences of writing score components. By using non parametric test, the length words decision was reject null hypothesis. The criteria  $\alpha=0,05$  and confident interval 95%. It means that the worksheet is significant to enhance writing score.

The sensory words also had decision for reject null hypothesis. It means that the worksheet made students in sample of experiment had wider sensory words than before using the worksheet for create composition.

Retain null hypothesis was decision for situational words. It means that the worksheet was not significant to improve the writing for component of situational words. The lower score for post-test was 77,02 and the upper score was 92,54.

The narrative sequence had reject null hypothesis and so did for story content. So, it's just the one component of writing measurement that retain the null hypothesis of decision based on non parametric test.

Although it is generally not easy to develop and create narrative writing for elementary student in short time, but the teacher should prompt student's writing. To make inspiration for the words and sentences that produce in writing, the students need a visual trigger (Dallacqua, 2018). The visual exploratory has a better effect for that.

Picture can help the students for explore their imagination in writing, as well as in reading which was revealed by Aggleton (Aggleton, 2017). The illustration also has made engaging students to read (Dorrell *et al.*, 2004). Since the attractiveness of visual and illustration impact in readers, it applied also to writing. However, writing and reading are close activities and influence one to another (Hebert *et al.*, 2013). It has shown that visual increased length of words in students' writing in this study.

Even though, there was assumption that illustration may not have been influence in students because of low image (Millard and Marsh, 2001), but this study showed how attract the students to finish their work.

The situational words that contain 5W1H always inserted in student's narrative writing. It's showed from the analyze result for that component of situational words. The result is not significant for this experiment. Although 5W1H worksheet was success to improve in academic writing performance in students (Tsuji, 2017), but it's not work in creative writing in elementary school student such as the experiment had done in this study. It means that situational words were inserted automatically students' narrative writing in this study.



However, this study shown how the participants prompted and encouraged to create their writing based on their own ideas by visual exploratory.

## 4 CONCLUSIONS

The finding of this study showed positive influence of worksheet treatment presented visual exploratory with sequence words. The worksheet contributed for better performance of narrative writing for the students.

It has proven the effect of visual exploratory for students to get ideas in writing. An evidence which impact for readers by illustration in book and graphic novel [24], also possible for students' writing. Thus, it made strong correlation between visual exploratory with engaging students for writing prompt. Furthermore, the visual exploratory giving students imagery words to improve their words length, sensory words, and story content.

This study conducted to a little sample, it is recommended to get more population for valid result in the future.

In addition, making exploration for picture, drafting the narrative sequence composition, and also revising their writing need much time, so it suggests to give more duration for students to accomplish their writing properly.

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