

**Effectiveness of Using Pictures in Developing Creative Writing Skill of Basic
Level Students**

**A Thesis Submitted to the Department of English Education
In the Partial Fulfillment for the Masters of Education in English**

**Submitted By
Nimdiki Sherpa**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2024**

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Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 15-04-2024

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Dedication

Dedicated to

My **parents** and **all the teachers** because of whom I am here today.

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Nimdiki Sherpa

Abstract

Creativity in writing skill is a vital skill that helps the students with problem-solving and contributes the students to be innovative in this modern era. This study aimed to find out the effectiveness of pictures in developing creative writing skill of basic level students. To carry out this research, an exploratory action research design was used. The 8th grade students of Shree Shivamai Secondary School were purposefully selected as the sample of the study. Test was used as a main data collection tool and classroom observation form as a supportive tool for data collection. The test results were analyzed and presented statistically supported by the thematic interpretation of the data collected from the classroom observation form. Before the intervention was started, a pre-test was taken to assess the exiting level of students' creativity in writing in English. The result of the pre-test showed that the students had very poor performance in creative writing skill, only the 49.9 mean score was achieved by them. However, students achieved 67.1 mean score after the entire intervention. Thus, the study showed that the use of multiple pictures plays the supportive and constructive role in developing the student's creativity in their writing skill. Moreover, the findings also showed that, pictures make the learners more attentive and active in the classroom by making the classroom interesting and learning as fun. Such kind of positive changes in students contributes to develop their creative writing skill.

This study contains five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study and operational definition of the key terms. The chapter two comprises review of the theoretical and empirical literature, implications of the study and conceptual framework. Similarly, chapter three includes the design and method of the study, population, sample and sampling strategies, research tools, data analysis and interpretation procedures and ethical considerations. Likewise, fourth chapter consists analysis of the data and interpretation of the results. Similarly, the fifth chapter focuses on the conclusion and recommendations of the study. Eventually, the references and appendices have been included in the last part of the study.

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List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

Chapter I: Introduction

The present study is on the **Effectiveness of Using Pictures in Developing Creative Writing Skill of Basic Level Students**. This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

Background of the Study

"A picture is worth to a thousand of words" is a popular saying by Confucious. It means the complex and even multiple ideas can be conveyed by a single still image, which conveys its meaning or essence more effectively than a mere verbal description. Picture is understandable in any language. It is an effective tool for learning, particularly for English Language Learners. It helps to make abstract ideas as concrete as possible and therefore, helps to clarity meaning and promote understanding (Wright, 1990).

As English language is a global language, it is taught and learnt as a foreign language (EFL) in our context. As an English teacher, a monotonous English teaching method is certainly not recommended. English learning method using pictures has proven to be able to improve the student's language proficiency. Mary and Michael (2021) stated that pictures can be used to give interesting, meaningful practice in the sound, structures, and vocabulary of the English. Speaking by using pictures as a media of learning can make the English learning atmosphere more fun. This is because students prefer pictures rather than text book, especially if the pictures are made and presented in accordance with good requirements, and will certainly increase the spirit of students in learning process. Therefore, students can easily improve their speaking ability by using the pictures.

According to Hill (1990, p.7), "the standard classroom is usually not a very suitable environment for learning languages. That is why teachers search for various aids and stimuli to improve this situation". Thus, pictures are one of these various aids. They being images of reality into the unnatural world of the language classroom. Pictures bring not only images of reality, but can also function as a fun element in the

class. Similarly, Brown (2001) also states that English is one of the most important languages in the world, because English has a function as an international language that plays an important role in communication and modernization around the world. Therefore, English becomes a foreign language that is taught throughout the world, include Nepal. As English is established as a global language, it becomes a compulsory material taught from elementary level to secondary level. In learning English there are four skills that must be mastered by student, they are writing, reading, listening and speaking.

The use of pictures, it is hoped that the students will be able to learn and pay attention to the material. Using a variety of pictures will increase the probability that students will learn more and retain better what they are expected to develop, and also pictures are used to motivate students in learning. Based on that, students need to choose one of media which is the best for students in order that students get more effective speaking learning to improve their skill. Daryanto (2020) mentioned some of the major advantages of using pictures. They are; easiness to use in teaching and learning activities because it is practical without requiring any equipment, price is relatively cheap than other types of teaching media, and Pictures can be used in many ways, for different levels of teaching and various disciplines.

Pictures give visual learners the chance to reflect on the visual information given to them and in turn develop their senses by examining what they can touch, hear, and smell. It can be used to transform abstract ideas into realistic ideas. It also can make learners more engaged in the lesson and also facilitates further learning. Pictures tend to engage both sides of the brain of learners making it easier for them to remember and recall the visual stimuli provided. According to Wright (1990), some learners may have problems with grasping words, but pictures may get stored in their minds for a long period. Learners with different learning styles can learn easily through visual images and pictures as it accommodates various aspects including auditory, visual, and kinesthetic aspects. Teachers can introduce novel concepts in the classroom by utilizing pictures. The learners will understand better if they see more pictures.

Thomas (1990) states that the creativity in writing skill is a vital skill that students need to be successful in school and life. It helps with problem-solving, contributes to satisfaction in life and stimulates curiosity. With children having fewer opportunities to develop creativity than ever before, finding simple and fun ways for them to develop their creativity is key. Pictures are simple yet fun activity for them to get involved in that not only builds up their creativity but allows them to learn a new skill which encourages them to be innovative and use their imagination. Learning how to be curious is one of the most beneficial things to learn when it comes to boosting creativity. Pictures can reward curiosity, which adds to creativity.

In the context of Nepal, the recent basic level curriculum also allocated 25% marks for writing skill. Writing is one of the major ways of assessment as all as external tests. Moreover, one of the major competencies of the students in the Basic Level Curriculum is to make them able to communicate in written language and to learn to think creatively and critically to develop the language skills by promoting tolerance, inclusiveness and socio-cultural harmony.

However, in our context, the basic level's students still find many difficulties while dealing with the creativity in the writing context. Although most of them can perform well with the familiar text through memorization, they find very difficulties while they are facing different unfamiliar texts or those texts which demand to use their own creativity rather than memorization.

Thus, using pictures can be beneficial for enhancing student's writing skill and also boost their creativity and imagination skill in writing. Students will improve their problem-solving skills in writing and different collaborative tasks can be improved their collaborative skill as well.

Statement of the Problem

Creativity in writing skill is a vital skill for exploring the innovative ideas in written form that students need to be successful in school and life. It helps with problem-solving, contributes to satisfaction in life and stimulates curiosity. With children having fewer opportunities to develop creativity than ever before, finding simple and fun ways for them to develop their creativity is key. Using pictures is a

simple yet fun activity for them to get involved in that not only builds up their creativity but allows them to learn a new skill which encourages them to be innovative and use their imagination. As it is a mandatory aspect, teachers are supposed to make the students perfect on it. However, as a teacher, I find very poor performance of the students in creative writing skills. Although the students can perform better in the familiar writing tasks through memorizing all the passages, they were very weak and under confident to deal with those written tasks which demands their creativity and imaginative skill. They were more hesitant about it. Thus, I found the problem here.

Many studies have been done in the periphery of writing skills, for example; a research entitled 'Exploring the Effect of Grammar Instruction on English Writing Skill' conducted by Paudel (2021) and so on. However, none of the research has been done over the creativity of the students in writing skill. Thus, to overcome this huge gap in the writing field and creativity in our context, I have decided to focus my study on enhancing student's creativity in writing performance in English.

The reason behind my motivation to work on this topic is because it is more convenient and economical for the researchers like me who are engaged in the teaching profession. A picture can become a very beneficial medium for teaching creative writing skills to the students. Because pictures are low in economics and high in efficacy. It makes the classroom more interesting and makes student's learning concrete, fun and makes the students active in learning.

Thus, I am determined to conduct this research by exploring the actual impact of using pictures in English writing skill as it is the most powerful and formal way of communication.

Objectives of the Study

The researcher has following objectives:

- a. To find out the effectiveness of using pictures in developing creative writing skill of the students.
- b. To suggest some pedagogical implications based on the findings.

Research Questions

The following are the research questions of the study:

- a. What is the effectiveness of pictures in developing creativity in writing skill?
- b. How does picture play crucial role in developing student's creativity in writing skill?
- c. How do learners at basic level respond to pictures for enhancing creativity in writing skill?

Significance of the Study

This action research, as it is intended to explore the effectiveness of the pictures in developing creativity in writing skill at basic level classroom which was not done yet in the context of Nepal. Since this study addresses the practical issue in ELT classrooms, it offers knowledge to both experienced and novice English language teachers.

Furthermore, it provides evidence on how learners enhance their creative writing skill through different pictures so that schools can use this technique as a new technique for mastering the student's creative writing skill in English language. These efforts will provide a handful of facts and information on this issue to the ones in need.

Delimitations of the Study

To carry out the research successfully, the researcher needs to limit the area of the study due to the access of time, economy and participants. This study has the following limitations:

- Multiple pictures have been used during the intervention. They were compiled pictures, flashcards, drawings, newspaper's cut, posters and online printed pictures.
- Shree Shivamai Secondary School has been chosen as a place to conduct this research.
- This study included only the 8th grade students.

- Twenty (20) students were involved in the intervention.
- Written tests and classroom observation form were used as tools for the data collection. Besides this, I used daily attendance and health reports of the students in the process of intervention.

Operational Key Terms

In my study, the following key terms have been used, so the operational meaning of them have been presented here:

Creativity: Ability to generate original ideas, solutions or expressions that are both novel and valuable, especially in the production of an artistic work.

Pictures: Tools which can be used by the teachers in the classroom in order to facilitate teaching and learning activities.

Writing skill: Abilities, which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

Creative writing skill: The artistic expression in the words of one's imagination. It also means the impact of producing the sentences by thinking creatively.

Chapter II: Review of Related Literature and Conceptual Framework

This chapter deals with the review of related literature. Both theoretical and empirical literatures have been presented and later their implications for the study are spelled out in this chapter. The chapter also consists of the conceptual framework.

Review of Related Theoretical Literature

I have consulted different theories and approaches which light up upon creative writing skill in English and the ways to improve this skill through using multiple pictures. All these aspects are discussed here.

Concept of Writing Skill

Writing skills are specific abilities which help writers to put their thoughts into the words in a meaningful form and to mentally interact with the message. Harmer (2021) states that writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking. It means writing is the representation of the language in a textual medium through the use of a set of signs or symbols. Some people consider that writing is difficult. Elbow (1981) states that writing calls on the ability to criticize them in order to describe which ones to use. Writing skills has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated.

Teaching Writing Skill

While teaching writing skills, teachers should guide the students how to write and help them learn to write effectively. The writing process requires several key skills. There are methods available to assist struggling students in developing these writing skills. That is because there is a lot that goes into expressing thoughts in writing or written expression.

Components of Writing Skill

There are many sub skills of writing. According to Sobana (2003) writing skill consists of the following sub skills. They are:

- Mechanics: It includes handwriting, spelling and punctuation
- Organization of vocabulary and idioms
- Organization of paragraphs, topic and support cohesion and unit
- Syntax: Sentence structure and sentence boundaries.
- Grammar: Rules of verbs, agreement, articles, pronouns etc.
- Content: Relevance, clarity, originality and logic.
- Writing Process: Drafting, revising, editing and publishing.
- Creativity of the students.

Basic steps for teaching writing skill

Here are some basic steps for teaching writing skills according to the 5th edition of Harmer (2021) that can help establish a strong foundation in the learning process.

- Ensure good spelling and usage of punctuation marks.
- Improving reading comprehension.
- Build sentences and paragraph structures.
- Explaining the different types of writing.
- Educate about editing and so on.

Importance of Teaching Writing Skill

Rao (2017) mentioned that writing is a subject that many students struggle with, yet it is an integral part of our daily lives. We don't have to be an author or researcher to write. Emails, reminders, directions, records and even grocery lists require writing skills. Helping the students enhance effective writing skills can benefit them for the rest of their lives and it is a skill that they can always be improving upon. According to him, there are some significance of writing skills:

Self- Expression: Presenting at a meeting or creating a story we need to be able to put our thoughts down in words. Writing gives us the ability to record our ideas so that we and others can read them, now and in the future. We can organize our thoughts and string words together in a way that makes sense.

Clarity: Without the strong clarity, what we have to say may be confusing. This can lead to misunderstanding and mistakes. Being able to clearly explain who, what, when, where, why, and how can prevent problems and make things run more smoothly and effectively.

Credibility: Papers and emails that contain a multiple of spelling or grammar errors can make it look as though we don't know what we are talking about. It is harder to take someone seriously when they cannot accurately write about something that is important to them.

Approaches to Teaching Writing Skill

According to Nunan (1992) the product approach and the process approach are the two approaches for teaching writing skills to the students to master it. English teachers have recommended these approaches over the last decades. Here are some writing approaches and how they contribute to the teaching and learning of English writing skills.

Product Approach: The product approach compels the writers to focus on the finished text or the product of writing, rather than the steps and stages necessary to get there. The focus of the product approach to writing is the final, polished document. It is usually done as single sitting, with no revisions or breaks. Product approaches include reports, blogs, newspaper articles, formal letters and emails and memos.

Process Approach: The process approach to teaching writing is that if students receive feedback while writing, it may improve the final result. This method is a natural sequence of steps that writers take to complete a piece of writing. The emphasis of process writing is on the process rather than the finished product. It divides the act of writing into manageable steps for completion, with enough time given for each step.

Writing Process

Harmer (2021) states that the writing process consists of a series of specific steps writers use to create text. It is important for teachers to recognize and use these five stages to teach writing skills effectively. Each step discussed below may provide us with details of the writing process:

Drafting: Drafting is the process of putting points and ideas on paper and arranging them in a readable manner. Before accumulating all the information, writers usually research their topics during the prewriting stage. Writers start with a draft version, then arrange their points in the best way possible and gradually prepare a revised version.

Revising: Revising is another important stage in which there is a thorough revision of a draft. This includes the addition, replacement and deletion of points based on the requirements. Revision often makes the writer's viewpoint more compelling.

Editing: It is important to refine the tone of the writing and thoroughly check each line of the text. To eliminate errors, it is necessary to review spelling, grammar, punctuation, sentence structure, document format and other factors. Editing is the stage where writers can make any necessary changes to improve the document.

Publishing: It is the final stage in which writers submit their work to a publisher. Before submitting the written document to the publisher, a writer may ensure that it is complete with no errors. Teaching your students about the publishing process may help them become better writers and readers.

Similarly, according to the (Tipple, p.38) a typical model identifies four stages:

- Pre writing
- Composing or drafting
- Revising and
- Editing

The process of writing can be presented in the following box:

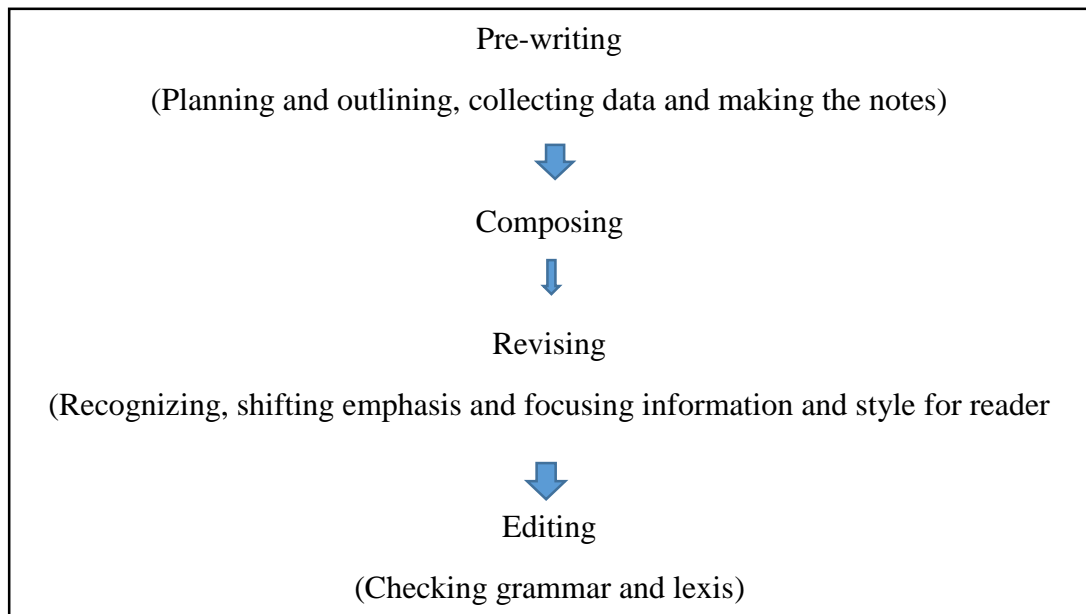


Figure 1: The process of writing

Creative Writing Skill

Gardner (1984) states that creative writing skill refers to the ability to express oneself imaginatively through the written word. It involves crafting original ideas, character, plots, and setting to create engaging narratives. Creative writing skills include several elements such as storytelling, character development, descriptive language, dialogue and narrative structure. Creative writing requires not only technical proficiency in grammar and syntax but also a vivid imagination and the ability to evoke emotions and captivate readers. It can enrich our personal and professional life but it also requires practice, morality and motivation.

Creative Writing in English Language

Creative writing is any writing that goes outside the bounds of normal professional, journalistic, academic, or technical forms of literature, typically identified by an emphasis on narrative craft, character development, and the use of literary tropes or with various traditions of poetry and poetics. Creative writing can technically be considered any writing of original composition. In this sense, creative writing is a more contemporary and process-oriented name for what has been traditionally called literature, including the variety of its genres.

As Thomas (2010, p.24) pointed out “creative writing refers to a form of writing which draws from imagination or invention in a way that other styles do not”. It shows that unlike other forms of writing, creative writing is not limited by the rules or restrictions that dictate other journalistic, technical or academic styles. The term includes a number of different genres and styles in both a fictional and non-fictional context and allows for a level of artistic or creative freedom.

For examples;

- Poetry
- Prose
- News story
- Dialogue
- Film Review,
- screenplays,
- personal essays,
- Lyrical writing and playwriting and so on.

There is often a strong emphasis on the value of expression in creative writing, and writers may use character development and plot to express ideas and thoughts in a unique or original way. The process relies on using creativity as a tool to produce a compelling story, which can be achieved by incorporating a series of literary devices like metaphors, alliteration and symbolism to make a work interesting or engaging for audiences.

Creative Writing Process

According to King (2020) if we go in process, creative writing can be better. There are some stages that can be followed:

- **Finding the Purpose:** Why do we want to write creatively is the main motivation of creative writing. Answers to these questions decide what we want to do further. Having a clear purpose helps us to focus on our ideas, choosing our genre and inspire ourselves. Our purpose may be anything such as having the story or sharing the message and so on.
- **Experiment with Forms:** There are many forms of creative writing such as fiction, poetry, memoir, script, or blog. Each and every one has its own rules, conventions and challenges. Experimenting with different forms can

help us to discover our strengths and preferences. We can mix the different forms and even create our own form too.

- **Read widely and Critically:** Reading is essential for creative writing as it exposes us to different styles and techniques as well as perspectives. It expands our vocabulary, imagination and knowledge. It gives us knowledge about the uniqueness of the different writers.
- **Develop a Routine:** Creative Writing also has its process which includes planning, drafting, revising and editing. To make the most of it, we must prepare a routine.
- **Seeking Inspiration:** Inspiration is the inner force to make something happen. It can come from anywhere, from our own experiences, other's stories, opinions, advice and so on. We can use techniques such as brainstorming, free writing, mind mapping or prompts to stimulate our inspiration.
- **Featuring:** At this stage, learners are asked to write based on the examples.
- **Producing:** In this stage, students are asked to write a summary of the material that has been studied in writing learning. This stage can begin with listening and reading activity by using a text. The result of what is listened to by students then poured in the writing product using their own words.
- **Recombination:** Students are led to be able to combine sentences that initially standalone into a combination of several sentences.
- **Guided Writing:** In this stage, students are taught about good paragraph writing, with the help of teachers to explain about paragraphs. Teachers can also help with pictures and writing frameworks.
- **Free writing:** Here, students are given the freedom to write their own ideas, feelings and thoughts into a real writing form. For instance, writing newspapers, journals and so on.

Way of Improving Creative Writing Skills of the Students

King (2020) states that it takes time and effort to help the students to develop their writing skill and improve their critical thinking abilities. Writing assists students in remembering information. Here are some fundamental techniques to help to learn how to teach writing skills effectively:

- Explaining the significance of the writing.
- Considering the responsibility to improve a student's writing skill.
- Making the students clear that teachers place a high value on good writing.
- Regularly assign the brief writing exercises and supervise the process.
- Sharing my own writing with the students.
- Motivating peer work.
- Encouraging the student's journal activities and so on.

Concept of Pictures as a material in Teaching

- According to Wright (1990) to teach the English language, one of the most commonly used English language learning media is “pictures” or images. As an English teacher, a monotonous English teaching method is certainly not recommended. The English learning method using pictures has proven to be able to improve the student's language ability.
- In addition, Widyahening (2011), there are several important reasons for the use of pictures as a media in teaching. Such as:
 - Picture is concrete: Abstract knowledge can be presented in the concrete way through using the picture in the classroom for teaching and learning. Most of the hard concepts can be taught easily through the use of images.
 - Picture overcome space and time
 - Picture overcomes human's senses weakness
 - Picture as a media of explanation
 - Picture is easy to get
 - Picture is efficient

Marry & Michael (2020) state that pictures can be used to give interesting, meaningful practice in the sound, structures, and vocabulary of the English. Speaking by using pictures as a medium of learning can make the English learning atmosphere more fun. This is because students prefer pictures rather than textbooks, especially if the pictures are made and presented in accordance with good requirements, and will

certainly increase the spirit of students in following the learning process. Therefore, students can easily improve their speaking ability by using pictures. According to Gerlach & Ely (1980), there are advantages of the pictures as follows:

- Pictures are inexpensive and widely available,
- They provide common experiences for an entire group,
- Pictures can help to prevent and correct misconceptions,
- They help to focus attention and to develop critical judgment,
- Pictures offers stimulus to further study, reading and research. Visual evidence is a powerful tool and
- They are easily manipulated.

Pictures in Foreign Language Teaching

As Hill (1990, p.7) pointed out, “the standard classroom” is usually not a very suitable environment for learning languages. That is why teachers search for various aids and stimuli to improve this situation. Pictures are one of these various aids. They bring images of reality into the unnatural world of the language classroom.” (Hill 1990, p.1). Pictures bring not only images of reality, but can also function as a fun element in the class. Sometimes, it is surprising how a picture may change a lesson, even if only employed in additional exercises or just to create the atmosphere.

Picture meets with the wide range of use not only in gaining vocabulary or words rather in many other aspects of foreign language teaching. Wright (1990, p.4-6) demonstrated this fact in an instance, where he used one compiled picture and illustrated the possibility of use in five very different language areas. His example depicts employing pictures in teaching structure, vocabulary, functions, situations and all four skills. Moreover, he pointed out that “potential of the pictures is so great that only a taste of their full potential can be given” in his book. (Wright 1990, p.6). To be more specific, beside lessons where pictures are in the main focus, they might be used just as a “stimulus for writing and discussion, as an illustration of something being read or talked about, as background to a topic and so on” (Hill 1990, p.2)

However, “pictures have their limitations too”. (McCarthy, 1990, p.115) for example, in teaching vocabulary, pictures are not suitable or sufficient for demonstrating the meaning of all words. It is hard to illustrate the meaning of some words, especially abstract words such as ‘effect’, ‘opinion’, ‘impact’ etc.

Therefore, in some cases, other tools are used to demonstrate the meaning or alternatively pictures might be supplemented by other tools. There are many reasons for using pictures: Pictures flashcard, drawing, wall pictures and compiled pictures that are commonly used for enhancing the creativity of the students in writing skill.

There are many kinds of pictures that are commonly used in English language teaching Wright (1990, p.2). They are:

a. Picture flashcard

Picture flashcards enable students to link the meaning of the words with real world images immediately. When using flashcards in presentation, it is easy to involve learners actively and to combine the presentation with controlled practice. The presentation of the picture- flashcards enhance the creativity of the students in writing skill in various ways, for example in creating a story, making an imaginative dialogue and so on.

b. Drawing

Drawing finds huge potential in teaching languages. I must agree with Wright (1990, p,23) that in the first place, simply drawing can possibly substitute other forms of pictures. Although some teachers may not be exactly proficient in drawing, they are bound to find some ways of drawing simple pictures for classroom use. He stated that drawings ‘provide an immediately available source of pictorial material for the activities. Students and teachers drawing also has the special quality, which lies in their immediate and their individuality’.

b. Wall –pictures

It is another valuable visual material for language classes. In the first place, they can be displayed in the classroom to set the English environment and then they function as another source of language to be observed by the students in the process of natural acquisition. Furthermore, they will find their use both in presentation of new language and controlled practice. Due to their character, they are obviously suitable for the presentation of new languages.

c. Newspaper cut pictures

Pictures which are taken from the newspaper are called newspaper cut pictures. It is also very useful for enhancing student’s creativity on writing skills, for example, creating an imaginative news story on the basis of newspaper cut pictures.

d. Compiled picture

Compiled pictures may also be found in plenty of variations worksheets. They are useful for individual written exercises on structures as well as to boost creativity of the students. These often occur in the form of handouts with two slightly differing pictures or a picture and a text which are used in individual work or pair work. Alternatively, different details can be missing in each picture, which can lead to information gap type of activity for pair work.

Pictures in Creative Writing Skill

According to Joe (2023), in the realm of creative writing, the ability to visualize and articulate vivid pictures is paramount. One innovative way to cultivate this skill is through an exercise that involves using images to inspire plot summaries. This task not only enhances a writer's observational skills but also stimulates imagination, encouraging conciseness and fostering empathy. Visual imagery plays a crucial role in storytelling. It has the power to stimulate the brain, evoke emotions and transport readers into the world the writer has created.

There are several benefits to this exercise:

- It develops observational skills.
- The task stimulates imagination.
- Writing short plot summaries encourages conciseness.
- Visualizing different scenes can help writers develop empathy.

Ali and Hasanah (2014) stated that in writing narrative text, students have to fulfill the five series of components by using a series of pictures. The use of pictures made to create visual aids in teaching writing and create an exciting atmosphere, so that the students can achieve higher scores in writing. By using pictures in teaching writing, students will be encouraged to develop their ideas, feelings, thoughts, and also their imaginations in their writing products. It means that by using pictures, a teacher may invite the students to generate their ideas with excitement. Using pictures to promote writing skills of the students is a key strategy. It is more immediate engaging the students and often less daunting for students than texts. We often use images to push language development and thinking skills within a thematic unit.

Empirical Literature Review

Every researcher needs to observe the fundamental background of the related topics and the major findings of the past studies. A number of studies have been conducted in the field of Impact of using pictures in English Proficiency and creativity. I have reviewed some of the major research works, which are related to my study.

Sakkir (2020) conducted research on “The Effectiveness of Pictures in Enhancing Writing Skill of Senior High School Students. The purpose of this research was to know the effectiveness of pictures in writing class of senior high school students. It employed a qualitative method using the quasi-experimental design. The subject of the research was the second-year students of senior high school in Sidrap Regency, South Sulawesi, Indonesia. The total population is 100 students which are distributed in 5 classes. Each class consists of 20 students. The sampling techniques used in this research is cluster random sampling. The instrument was a writing test to obtain data on the student’s writing achievement through the pictures. Based on the result, the researcher concluded that the pictures enhance the writing skill of senior high schools’ students.

Mulyani (2018) conducted the research on “The Influence of Picture and Picture Model on Indonesian Writing Skills” This study aims at determining the effect of the use of picture and picture model on Indonesian Writing Skills narration essay in the class IV A and IV Elementary School 1 Purwawinangun. The samples in this study were 49 students. The method used in this research was a quasi-experiment. Data collection tool was an essay written test. Data analysis techniques were normality test, homogeneity test, t-test, and n-gain test. The result of the pretest was 40.4 and 39.4. The results of the posttest mean score of experimental and control class are 80.4 and 70.3. The result of the hypothesis test obtained the value of based on the t-test results obtained 0,000 significance level, where $0.000 \leq 0.05$, it means that has accepted based on the acceptance criteria hypothesis and H_0 rejected, that there is an effect of using picture and picture type cooperative model on narration essay writing skill of the students. The result of the n-gain test is 0.7 indicating that there is an increase in the experiment group using the picture and picture type cooperative model with high criteria. So, it can be concluded that there is influence of using picture and picture type in the cooperative model of students' narration essay writing skills.

Harjuno (2009) conducted experimental research entitled “The Effectiveness of Using Pictures for Enhancing the Writing Skill” to explore the effectiveness of pictures as media to improve student’s ability in writing skill. The students of the fifth grade of SDN Manyaran Nsemrang in the academic year of 2008/9. The sample of the study was class V’A’ as the experimental group and class V’B’ as the controlled group. Each of the classes consists of 40 students. Class V’A’ taught through using pictures and V’B’ taught without pictures. In the research pretest and posttest were used in getting data. Test was used as an instrumental part of the study. The working hypothesis of the study was that there are significant different grades between students who were taught using pictures and not using pictures. The findings of the study were that the pictures are an effective tool as a teaching medium in improving student’s ability in writing skills.

Another research was conducted by Ardayanti and Sari (2010) entitled “The Effectiveness of Using Pictures to Improve Student’s Writing Skill” to find out whether using pictures improves the student’s writing skills or not. To test that, they designed an experimental pretest and posttest study. In their study, 61 (14 males and 47 female) students from the English language teaching department of State university in Turkey were assigned into a controlled group and experimental group and the experiment was done over two weeks long. The gaps between pretest and posttest is reflected by the test’s result, which showed that the use of pictures as a media in teaching writing skill was very useful for the students. The students who were taught by using pictures got better scores and were motivated in writing English. The students also had great self confidence in expressing their ideas in learning English.

Gerami and Tavakoli (2013) carried out research on “The Effect of Keyword and Pictorial Methods on EFL Learners”. This research investigates how the two different mnemonic nonverbal approaches i.e. the key word method and pictorial method to learning lexical items affect language learning and retention of vocabulary items. To fulfil these objectives, 60 young girl elementary students studying at English Language School in Isfahan were chosen to be participants in this study. They divided their total participants into three different groups. Among them, two were experimental groups and one was a controlled group. At the end of each section of the treatment, quizzes were used to measure the participants’ short term memory recall of

the vocabulary. After two weeks of treatment, multiple questions were provided as a posttest to compare vocabulary achievement among the three groups. The Findings revealed that the effect of the keyword method on the participants could store and retain vocabulary items in their long-term memory better than those who used the pictorial technique.

Mirkamali (2013) carried out research on “Using visual Aids for improving writing skill” This research was intended to investigate the effectiveness of the visual aids for developing a student's Writing Skill. The researcher selected 30 students of 8th grade of Hira secondary School, Peshawar as a participant. The data was collected by distributing questionnaires among the study population who were using some visual aids for improving creativity in writing skill. As a result, about 68% of the study participants strongly agreed that visual aids play a vital role for developing writing skill. Whereas, 10% of the participants disagreed with the statement and around 20% participants remained neutral. Thus, the majority of the students believe that the visual aids can have a significant impact on improving writing skill.

Pokharel (2015) conducted an action research entitled “Use of Pictures in Developing Vocabulary Power” to investigate how use of pictures develops student’s vocabulary power. Fifth grade students of Lyecium International Model School were his participants. Twenty-five teaching learning activities had been used by over 46 students. The pretest, progressive test and posttest were conducted to collect the data for the results. 65% scores were determined to show the progress of the students. As results of the test were counted in mean score clearly showed that using pictures can develop the vocabulary power of the students. Where, 50% score of the pretest was increased till 96% in the posttest. Thus, it can be suggested to the English teachers to use the pictures for better and effective vocabulary teaching.

Simbolan (2021) conducted the research entitled “Improving Student’s Writing Skills by Using Pictures and Picture Method at Junior High School”. This study aims to investigate the improvement of students' writing skills by using images or pictures and picture methods in SMP 21 simalingkar B. The rationale of this study was to improve the writing skill on the descriptive text in SMP 21 simalingkar B. This method of study was Class Action Research and was carried out in cycle 1 and 2 in 25 students of VIII B Medan. The data collection tool was test, documentation and observation as well as interview. The data was analyzed by using qualitative and

descriptive techniques. Based on the recapitulation in the cycle 1 and 2 showed the improvement of students' writing skill. The percentages in cycle 1 and 2 were 43.8% for pretest, 47.8% for posttest in cycle 1 and 70.84% for pretest and 80.44% for posttest in cycle 2. From the result of this study, the use of picture and picture methods can improve students' writing skills and classroom situation in writing text.

Handayani and Nyoman (2020), carried out the research entitled "The Use of Picture Series to Improve Writing Skill of EFL Learners". This study aimed at figuring out the improvement of the writing skill of the tenth grade students of SMKN 1 Mas Ubud through the Picture series. Picture Series was the technique of teaching writing in this present study. The undertaking of the research was mainly based on the preliminary study. The subjects were the tenth-grade students of SMKN 1 Mas Ubud in the academic year 2019/ 2020. There were 30 subjects which consisted of 17 males and 13 females. The design was a classroom action research design. The design was a classroom action research design. The research was carried out through implementing Picture Series in two cycles and obtained data were analyzed quantitatively from the pretest, posttest 1 and posttest 2 and then qualitatively from the questionnaire. The result showed that there was a significant improvement of the subject's skill in writing narrative text. In addition, the questionnaire proved that the subject's responses toward the implementation of the picture series were positive during the teaching learning process. In short, the study showed that the writing skill of the tenth-grade students of SMKN 1 Mas Ubud in the academic year 2019/ 2020 could be improved through pictures series.

All of the above-mentioned studies that I reviewed are about the writing skill which are mainly from the foreign context but in the context of Nepal, I found rare research in the field of writing skill which is very crucial but less addressed. I have found a lot of research in the field of writing skill. However very little action research has been done. Although I have found some action research, it is merely in the foreign context. Creativity of the students in their writing skills seems ignored by the researchers. Thus, I have found the gap here in terms of design of research, its focusing aspect and in terms of context. I believe that my study will contribute to filling this gap to some extent.

Implications of Reviewed Literature

All the above mentioned studies have helped me to conceptualize the writing skill in English, creativity in writing skill, types of pictures, role of pictures and ways of improving creativity in writing skill. From the theoretical review, I have got many ideas about what is the writing skill, how it is important for every student and how a picture can help the students to develop the creativity in writing skills of the students.

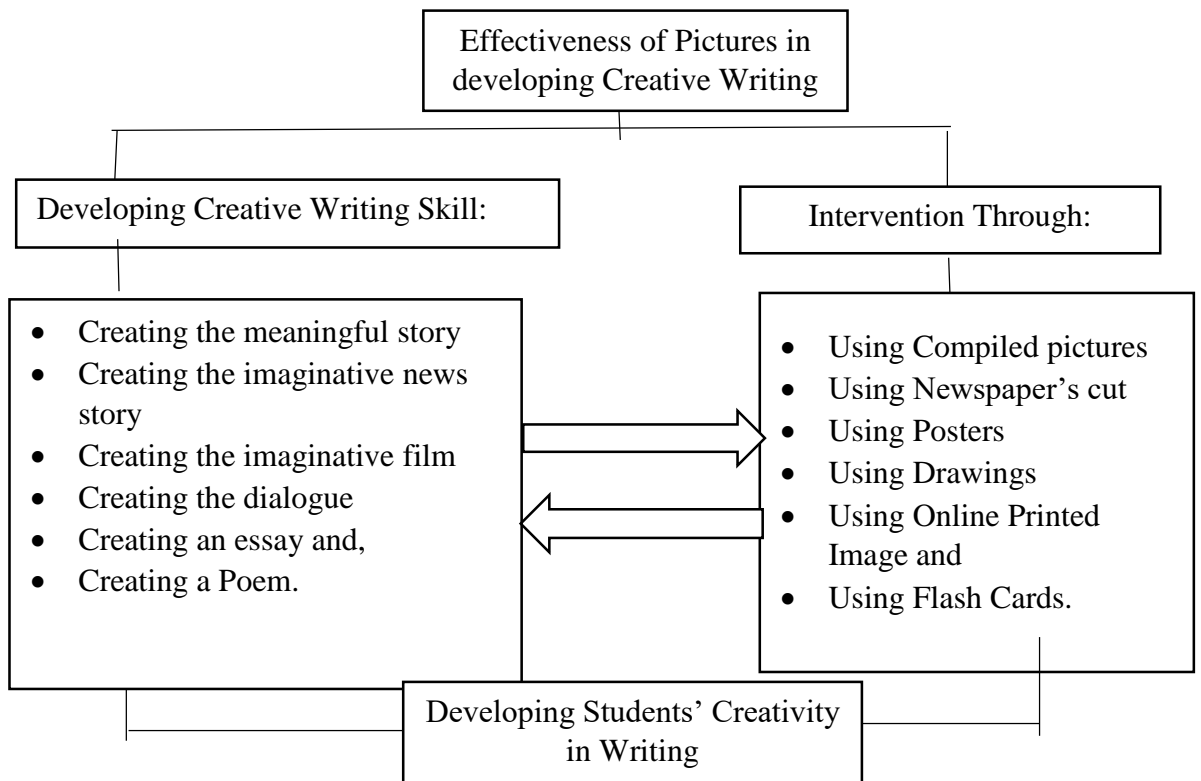
Theoretical review helped me to develop the research question of my study. It also helped me to make my objectives more specific. Theoretical review clarified the basic and broad concept about my research. The fifth edition book of Harmer (2021) helped me to know much about the writing skill and its different aspects and approaches. Similarly, the book of King (2020) helped me to go deep into the creativity in writing skills. Moreover, Basic Level Curriculum, 2021 helped me to know the weightage of the writing skills in the school curriculum.

In an empirical review, I have reviewed ten different studies which are related to the use of pictures for enhancing the student's abilities and creativity in writing skill. The main focus of all these studies is concerned with the effectiveness and usefulness of pictures for developing the writing skill of the learners and their creativity in it. Therefore, all these studies are closely related to my study. After the keen study of all the works I got a lot of ideas regarding the effectiveness of pictures to master the English language, particularly the writing skill in English language. I got several ideas about methodological aspects of conducting action research from Pokharel (2015) whose paper showed how to use pictures for developing vocabulary power. Likewise, I got a different idea about the study by Harjuno (2009) who has used the test as a tool for collecting the data. Similarly, I got the idea about population and sample and sampling strategy for collecting the data by the same study. Most importantly, to conduct that research they have used action research design. I have developed a horizon of theoretical knowledge about action research from the above-mentioned reviews. Therefore, all these reviews are really close to my study and helpful in enhancing student's writing skill in English language and creativity of the students in writing.

Furthermore, both theoretical as well as empirical review supported me to find out the research gap, to fix the design of my research, to generate research objectives and questions and also to determine the tools and method of the data collection. All of the above literature helped me to do research in a scientific way.

Conceptual Framework

The study on “Effectiveness of Using Pictures in English Writing Skill of Basic Level Students” is based on the following conceptual framework.



As I intended to find the effects of using pictures for developing students writing skill, creative writing skill was more focused here. To achieve this target, I have mentioned sub skills in the right side and the way of intervention is presented in the left side.

Chapter III: Problem Identification, Planning and Action

Identification of the Problem

Writing skill is one of the major skills in the English language. However, as a teacher, I have found very poor performance of the students on it during my one-year teaching experience to the basic level students, specifically on those writing tasks which demand the student's creativity or their innovative ideas. More than half of the students scored less than 30% in creative writing tasks on their different terminal examinations conducted by school. Students' written performance was poorer compared to their competence. Thus, I have decided to solve this problem as it is the dire need of the present era.

Creativity in writing skill is a vital skill for exploring the innovative ideas in written form that students need to be successful in school and life. It helps with problem-solving, contributes to satisfaction in life and stimulates curiosity. With children having fewer opportunities to develop creativity than ever before, finding simple and fun ways for them to develop their creativity is key. Using pictures are simple yet fun activities for them to get involved in that not only builds up their creativity but allows them to learn a new skill which encourages them to be innovative and use their imagination. As it is a mandatory aspect, teachers are supposed to make the students perfect on it. However, as a teacher, I find very poor performance of the students in creative writing skills. Although the students can perform better in the familiar writing tasks through memorizing all the passages, they were very weak and under confident to deal with those written tasks which demands their creativity and imaginative skill. They were more hesitant about it. Thus, I found the problem here.

Many studies have been done in the periphery of writing skills. However, none of the studies has been done over the creativity of the students in writing skill. Thus, to overcome this huge gap in the writing field and creativity in our context, I have decided to focus my study on enhancing student's creativity in writing performance in English.

Planning to Solve the Problem

First of all, I have gone through the different related literature to find out the possible method to enhance the students' creative writing skill. Many scholars such as King (2020), Wright (1990), Gardner (1984) and so on helped me to know in-depth on my problem. According to the King (2020) a picture can become a very beneficial medium for teaching creative writing skills to the students. Because pictures are low in economics and high in efficacy. It makes the classroom more interesting and makes student's learning concrete, fun and makes the students active in learning.

Thus, I am determined to conduct action research by exploring the effectiveness of using pictures in developing creative writing skills of the basic level students.

Design of the Study

For this study, I have adopted exploratory action research design since this study is centered on investigating the effect of pictures in enhancing the creativity in writing skill of the basic level students in actual ELT classroom. As stated by Kumar (2011) 'research is a means to action, either to improve your practice or to take action to deal with a problem or an issue' (p. 126).

There are two types of action research according (Cresswell, 2012); exploratory action research and participatory action research. Based on his categorization, this is exploratory action research. In this action research, as defined by Cresswell (2012) 'teachers seek to research problems in their own classrooms so that they can improve their students 'learning and their own professional performance' (p.579). Action research takes place in a cyclical process (Kumar, 2011; Creswell, 2012). Different scholars present different cyclical steps of carrying out action research. Following the cyclical process served by Kumar (2011), I have followed a cyclical process of action research which is presented below:

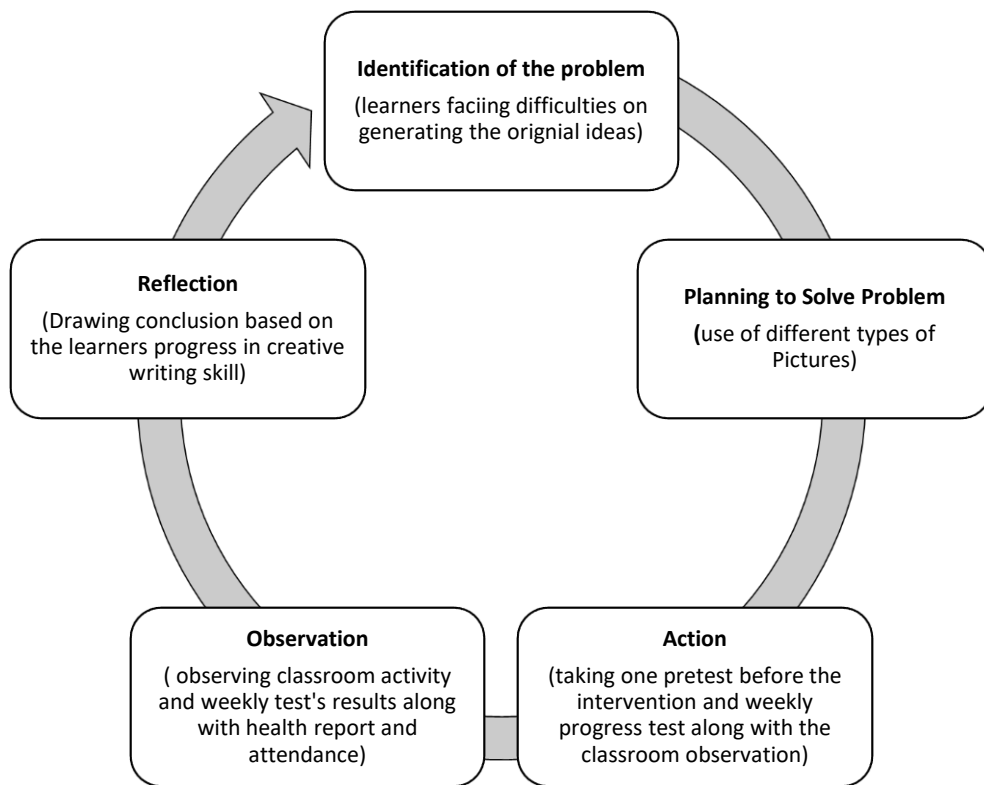
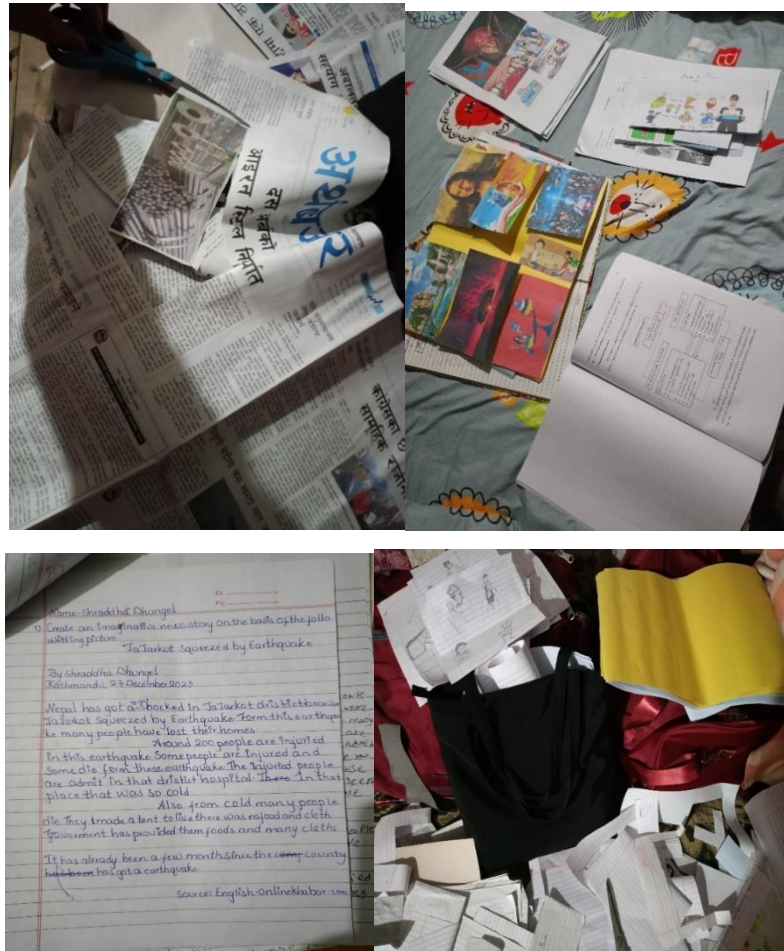


Figure 2: The cyclical process of Action Research

Source: adapted from Kumar (2011) and Mill (2011, as cited by Pandey, 2023)

Moreover, I prepared the multiple pictures before jump to the intervention.



a. Picture flashcard

Picture flashcards enable students to link the meaning of the words with real world images immediately. When using flashcards, it is easy to involve learners actively and to combine the presentation with controlled practice. The presentation of the flashcards for enhancing the creativity of the students in writing skill has various ways, for example in creating a story, making an imaginative dialogue and so on.



b. Drawing

Drawing finds huge potential in teaching languages. I must agree with Wright (1990, p,23) that in the first place, simply drawing can possibly substitute other forms of pictures. Although some teachers may not be exactly proficient in drawing, they are bound to find some ways of drawing simple pictures for classroom use. He stated that drawings ‘provide an immediately available source of pictorial material for the activities. Students and teachers drawing also has the special quality, which lies in their immediate and their individuality’”



c. Posters

It is another valuable visual material for language classes. In the first place, they can be displayed in the classroom to set the English environment and then they function as another source of language to be observed by the students in the process of natural acquisition. Furthermore, they will find their use both in presentation of new language and controlled practice. Due to their character, they are obviously suitable for the presentation of new languages.



d. Newspaper cut pictures

Pictures which are taken from the newspaper are called newspaper cut pictures. It is also very useful for enhancing student's creativity on writing skills, for example, creating an imaginative news story on the basis of newspaper cut pictures.



e. Compiled picture

Compiled pictures may also be found in plenty of variations worksheets. They are useful for individual written exercises on structures as well as to boost creativity of the students. These often occur in the form of handouts with two slightly differing pictures or a picture and a text which are used in individual work or pair work.



Moreover, I planned to conduct the research at my school including the student's studying at the basic level. More specifically, the grade eight students of Shree Shivamai Secondary School. Because as I am a basic level English teacher, I spotted the problem in that class.

I planned to use the purposive non-random sampling as a sampling procedure to select the participants for the study. Grade eight students of the basic level of Shree Shivamai Secondary School were the sample for this study because they had the problem in creative writing skill and as per the study design, I decided to use different above-mentioned pictures.

As my purpose was to identify the effectiveness of using pictures for enhancing the student's creative writing skill, it demands the measurement of the student's competency on creative writing skill before and after the intervention. Therefore, I planned to use the test as the major tool to collect the required data.

Besides that, I also used the classroom observation form as a supportive tool. Because only a half an hour examination might not be sufficient to measure their progress. Different outer factors such as their health condition, family situation and so on could affect the result. Therefore, both testing and observation form has been used as tools to collect the data along with the Health and Attendance Report. Furthermore, I developed a six week's lesson plan to act the intervention in the class through the multiple pictures in the following way.

Lesson Plan

School's name: Shree Shivamai S.S

Date:

Grade: Eight

Time: 45 min

Subject: English

Teaching Items: Creative Writing Skill (creating the short story)

1. **Specific Objectives:** On the completion of this lesson, the students will be able to do the following things:

- To create a meaningful story from the given picture.

2. **Teaching aids:** The following instructional materials will be used:

- Compiled pictures (to create the story)
- Daily used materials

3. **Learning Facilitation process:**

A. Pre-Activities (5 min)

- The teacher greets the students and stimulates the students' interest by asking to tell any short story that they have heard before.

B. While Activities (35 min)

- First of all, the teacher will divide the class into different groups (including mix abilities students) and maintaining the appropriate distance between the groups, so that they cannot copy of others' ideas, then, the teacher will distribute the compiled pictures (From where a story can be generate)
- Then the teacher will ask the students to write some simple sentences from the picture.
- Then, the teacher will let the students to discuss and generate the ideas.
- While students are discussing, the teacher will observe their performance and behaviors.

- After that teacher asks the students to present their work turn by turn among others.
- After listening from other groups, the teacher will ask the students to recreate or add in their previous work.
- Teacher will then encourage the students to draw the moral lesson of the story and to provide the suitable title.

C. Post Activities (5 min)

- At the end of the lesson, the teacher will give the necessary feedback to the students on the basis of the student's class performance.

4. Project Work:

- The teacher will ask the students to rewrite the story by changing its character.

Action (or Intervention)

After planning the action, I informed the head of our school about my study and took oral consent from her. Then, I informed grade eight students about my research and its purpose informally.

After that I conducted the pre-test (appendix A) before starting the intervention to the students to measure their current creative writing competencies. From the next week onward, I started my intervention dealing with each skill every week through those pictures suggested by Wright (1990) (Appendix D). After each week, I have assigned them different tasks to measure their progress (total 5th progress tests). Then, the necessary feedback has been provided on the basis of the results. After completing the sixth week, post-test or 6th progress test was conducted (in the same format of the pre-test). At the last, the results of tests were converted into the percentage and their mean score was calculated. Then, the obtained percentage has been tabulated and compared to see the effects of the pictures in developing the creativity in writing skill. Classroom observation form has filled up once a week on the basis of the each and every student's behavior of that entire week along with their attendance and health report as below:

Students' observation Form

Name of the student: A-1

Date:

Always	***
Sometime	**
Never	*

SN	Activities of the students:	1 st week			2 nd week			3 rd week			4 th week			5 th week			6 th week		
		A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
1	Pays attention in the class	***			***			***			**	✓		**			***		
2	Well collaboration in group.			*		**			**			**			**		***		
3	Attempts tasks.		**		***			***			***			***			***		
4	Activeness in the discussions.	***			***			***			**			**			***		
5	Completion of the assignments.		**			**			**			**			**		***		
6	Asking the questions.			*			*			*		**			**			**	
7	Not interfering other groups.	***			***			***			**			**			***		
8	Not talking unnecessarily in the classroom	***			***			***			**			**			***		
9	Having curiosity to generate the new ideas	***			***			***			**			**			***		
10	Raising the hand to answer.		**			**			**			**			**			**	
11	Persistency in the tasks.	***			***			***			**			**			***		
12	Confidence in presentation in front of the class.			*			*		**			**			**			**	

Students' Attendance and Health Report Form

Always present	**	Attendance	A
Partly present (at least three days present)	*	Healthy	H
Absent	FP (family problem)	Unhealthy	U

SN	Students	1 st week			2 nd week			3 rd week			4 th week			5 th week			6 th week		
		A	H	U	A	H	U	A	H	U	A	H	U	A	H	U	A	H	U
1	A-1	**	+		**	+		**	+		**	+		**	+		**	+	
2	A-2	**	+		**	+		**	+		**	+		*	+		**	+	
3	A-3	*	+		**	+		**	+		**	+		*	+		*	+	
4	A-4	**	+		*	+		*	+		*	+		*	+		**	+	
5	A-5	**	+			+		**	+		**	+		**	+		**	+	
6	A-6	**	+		*	+		*	+		*	+		**	+		**	+	
7	A-7	**	+		**	+		**	+		**	+		**	+		**	+	
8	A-8	**	+				-	*		-	**	+		**	+		**	+	
9	A-9	**	+		**	+		**	+		**	+		**	+		**	+	
10	A-10	FP			**	+		**	+		**	+		*	+		**	+	
11	A-11	**	+		**	+		**	+		**	+		**	+		**	+	
12	A-12	**	+		*		-	*		-	*		-	**	+		**	+	
13	A-13	**	+		**	+		**	+		**	+		**	+		**	+	
14	A-14	**		-	**	+		**	+		**	+		**	+		**	+	
15	A-15	FP			**	+		**	+		**	+		*	+		**	+	
16	A-16	**	+		**	+		**	+		**	+		**	+		**	+	
17	A-17	**	+		**	+		**	+		**	+		**	+		**	+	
18	A-18	**	+		**	+		**	+		**	+		**	+		**	+	
19	A-19	**	+		**	+		**	+		**	+		**	+		**	+	
20	A-20	*		-	**	+		**	+		**	+		**	+		**	+	

After completing the intervention, I collected the all data to be analyzed.



The data has been analyzed on the basis of the student's mean score of the different test's results. The differences in student's mean score between the different tests were analyzed to draw the findings. I have used the following formula to calculate the percentage and Mean of the obtained marks of the tests.

$$P = \frac{R}{N} \times 100$$

P= Percentage

R= Score Achieved

N= Total Score

$$\text{Mean}(X) = \frac{\sum X}{N}$$

$\sum X$ = Sum of the terms

N= Total number of terms

The teaching learning activity can say to be successful if the mean score of the students' scores of the test is 65 and above.

Furthermore, the data of the students' observation form are used only to compliment the test's result as supportive evidence. The themes have been driven from the classroom observation form and interpreted in the results and discussion section.

Ethical Considerations

I was conscious and respectful regarding my participants in terms of their personalities, weakness and professional ethics. For this at first, I took an approval letter from the department of English education, T.U. and research guidance committee along with the objective, methodology and the outcomes. I used the obtained data only for the purpose of my study. I did not misuse them.

I was sure that the privacy and identities of the respondents were safe guarded. I kept the entire collected information secretly. No names of the participants have been used. Instead, I coded their names into letters or numbers. Likewise, I avoided plagiarism by giving citations of the cited text. I maintained privacy, trustworthiness, objectivity, openness and credibility in my research.

Chapter IV: Observation and Reflection

The impact of the entire intervention has been presented statistically with the descriptive and thematic way according to the results of the tests and of classroom observation form. They are as follows:

Holistic Comparison of the Pre-test, Progress tests and Post-test

The holistic comparison of the test scores can be shown as below:

Table 1

Holistic Comparison of Pre-test, Progress tests and Post-test

No	Test Code	Pre-Test	1 st week Progress Test	2 nd week Progress Test	3 rd week progress Test	4 th week progress Test	5 th week progress Test	Post Test
1	A-1	44	50	55	60	65	70	70
2	A-2	40	50	50	55	60	60	64
3	A-3	60	65	65	65	65	65	66
4	A-4	66	70	65	70	70	70	74
5	A-5	40	55	55	60	65	65	70
6	A-6	46	50	55	55	55	55	58
7	A-7	46	55	60	60	60	60	62
8	A-8	50	60	55	55	60	65	66
9	A-9	60	65	70	70	70	70	74
10	A-10	50	50	55	60	65	65	68
11	A-11	40	45	45	50	55	55	58
12	A-12	56	60	55	55	55	60	64
13	A-13	54	60	65	65	65	65	68
14	A-14	56	55	60	65	65	65	70
15	A-15	70	70	75	80	80	80	88
16	A-16	42	45	45	50	50	55	56
17	A-17	40	50	55	55	60	60	68
18	A-18	30	40	45	50	50	50	58
19	A-19	48	50	50	60	60	60	66
20	A-20	60	60	60	65	70	70	74
	Total Score:	998	1105	1140	1205	1245	1265	1342
	Mean:	49.9	55.25	57	60.25	62.2	63.3	67.1

The above table clearly shows that students' mean score in the pre-test was 49.9 and after the entire intervention their mean score increased by 17.2 and reached 67.1 till the post test. Hence, it has been proved that the use of pictures provides the positive effects on developing the students' creativity in writing skill.

Among the twenty students, nine of them progressed well, they were A-1, A-2, A-5, A-7, A-9, A-15, A-17, A-18 and A-19. Classroom observation form has shown that, although the students were weak in creative writing skill before intervention, they immediately started to progress after intervention. For instance, although the student A-5 got only 40 in the pre-test, he was always paying attention in the class, he showed excitement towards learning and also participated actively in the group discussion. As a result, he progressed by 30 till the last week and got a 70 in the posttest. It has clearly shown that the use of different interesting pictures in the classroom enhances the students' curiosity and makes them active in learning.

However, four of the students came up with the minor progress, they were A-4, A-6, A-9 and A-16. The reasons behind their slight progress was their absence in the classroom and weak classroom behavior as well. Moreover, Students A-8 and A-12 had some health issues constantly in the middle of the intervention, as a result their progress remained constant and even declined in some particular week. Some students' progress remained constant without any major issue; it may have occurred due to the weightage of the new content. Therefore, it can be summarized that the use of pictures enhances the student's creativity in writing skill.

Analysis of the Pre-Test

Before taking the intervention, I conducted a pre-test on Friday, 16th February, 2024. It was followed by 20 students and six questions were provided (see Appendix A). The given time was one hour, however, most of the students consumed more time than I had expected. Only two students finished their tests within the given time, the rest of the students took almost one and half hours. This case may have occurred due to the demands of the creativity of the students, in which they took more time to think or create something unique rather than to write straight answers. Their obtained score is presented by the following table;

Table 2*Result of the Pre-Test*

No	Test Code	Score (out of 50)	X (%)
1	A-1	22	44
2	A-2	20	40
3	A-3	30	60
4	A-4	33	66
5	A-5	20	40
6	A-6	23	46
7	A-7	23	46
8	A-8	25	50
9	A-9	30	60
10	A-10	25	50
11	A-11	20	40
12	A-12	28	56
13	A-13	27	54
14	A-14	28	56
15	A-15	35	70
16	A-16	21	42
17	A-17	20	40
18	A-18	15	30
19	A-19	24	48
20	A-20	30	60
	Total Scores:		998
	Mean :		49.9

The table shows that the mean score of the students' scores of the pre-test is only 49.9. Moreover, ten students scored more than the average score and ten students scored below the average score in the pre-test. High scorer scored 35 marks out of the 50 and low scorer scored only 15 marks out of 50. It clearly shows that students are poor in creative writing skills.

Analysis of the Progress Tests

Progress tests were conducted to know the student's response and progress during the intervention and to see their abilities to enhance their creativity in writing

skill. There were five progress tests (see Appendix E) which are analyzed in the following way:

Analysis of the 1st Progress Test

The first progress test was conducted on 23rd February, 2024. It was followed by 20 students. Before starting the activity, I took some time to govern the students for their sitting management and group division. The first week dealt with the skill of ‘creating a meaningful story’. Students are facilitated through the ‘compiled pictures’ for enhancing their creativity in that week. After the five days of learning activities, the progress test was conducted on the sixth day. That test consisted of four questions with the different pictures and each question carried five marks. Total forty minutes was provided. The score achieved in the first progress test are presented below:

Table 3

Individual score of the first progress test

No	Test Code	Score (out of 20)	X (%)
1	A-1	10	50
2	A-2	10	50
3	A-3	13	65
4	A-4	14	70
5	A-5	11	55
6	A-6	10	50
7	A-7	11	55
8	A-8	12	60
9	A-9	13	65
10	A-10	10	50
11	A-11	9	45
12	A-12	12	60
13	A-13	12	60
14	A-14	11	55
15	A-15	14	70
16	A-16	9	45
17	A-17	10	50
18	A-18	8	40
19	A-19	10	50
20	A-20	12	60
	Total score:		1105
	Mean:		55.25

The above- mentioned table shows that the average score of the first progress test is 55.25. Total eight students got more than the average percentage and the rest of the students scored below the average score. Students A-15 and A-4 are high scorers who scored 70% and A-18 is the low scorer who scored only 40%.

Comparison between Pre-Test and First Progress Test

The comparison of the scores of the both pretest and first progress test has been shown in the following table:

Table 4

Comparison between Pre-Test and First Progress Test

No	Test Code	Score (out of 50)	X (%)	No	Test Code	Score (out of 20)	X (%)
1	A-1	22	44	1	A-1	10	50
2	A-2	20	40	2	A-2	10	50
3	A-3	30	60	3	A-3	13	65
4	A-4	33	66	4	A-4	14	70
5	A-5	20	40	5	A-5	11	55
6	A-6	23	46	6	A-6	10	50
7	A-7	23	46	7	A-7	11	55
8	A-8	25	50	8	A-8	12	60
9	A-9	30	60	9	A-9	13	65
10	A-10	25	50	10	A-10	10	50
11	A-11	20	40	11	A-11	9	45
12	A-12	28	56	12	A-12	12	60
13	A-13	27	54	13	A-13	12	60
14	A-14	28	56	14	A-14	11	55
15	A-15	35	70	15	A-15	14	70
16	A-16	21	42	16	A-16	9	45
17	A-17	20	40	17	A-17	10	50
18	A-18	15	30	18	A-18	8	40
19	A-19	24	48	19	A-19	10	50
20	A-20	30	60	20	A-20	12	60
	Total Scores:		998		Total score:		1105
	Mean:		49.9		Mean:		55.25

The above table shows that the mean score of the students' obtained marks in the first progress test is 55.25. Which means students progressed by 5.35 in the first week compared with the pre-test results. Hence, it is proved that students' proficiency in creative writing skill was developing through the pictures.

Analysis of the 1st week observation form

The first week's observation form shows that, in that week most of the students got the three ticks (***) on the index such as 'paying attention in the classroom',

'Activeness in the discussions', 'Excitements towards activities', 'writing as fun' and 'Having curiosity' to generate new ideas. It shows that the interesting new pictures and interesting content such as story makes the learner active, more attentive and develops curiosity with learning as a fun. Similarly, many of them got only one tick (*) on the index such as 'well collaboration on the group', 'Asking the questions' and 'Arrangements of the content properly' which means they were weak on those skills yet. It shows that those skills take time to be improved, one week may not be enough.

However, students A-20, A-10 and A-15 remained at the same score as the previous test. The reason for that case was found from their attendance and health condition report of that week. The report has shown that students A-10 and A-15 remained absent due to their family problem in that week and A-20 had some health issue and remained absent for a couple of days. Moreover, the students A-6, A-12, A-16 and A-19 had slight progress. Overall, most of the students progressed well in the 1st week.

Analysis of the 2nd Progress Test

The second progress test was conducted on 1st March, 2024. It was followed by 20 students. In that week, learning activities took place smoothly as planned. Students were taught the skill 'Creating News Story' in the second week. They were provided with different 'Newspaper cut Pictures' for enhancing their creativity in that week.

After finishing the five days of learning activities, the 2nd progress test has been conducted on the last day of the week. That test consisted total four questions with the different pictures and each question carried five marks. Total forty minutes of time

has been provided to accomplish the task. The individual scores of the second progress test are presented below:

Table 5

The individual scores of the second progress test

No	Test code	Score (out of 20)	X (%)
1	A-1	11	55
2	A-2	10	50
3	A-3	13	65
4	A-4	13	65
5	A-5	11	55
6	A-6	11	55
7	A-7	12	60
8	A-8	11	55
9	A-9	14	70
10	A-10	11	55
11	A-11	9	45
12	A-12	11	55
13	A-13	13	65
14	A-14	12	60
15	A-15	15	75
16	A-16	9	45
17	A-17	11	55
18	A-18	9	45
19	A-19	10	50
20	A-20	12	60
	Total Score:		1140
	Mean:		57

The above-mentioned table shows that the average score of the second progress test is 57. Total eight students got more than the average percentage and the rest of the students scored below the average score. Students A-15 is the high scorer who scored 75% and A-18, A-11 and A-16 are the low scorers who scored only 45%.

Comparison between First & Second Progress Tests

The comparison of the scores of the both first and second progress test has been shown in the following table:

Table 6

Comparison between First & Second Progress Tests

No	Test Code	Score (out of 20)	X (%)	No	Test code	Score (out of 20)	X (%)
1	A-1	10	50	1	A-1	11	55
2	A-2	10	50	2	A-2	10	50
3	A-3	13	65	3	A-3	13	65
4	A-4	14	70	4	A-4	13	65
5	A-5	11	55	5	A-5	11	55
6	A-6	10	50	6	A-6	11	55
7	A-7	11	55	7	A-7	12	60
8	A-8	12	60	8	A-8	11	55
9	A-9	13	65	9	A-9	14	70
10	A-10	10	50	10	A-10	11	55
11	A-11	9	45	11	A-11	9	45
12	A-12	12	60	12	A-12	11	55
13	A-13	12	60	13	A-13	13	65
14	A-14	11	55	14	A-14	12	60
15	A-15	14	70	15	A-15	15	75
16	A-16	9	45	16	A-16	9	45
17	A-17	10	50	17	A-17	11	55
18	A-18	8	40	18	A-18	9	45
19	A-19	10	50	19	A-19	10	50
20	A-20	12	60	20	A-20	12	60
	Total score:		1105		Total Score:		1140
	Mean:		55.25		Mean:		57

The above table shows that the mean score of the students' score is 57%. Which means students progressed by 2.25% in the second week compared with the 1st progress test. It shows that students are progressing day by day.

Analysis of the 2nd Week's Observation Form

The second week's observation form showed that, in that week also most of the students got the three ticks (***) on the index such as 'paying attention in the classroom', 'activeness in the discussions', 'Excitements towards activities' and 'Having curiosity to generate the new ideas. It shows that the interesting pictures cut from the different newspapers played a beneficial role in developing student's creativity in writing skill. Similarly, many of them got two marks (***) on the index such as 'well collaboration on the group', 'Asking the questions 'and 'Arrangements of the content properly' which means they were progressing on these skills. Because they got only one tick in the first week.

However, the students A-4 and A-12 reduced their obtained marks compared with their previous test. Because these two students were having some health issues in the second week, they stayed at home for a few days. Otherwise, the rest of the students progressed well in that week too.

Analysis of the 3rd Progress Test

The third progress test was conducted on 8th March, 2024. It was followed by 20 students. In that week, learning activities took place smoothly as planned. Students were taught the skill 'Imaginative film Review' in the third week. They were provided with different 'Posters' for enhancing their creativity in that week.

After finishing the five days of learning activities, the 3rd progress test was conducted on the last day of that week. That test consisted of four questions with the different pictures and each question carried five marks. Total forty minutes of time has been provided to accomplish the task. Individual score of the third progress test can be presented as below:

Table 7*Individual score of the third progress test*

No	Test Code	Score(out of 20)	X (%)
1	A-1	12	60
2	A-2	11	55
3	A-3	13	65
4	A-4	14	70
5	A-5	12	60
6	A-6	11	55
7	A-7	12	60
8	A-8	11	55
9	A-9	14	70
10	A-10	12	60
11	A-11	10	50
12	A-12	11	55
13	A-13	13	65
14	A-14	13	65
15	A-15	16	80
16	A-16	10	50
17	A-17	11	55
18	A-18	10	50
19	A-19	12	60
20	A-20	13	65
	Total Scores:		1205
	Mean:		60.25

The above mentioned table shows that the average score of the third progress test is 60.25. Total eight students got more than the average percentage and the rest of the students scored below the average score. Students A-15 is the high scorer who scored 80% and A-18, A-11 and A-16 are the low scorers who scored only 55%.

Comparison between Second & Third Progress Tests

The comparison of the scores of the both second and third progress test has been shown in the following table:

Table 8

Comparison between Second and Third Progress Tests

No	Test code	Score(out of 20)	X (%)	No	Test Code	Score(out of 20)	X (%)
1	A-1	11	55	1	A-1	12	60
2	A-2	10	50	2	A-2	11	55
3	A-3	13	65	3	A-3	13	65
4	A-4	13	65	4	A-4	14	70
5	A-5	11	55	5	A-5	12	60
6	A-6	11	55	6	A-6	11	55
7	A-7	12	60	7	A-7	12	60
8	A-8	11	55	8	A-8	11	55
9	A-9	14	70	9	A-9	14	70
10	A-10	11	55	10	A-10	12	60
11	A-11	9	45	11	A-11	10	50
12	A-12	11	55	12	A-12	11	55
13	A-13	13	65	13	A-13	13	65
14	A-14	12	60	14	A-14	13	65
15	A-15	15	75	15	A-15	16	80
16	A-16	9	45	16	A-16	10	50
17	A-17	11	55	17	A-17	11	55
18	A-18	9	45	18	A-18	10	50
19	A-19	10	50	19	A-19	12	60
20	A-20	12	60	20	A-20	13	65
	Total Score:		1140		Total Scores:		1205
	Mean:		57		Mean:		60.25

The above table shows that the 3rd progress test progressed by 3.25% in the third week compared with the 2nd progress test. Students A-1, A-2, A-4, A-5, A-10, A-11, A-14, A-15, A-16, A-18, A-19 and A-20 progressed very well in the third week.

Analysis of the third week's observation form

The third week's observation form shows that, In that week also most of the students got the three tick (***) on the index such as 'paying attention in the classroom', 'activeness in the discussions', 'Excitements towards activities' and 'Having curiosity to generate the new ideas'. Similarly, many of them got two marks (**) on the index such as 'well collaboration on the group', 'Asking the questions' and 'Arrangements of the content properly' which means they were progressing on these skills.

However, few of the students remained constant in their progress, it may have happened due to the weightage of the new content.

Analysis of the 4th Progress Test

The fourth progress test was conducted on 15th March, 2024. It was followed by 20 students. Teaching and learning activities took place smoothly in the fourth week too. Students were taught the skill 'Creating Essay' in that week. They were provided with different 'Drawings' for enhancing their creativity.

After finishing the five days of learning activities, the 4th progress test was conducted on the last day of that week. That test consisted of four questions with the different pictures and each question carried five marks. Total forty minutes of time has been provided to accomplish the task. Individual score of the fourth progress test are presented on the table below:

Table 9*Individual score of the Fourth Progress Test*

No	Test Code	Score (out of 20)	X (%)
1	A-1	13	65
2	A-2	12	60
3	A-3	13	65
4	A-4	14	70
5	A-5	13	65
6	A-6	11	55
7	A-7	12	60
8	A-8	12	60
9	A-9	14	70
10	A-10	13	65
11	A-11	11	55
12	A-12	11	55
13	A-13	13	65
14	A-14	13	65
15	A-15	16	80
16	A-16	10	50
17	A-17	12	60
18	A-18	10	50
19	A-19	12	60
20	A-20	14	70
	Total Scores:		1245
	Mean:		62.2

The above-mentioned table shows that the average score of the third progress test is 62.2. Total eight students got more than the average percentage and the rest of the students scored below the average score. Students A-15 is the high scorer who scored 80% and A-18 and A-16 are the low scorers who scored only 50%.

Comparison between Third and Fourth Progress Tests

The comparison of the scores of the both third and fourth progress test has been shown in the following table:

Table 10

Comparison between Third and Fourth Progress Tests

No	Test Code	Score (out of 20)	X (%)	No	Test Code	Score (out of 20)	X (%)
1	A-1	12	60	1	A-1	13	65
2	A-2	11	55	2	A-2	12	60
3	A-3	13	65	3	A-3	13	65
4	A-4	14	70	4	A-4	14	70
5	A-5	12	60	5	A-5	13	65
6	A-6	11	55	6	A-6	11	55
7	A-7	12	60	7	A-7	12	60
8	A-8	11	55	8	A-8	12	60
9	A-9	14	70	9	A-9	14	70
10	A-10	12	60	10	A-10	13	65
11	A-11	10	50	11	A-11	11	55
12	A-12	11	55	12	A-12	11	55
13	A-13	13	65	13	A-13	13	65
14	A-14	13	65	14	A-14	13	65
15	A-15	16	80	15	A-15	16	80
16	A-16	10	50	16	A-16	10	50
17	A-17	11	55	17	A-17	12	60
18	A-18	10	50	18	A-18	10	50
19	A-19	12	60	19	A-19	12	60
20	A-20	13	65	20	A-20	14	70
	Total Scores:		1205		Total Scores:		1245
	Mean:		60.25		Mean:		62.2

The above-mentioned table shows that the students progressed by 1.95% in the fourth week compared with the 3rd progress test. In that week students got the minor progress in the comparison of previous progress.

Analysis of the Fourth Week's Observation Form

The fourth week's observation form shows that, In that week most of the students got the only two tick (**) on the index such as 'paying attention in the classroom', 'activeness in the discussions', 'Excitements towards activities' and 'Having curiosity to generate the new ideas'. That case may have occurred due to the introduction of the new genre such as 'essay' which was not as interesting as story and movies in the previous lessons. Similarly, many of them got three marks (***) on the index such as 'well collaboration on the group', 'Asking the questions 'and 'Arrangements of the content properly' which means students mastered those skills. That may have happened due to the long experience of collaborating with the group, arranging the contents continuously and proximity with the teachers.

Analysis of the 5th Progress Test

The fifth progress test was conducted on 22th March, 2024. It was followed by 20 students. Teaching and learning activities took place smoothly in the fifth week too. Students were taught the skill 'Creating Dialogue' in that week. They were provided with different 'Flash Cards' for enhancing their creativity.

After finishing the five days of learning activities, the 5th progress test was conducted on the last day of that week. That test consisted of four questions with the different pictures and each question carried five marks. Total forty minutes of time has been provided to accomplish the task. Individual scores of the fifth progress test can be presented on the table below:

Table 11*Individual Scores of the Fifth Progress Test*

No	Test Code	Score (out of 20)	X (%)
1	A-1	14	70
2	A-2	12	60
3	A-3	13	65
4	A-4	14	70
5	A-5	13	65
6	A-6	11	55
7	A-7	12	60
8	A-8	13	65
9	A-9	14	70
10	A-10	13	65
11	A-11	11	55
12	A-12	12	60
13	A-13	13	65
14	A-14	13	65
15	A-15	16	80
16	A-16	11	55
17	A-17	12	60
18	A-18	10	50
19	A-19	12	60
20	A-20	14	70
	Total Scores:		1265
	Mean:		63.3

The above-mentioned table shows that the average score of the third progress test is 63.3. Total eight students got more than the average percentage and the rest of the students scored below the average score. Students A-15 is the high scorer who scored 80% and A-18 is the low scorer who scored only 50%.

Comparison between Fourth and Fifth Progress Tests

The comparison of the scores of the both fourth and fifth progress test has been shown in the following table:

Table 12

Comparison between Fourth & Fifth Progress Tests

No	Test Code	Score (out of 20)	X (%)	No	Test Code	Score (out of 20)	X (%)
1	A-1	13	65	1	A-1	14	70
2	A-2	12	60	2	A-2	12	60
3	A-3	13	65	3	A-3	13	65
4	A-4	14	70	4	A-4	14	70
5	A-5	13	65	5	A-5	13	65
6	A-6	11	55	6	A-6	11	55
7	A-7	12	60	7	A-7	12	60
8	A-8	12	60	8	A-8	13	65
9	A-9	14	70	9	A-9	14	70
10	A-10	13	65	10	A-10	13	65
11	A-11	11	55	11	A-11	11	55
12	A-12	11	55	12	A-12	12	60
13	A-13	13	65	13	A-13	13	65
14	A-14	13	65	14	A-14	13	65
15	A-15	16	80	15	A-15	16	80
16	A-16	10	50	16	A-16	11	55
17	A-17	12	60	17	A-17	12	60
18	A-18	10	50	18	A-18	10	50
19	A-19	12	60	19	A-19	12	60
20	A-20	14	70	20	A-20	14	70
	Total Scores:		1245		Total Scores:		1265
	Mean:		62.2		Mean:		63.3

The above table shows that the students progressed by 1.1% in the fifth week compared with the 4th progress test. In that week too students got the minor progress in the comparison of the previous three test's progress. That might have occurred due to the weightage of the new content continuously.

Analysis of the Fifth Week's Observation Form

The fifth week's observation form shows that, In that week also most of the students got only two tick (**) on the index such as 'paying attention in the classroom', 'activeness in the discussions', 'Excitements towards activities' and 'Having curiosity to generate the new ideas'. That case may have occurred due to the introduction of the new genre such as 'dialogue' which was not as interesting as story and movies in the previous lessons. Similarly, many of them got three marks (***) on the index such as 'well collaboration on the group', 'Asking the questions 'and 'Arrangements of the content properly' which means students mastered those skills. That may have happened due to the long experience of collaborating with the group, arranging the contents continuously and long-term proximity with the teachers.

Analysis of the post Test

The post-test (see Appendix F) was conducted on 29th March, 2024 after finishing the entire intervention. It was followed by 20 students. Teaching and learning activities took place smoothly last week too. Students were taught the skill 'Creating Poem' in that week. They were provided with different 'Online Printed Pictures' for enhancing their creativity.

After finishing the five days of learning activities, the post-test has been conducted on the last day of the last week in the format of pre-test. That test consisted of six questions with the different pictures of a total fifty marks. One hour has been provided to accomplish the test. Individual scores of the post-test are presented on the table below:

Table 13*Individual Scores of the Post Test*

No	Test Code	Score (out of 50)	X (%)
1	A-1	35	70
2	A-2	32	64
3	A-3	33	66
4	A-4	37	74
5	A-5	35	70
6	A-6	29	58
7	A-7	31	62
8	A-8	33	66
9	A-9	37	74
10	A-10	34	68
11	A-11	29	58
12	A-12	32	64
13	A-13	34	68
14	A-14	35	70
15	A-15	44	88
16	A-16	28	56
17	A-17	34	68
18	A-18	29	58
19	A-19	33	66
20	A-20	37	74
	Total Scores:		1342
	Mean:		67.1

The above-mentioned table shows that the average score of the third progress test is 67.1. Total twelve students got more than the average percentage and the rest of the students scored below the average score. Majority of the students scored above the 65 Students A-15 is the high scorer who scored 88% and A-18 is the low scorer who scored only 50%.

Comparison between Fifth Progress Tests and Post Test

The comparison of the scores of the both fifth progress test and post-test has been shown in the following table:

Table 14

Comparison between Fifth Progress Test and Post Test

No	Test Code	Score (out of 20)	X (%)	No	Test Code	Score (out of 50)	X (%)
1	A-1	14	70	1	A-1	35	70
2	A-2	12	60	2	A-2	32	64
3	A-3	13	65	3	A-3	33	66
4	A-4	14	70	4	A-4	37	74
5	A-5	13	65	5	A-5	35	70
6	A-6	11	55	6	A-6	29	58
7	A-7	12	60	7	A-7	31	62
8	A-8	13	65	8	A-8	33	66
9	A-9	14	70	9	A-9	37	74
10	A-10	13	65	10	A-10	34	68
11	A-11	11	55	11	A-11	29	58
12	A-12	12	60	12	A-12	32	64
13	A-13	13	65	13	A-13	34	68
14	A-14	13	65	14	A-14	35	70
15	A-15	16	80	15	A-15	44	88
16	A-16	11	55	16	A-16	28	56
17	A-17	12	60	17	A-17	34	68
18	A-18	10	50	18	A-18	29	58
19	A-19	12	60	19	A-19	33	66
20	A-20	14	70	20	A-20	37	74
	Total Scores:		1265		Total Scores:		1342
	Mean:		63.3		Mean:		67.1

The above table shows that the students progressed by 3.8% in the last week compared with the 5th progress test. In that week students progressed well in the comparison of the previous two test's progress.

Analysis of the Sixth Week's Observation Form

The last week's observation form shows that, in that week most of the students got three ticks (***) on the index such as 'paying attention in the classroom', 'activeness in the discussions', 'Excitements towards activities' and 'Having curiosity to generate the new ideas.' It shows that use of pictures plays a crucial role in enhancing the competencies of the students to deal with the content which makes them more attentive and active in the different activities in the classroom. Similarly, many of them got three ticks (***) on the index such as 'well collaboration on the group', 'Asking the questions "Arrangements of the content properly' 'linking the different ideas to create the new content', 'persistency in the tasks' and 'writing as a fun' which means students mastered on those skills. It shows that long experience of collaborating with the group, arranging the contents continuously, familiarity with the lesson design and long-term proximity with the teachers.

Overall, throughout the action research journey, I have found that use of multiple pictures has the beneficial role in developing student's creativity in writing skill at the basic level classroom. Since the learners have very little competence on creative writing skill, pictures played supportive and constructive roles in developing the student's creativity in their writing skill. Different skills such as creating the story, dialogue, essay and reviewing the imaginative films can help the learner to develop their creative writing skill. Students' classroom behavior showed that pictures make the learners more attentive and active in the classroom by making the classroom interesting and learning as fun, which directly and indirectly contributes to developing the learner's creative writing skill. Moreover, pictures help to generate new ideas by developing the curiosity in the mind of the learners.

Furthermore, the results make us know that, due to the changes of the genres from fiction to non-fiction such as creating story to creating essay may result in the minor progress of the learners due to the less interest in non-fiction genre compared to the fiction. Similarly, the results also showed that the continuous heavy weightage of the new content can result in minor progress on the learners. For instance, introducing new content one after another causes the tiredness of the students.

Moreover, student's good health and continuous attendance play a crucial role for having better results. Because, the student who is absent in the classroom has no chance to progress at all. Similarly, if the student has health issues they cannot participate in their full strength. In the absence of any of these exceptional cases, the use of pictures has remarkable effects on enhancing the creativity of the learners in their writing skill at basic level classroom.

Chapter V: Conclusion and Recommendation

Conclusion

Using multiple pictures is found to have the beneficial role in developing student's creativity in writing skill at the basic level classroom. Since the learners have very little competence on creative writing skill, pictures played supportive and constructive roles in developing the student's creativity in their writing skill. Different skills such as creating the story and creating the dialogue and so on can help the learner to develop their creative writing skill. The findings tell us that pictures make the learners more attentive and active in the classroom by making the classroom interesting and learning as fun, which directly and indirectly contributes to developing the learner's creative writing skill. Moreover, pictures help to generate new ideas by developing the curiosity in the mind of the learners.

Furthermore, the results made us know that, due to the change of the genre from fiction to non-fiction such as creating story to creating essay may result in the minor progress of the learners due to the less interest compared to the fiction. Similarly, continuous heavy weightage of the new content can also result in minor progress on the learners.

Moreover, student's good health and continuous attendance play a crucial role for having better results. In the absence of any of these exceptional cases, the use of pictures has remarkable effects on enhancing the creativity of the learners in their writing skill at basic level classroom.

Recommendations

Based on the findings and conclusion of the study, following recommendations have been made;

Policy Related

Following policy level implications can be made;

- i. Curriculum developers can include pictures strategies in the English course at different levels.
- ii. Educational institutions such as universities, colleges and schools, and the Department of English Education can plan and execute picture strategies to develop learners' creative writing skills at their respective level.

- iii. Most of the teachers may know about the effectiveness of using pictures but they practice it rarely, institutions and government bodies that work on teachers' training can conduct training related to use of different picture strategies to improve students' creative writing skills at different levels.

Practice Related

- i. Practice refers to implementation of the findings into action. Following pedagogical implications can be made.
- ii. Teachers can use different pictures in the basic level English classrooms to develop students' creative writing skill development.
- iii. Teachers can use different skills such as creating stories, creating poems and so on. Some students may find it interesting to create a story while others may be benefitted from other genres such as creating imaginative film reviews.
- iv. Teachers can take help from this research for implementing the pictures in the classroom to develop their students' creative writing skill.
- v. Continues use of only one technique may be boring for learners. Therefore, teachers should come up with different strategies for developing creative writing skills.
- vi. This research study found that changing the genre may cause problems for learners, especially, changing from fiction to non-fiction. Therefore, English language teachers should be concerned about arousing interest in such cases and make the students active in creative writing activities.
- vii. This research will encourage teachers to share experience of what and how they are helping learners develop creative writing skills at different levels.

Further Research Related

Keeping the delimitations of this study in mind, further research in following areas can be carried out;

- i. This study was carried out to improve students' creative writing skill at a basic level. The main objective was to improve the classroom practice since it was action research. An Experimental study can be carried out to find whether the use of pictures facilitate or hinders in developing students' creativity in writing skill.

- ii. Students may find it not interesting to deal with non-fiction genres such as creating essays rather than fiction such as story. Thus, research can be carried out using other different strategies to develop creative writing skill regarding the nonfiction genre.
- iii. Survey studies can be carried out to find students' preference of different genres such as poetry, story, essay, dialogue and so on to develop their creative writing skill on a large scale.

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Appendices

Appendix A: Pre-Test paper

Time: 60 min

Class: Eight

Marks: 50

Attempt the all questions:

1. Create an imaginative news story on the basis of the following picture.



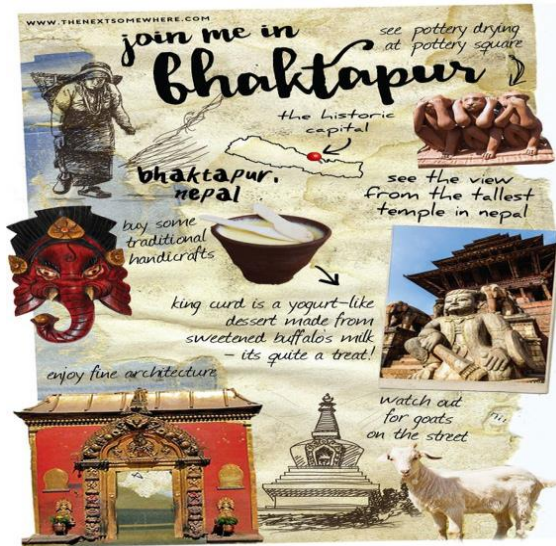
2. Create a meaningful story on the basis of the following pictures:



3. Write an imaginative film review on the basis of the given poster.



4. Write an essay with the help of the given picture and also give the suitable title to it.



5. Create the seven exchanges dialogue on the basis of the following picture



6. Create a meaningful poem on the basis of the given picture:



All the Best.

Appendix B: Students' observation Form

Name of the student: A-1

Date:

SN	Activities of the students:	1 st week			2 nd week			3 rd week			4 th week			5 th week			6 th week		
		A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
1	Pays attention in the class	***			***			***			**	✓		**			***		
2	Well collaboration in group.			*		**		**			**			**			***		
3	Attempts tasks.		**		***			***			***			***			***		
4	Activeness in the discussions.	***			***			***			**			**			***		
5	Completion of the assignments.		**		**			**			**			**			***		
6	Asking the questions.			*		*		*			**			**			**		**
7	Not interfering other groups.	***			***			***			**			**			***		
8	Not talking unnecessarily in the classroom	***			***			***			**			**			***		
9	Having curiosity to generate the new ideas	***			***			***			**			**			***		
10	Raising the hand to answer.		**		**			**			**			**			**		**
11	Persistency in the tasks.	***			***			***			**			**			***		
12	Confidence in presentation in front of the class.			*		*		**			**			**			**		**

13	Arrangements of the content properly.		**		**		***		***		***		***	
14	Activeness to generate the new ideas.	***			**		***		***		***		***	
15	Come up with some unexpected ideas.		**		**		**		**		**		**	
16	Proper clarity with the content.		**		**		**		***		***		***	
17	Excitement towards activities		**		**		***		***		***		***	
18	Writing as a fun	***			**		***		**		**		***	
19	Generating the unique story from the given content.			*	**		**		**		**		**	
20	Linking the different ideas to create the new content.		**		**		**		**		**		**	

Always	***
Sometime	**
Never	*

Appendix C: Lesson Plan

School's name: Shree Shivamai S.S

Date:

Grade: Eight

Time: 45

min

Subject: English

Teaching Items: Creative Writing Skill (creating the short story)

5. **Specific Objectives:** On the completion of this lesson, the students will be able to do the following things:

- To create a meaningful story from the given picture.

6. **Teaching aids:** The following instructional materials will be used:

- Compiled pictures (to create the story)
- Daily used materials

7. **Learning Facilitation process:**

D. Pre Activities (5 min)

- The teacher greets the students and stimulates the students' interest by asking to tell any short story that they have heard before.

E. While Activities (35 min)

- First of all, the teacher will divide the class into different groups (including mix abilities students) and maintaining the appropriate distance between the groups, so that they cannot copy of others ideas, then, the teacher will distribute the compiled pictures (From where a story can be generate)
- Then the teacher will ask the students to write some simple sentences from the picture.
- Then, the teacher will let the students to discuss and generate the ideas.
- While students are discussing, the teacher will observe their performance and behaviors.
- After that teacher asks the students to present their work turn by turn among others.
- After listening from other groups, the teacher will ask the students to recreate or add in their previous work.

- Teacher will then encourage the students to draw the moral lesson of the story and to provide the suitable title.

F. Post Activities (5 min)

- At the end of the lesson, the teacher will give the necessary feedback to the students on the basis of the student's class performance.

8. Project Work:

- The teacher will ask the students to rewrite the story by changing its character.

Appendix D: Students' Attendance and Health Report Form

SN	Students	1 st week			2 nd week			3 rd week			4 th week			5 th week			6 th week		
		A	H	U	A	H	U	A	H	U	A	H	U	A	H	U	A	H	U
1	A-1	**	+		**	+		**	+		**	+		**	+		**	+	
2	A-2	**	+		**	+		**	+		**	+		*	+		**	+	
3	A-3	*	+		**	+		**	+		**	+		*	+		*	+	
4	A-4	**	+		*	+		*	+		*	+		*	+		**	+	
5	A-5	**	+			+		**	+		**	+		**	+		**	+	
6	A-6	**	+		*	+		*	+		*	+		**	+		**	+	
7	A-7	**	+		**	+		**	+		**	+		**	+		**	+	
8	A-8	**	+				-	*		-	**	+		**	+		**	+	
9	A-9	**	+		**	+		**	+		**	+		**	+		**	+	
10	A-10	FP			**	+		**	+		**	+		*	+		**	+	
11	A-11	**	+		**	+		**	+		**	+		**	+		**	+	
12	A-12	**	+		*		-	*		-	*		-	**	+		**	+	
13	A-13	**	+		**	+		**	+		**	+		**	+		**	+	
14	A-14	**		-	**	+		**	+		**	+		**	+		**	+	
15	A-15	FP			**	+		**	+		**	+		*	+		**	+	
16	A-16	**	+		**	+		**	+		**	+		**	+		**	+	
17	A-17	**	+		**	+		**	+		**	+		**	+		**	+	
18	A-18	**	+		**	+		**	+		**	+		**	+		**	+	
19	A-19	**	+		**	+		**	+		**	+		**	+		**	+	
20	A-20	*		-	**	+		**	+		**	+		**	+		**	+	

Always present	**
Partly present(at least three days present)	*
Absent	FP(family problem)

Attendance	A
Healthy	H
Unhealthy	U

Appendix E: 1st Progress Test Paper

Time: 40

Class: 8

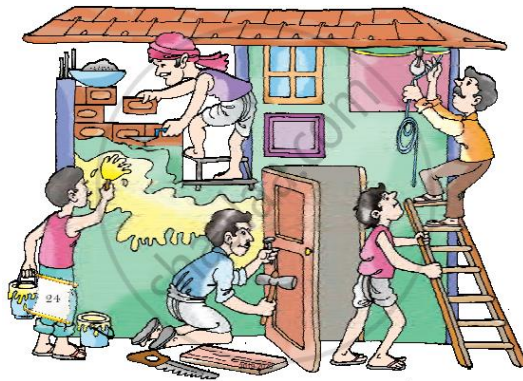
Marks: 20

Attempt the all questions:

1. Create a meaningful story on the basis of the following pictures:



2. Create a meaningful story on the basis of the following pictures:



3. Create a meaningful story on the basis of the following pictures:



4. Create a meaningful story on the basis of the following pictures:



2nd Progress Test Paper

Time: 40

Class: 8

Marks: 20

Attempt the all questions:

1. Create an imaginative news story on the basis of the following picture.



2. Create an imaginative news story on the basis of the following picture.



3. Create an imaginative news story on the basis of the following picture.



4. Create an imaginative news story on the basis of the following picture.



3rd Progress Test Paper

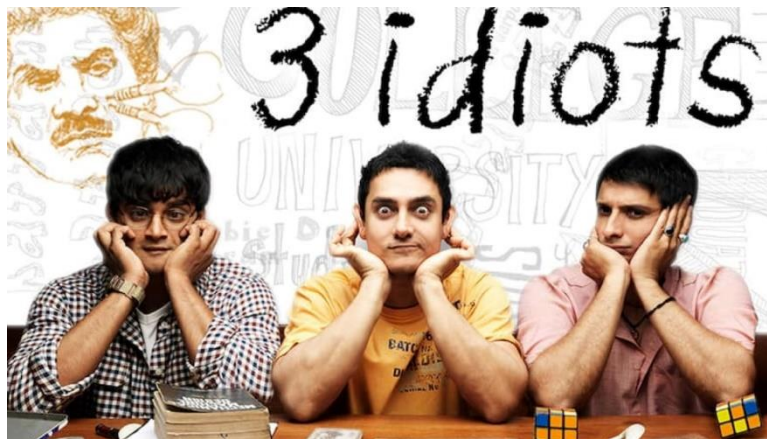
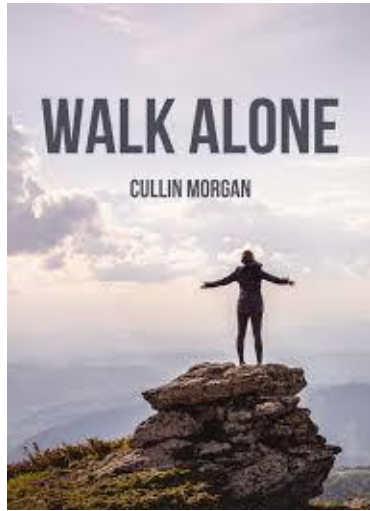
Time: 40

Class: 8

Marks: 20

Attempt the all questions:

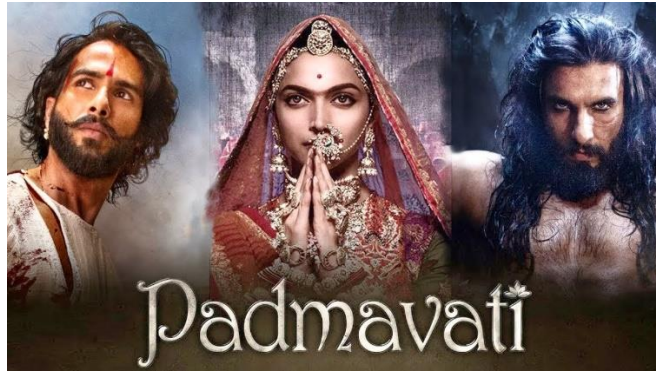
1. Write an imaginative film review on the basis of the given poster.



2. Write an imaginative film review on the basis of the given poster.



3. Write an imaginative film review on the basis of the given poster.



4. Write an imaginative film review on the basis of the given poster.



4th Progress Test Paper

Class : 8

Time: 40

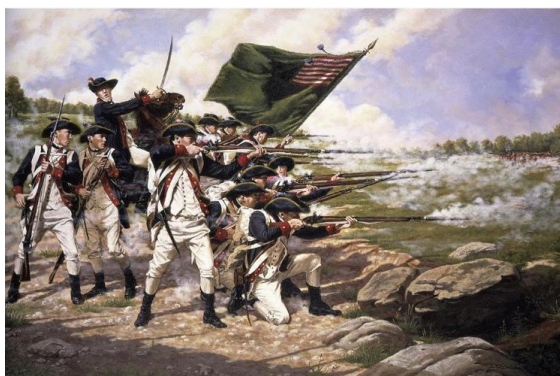
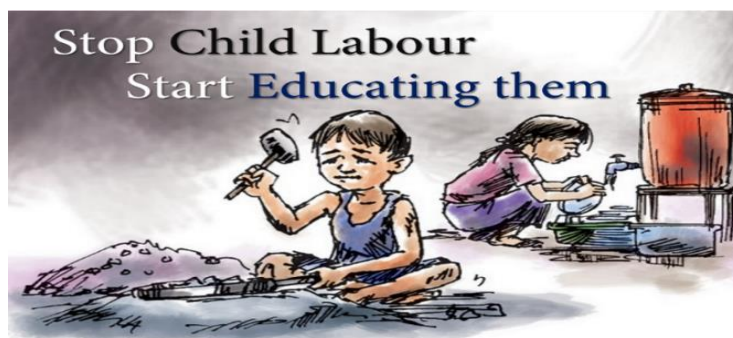
Marks :20

Attempt the all questions:

1. Write an essay with the help of the given picture and also give the suitable title to it.



2. Write an essay with the help of the given picture and also give the suitable title to it.



3. Write an essay with the help of the given picture and also give the suitable title to it.



4. Write an essay with the help of the given picture and also give the suitable title to it.



5th Progress Test Paper

Time: 40

Class: 8

Marks: 20

Attempt the all questions:

1. Create the seven exchanges dialogue on the basis of the following picture.



2. Create the seven exchanges dialogue on the basis of the following picture.



3. Create the seven exchanges dialogue on the basis of the following picture.



4. Create the seven exchanges dialogue on the basis of the following picture.



Appendix F: Post Test paper

Time: 60 min

Class: 8

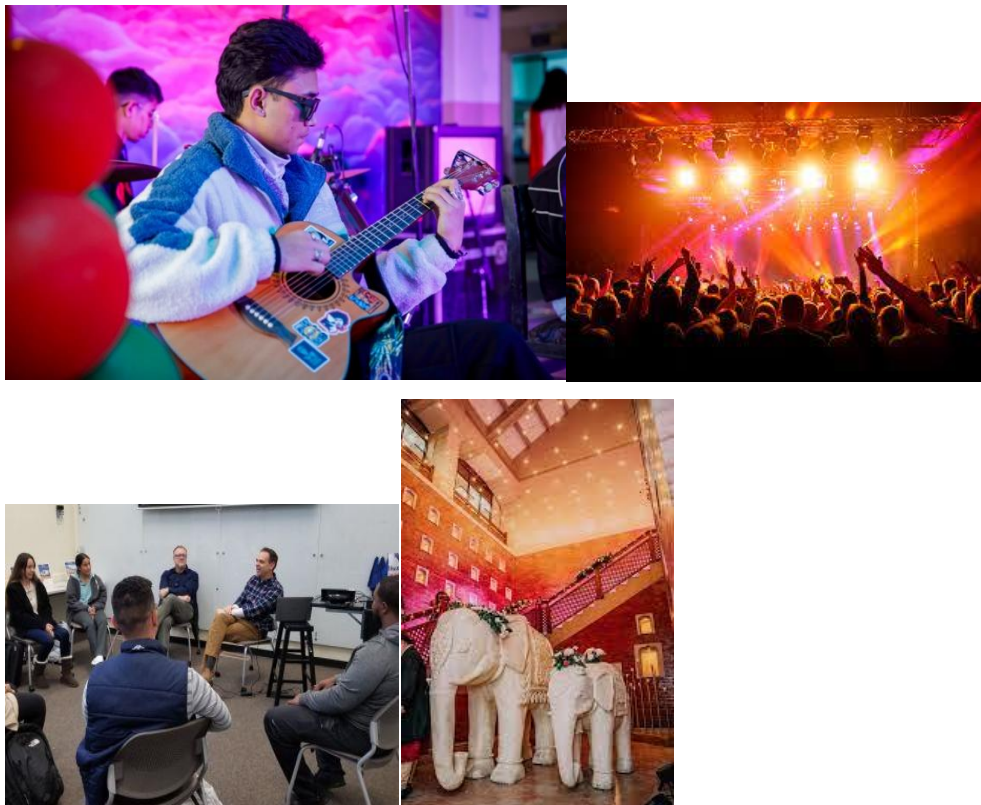
Marks: 50

Attempt the all questions:

1. Create an imaginative news story on the basis of the following picture.



2. Create a meaningful story on the basis of the following pictures:



3. Write an imaginative film review on the basis of the given poster.



4. Write an essay with the help of the given picture and also give the suitable title to it.



5. Create the seven exchanges dialogue on the basis of the following picture.



6. Write an imaginative poem on the basis of the following picture.

