

**PHOTONOVEL: A PARTICIPATORY ACTION
RESEARCH IN STUDENTS' WRITING SKILL IN
LANGUAGE LEARNING**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Prakash Upadhayaya**

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

2019

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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: 22 March 2019

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DEDICATION

Dedicated to

My beloved Parents

Whose affection, love, encouragement and prays of day and night make me get
such success and honor along with all hard working and respected

Teachers

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ABSTRACT

This research study entitled **Photonovel: A Participatory Action Research in Students' Writing Skill in Language Learning** was an effort to explore students' motivation in writing skill using photographs and analyze the strategies students employ in writing skills through photographs. This participatory action research study consisted of five cycles, carried out in five meetings from 1 September, 2018 to 13 October, 2019. During the research process, the researcher worked collaboratively with students. The subjects of this research were five students of Grade ten studying at two private schools of Kathmandu district. The data of this study were qualitatively collected. The qualitative data were obtained by observing the students' writing process during the implementation of actions with different series of photographs. The qualitative data were in the forms of field notes and written stories under photographs or in the balloons. The collected data from the series of photographs were analyzed and interpreted based on coding techniques of Strauss and Corbin (1990). The finding shows that the picture series were useful tools for practice materials to increase motivation for developing photonovel. And the role of picture series-aided writing strategy (plan, act, observe, reflect) increased student's collaboration and active participation in developing photonovel.

This thesis has been organized in to five chapters. The first chapter deals with the background of the study, statement of the problem, objectives, research questions, significance of the study, delimitations of the study and operational definitions of key terms of the study. The second chapter incorporates review of related theoretical literature, empirical literature, implication of the review for the study and conceptual framework. In the same way, third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling strategies, study area, data collection tools, data collection procedure and data analysis and interpretation procedure. Similarly, the fourth chapter deals with the analysis of

data and interpretation of the results and summary of the findings. The fifth chapter includes conclusions and recommendations. This chapter is followed by references and appendices.

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List of Abbreviations

APA	:	American Psychological Association
DBASSE	:	Division of Behavioral and Social Sciences and Education
Dr.	:	Doctor
Ed.	:	Edition
ELT	:	English Language Teaching
ESL	:	English as a Second Language
etc.	:	And so on (from Latin 'et cetera')
M.Ed.	:	Master of Education
n.d.	:	No Date
NESP	:	National Education System Plan
p.	:	Page
PAR.	:	Participatory Action Research
Prof.	:	Professor
T.U	:	Tribhuvan University

CHAPTER ONE

INTRODUCTION

The current study was on “Photonovel: A Participatory Action Research in Students’ Writing Skill in Language Learning”. This chapter consists of background of the study, statement of the problem, research objectives, research questions, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background of the Study

There is need for a global language that could be used as a lingua franca among international communities. This need does not confine only to academic circles but also to business and personal circles of the people. It connects people from all over the world and provides them an opportunity to be familiar with each other (Crystal, 2003). It is the need of world today. When one talks about language skills, it can be broadly categorized into four skills namely: listening, speaking, reading and writing. All the skills are equally important in a language but writing becomes more important in academic disciplines because it is one of the most important means to examine the performance of students in their respective fields of study. Javid and Umer (2014) state that the importance of writing springs from its being primary means by which students are able to show their progress and academic development to their instructors. Their competence in other skills depends primarily on their writing skills. In language learning, students are mostly dependent on writing as an integral skill. Similarly, Sthapit (2000) has maintained the view that Nepalese learners learn English for practical and instrumental purposes, i.e. for international communication and communication across communities. There are a number of languages in the world; of them English is one of the most dominant languages in the universe. It is internationally marketable and broadly speaking, it is learnt and taught almost all over the world for the purpose of general

communication. Therefore, English serves as a link language that links between the people of the world.

Language learning or teaching requires the development of four skills viz. listening, speaking, reading and writing. It is valuable to know that to get mastery over language, equal emphasis should be given to all the four skills. On the lack of one skill, other skills are handicapped. Traditionally, language skills are divided into two groups: receptive and productive skills. According to this division, listening and reading are grouped under receptive skills and speaking and writing come under productive skills. Although listening and reading are considered receptive and sometimes passive skills, in reality a listener or a reader during this period, does not stay passive but s/he receives something and it leads him/her towards productive skills. Without receiving anything, production is not possible. Knowledge can be gained either by listening or by reading any materials. Thus, we can say that receptive skills are the pre-requisite of the productive skills. Therefore, they are interrelated to each other.

Moreover, writing is more important because it is a thinking tool and helps in the development of a language (Bjork and Raisanen, 1997, as cited in Javid and Umer, 2014, p. 164). They further argue that we highlight the importance of writing in all university curricula not only because of its immediate practical application, i.e. as an isolated skill or ability, but because we believe that, from a broader perspective, writing is a thinking tool. Similarly, Hashim (2011) says, “It is a tool for language development, for critical thinking and, extension, for learning in all disciplines. To convey ideas and facts in a clear and accurate way requires appropriate written language”. The students can enhance their writing skill by creating a photonovel. Photonovel simply means a story, usually based on a film or any sort of T.V. episode consisting of chronological photographs with dialogue in balloons, as in the style of a comic book. It is a form of sequential storytelling that uses photographs rather than illustration for the images along with the usual comics convention of narratives text and word

balloons containing dialogue. The wide spread use of photonovel can be seen in health and non-health entities. Therefore, the teacher can use photographs and photo comics in order to engage the students in writing with high level of motivation in language learning.

1.2 Statement of the Problem

Writing is a productive skill of language. It is a process of transforming thoughts, feelings and ideas through visual representation of graphic symbols. It is perceived as letter, symbols or words of a language. It is more complicated that seems to be hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech but the development and presentation of thoughts in a structured way. Therefore, writing is process and product both.

The ability to write appropriately and effectively is considered a major part of written communicative competence among students at all levels of the education system. However, learning to write using photographs is a problem that students face in secondary schools. However, learning to write in a first (L1), second (L2) or foreign language (FL) seems to be the most difficult skill for language learners to acquire in academic contexts (Negari, 2011). Similarly, Richards (2008) notes that learning to write in either first or second language is one of the most difficult tasks students encounter and one that few people can be said to fully master. Kroll (2003) also observes that writing is a complex process that involves the mastery of multiple skills that contribute to the overall difficulty of writing for any language user. Thus, it is a challenging and difficult skill for both native and non-native speakers to acquire. According to Hyland (2003), writing requires composing that implies the ability either to tell pieces of information in the form of narratives or description, or transform information into new texts, as in expository or argumentative writing. Therefore, it is viewed as a continuum of activities that range from the more mechanical or formal aspects of writing to the more complex act of composing.

Although the photonovel is used in some health related research, there are only few researches in English language teaching in Nepal. Therefore, this study was carried out to discuss the problems appear in developing writing skill using photographs by the secondary level students. They are listed below:

- Problem regarding strategies students employ in learning to write through pictures.
- There is no tradition to teach writing using pictures separately, though the secondary school curriculum has mentioned on the textbook.
- There are some misconceptions about teaching writing through photographs.
- Teaching creative writing in English language in a non-English environment is difficult task.
- Although, developing writing skill through photographs is interesting and worth learning, some teachers students are less motivated about it.

1.3 Objectives of the Study

The research objectives of this study were as follows:

- a. To explore students' motivation in writing skill using photographs.
- b. To analyze the strategies students employ in writing skills through photographs.

1.4 Research Questions

This study sought the answers of the following questions.

- a. What factors contribute in increasing students' motivation in language learning?
- b. What strategies do students employ in writing skills using photographs?

1.5 Significance of the Study

This study can be significant for prospective investigators who want to carry out research on different issues related to developing writing skill using picture in Nepal, more especially in ELT classroom. This study can also be significant to

the teachers, students, stakeholders, policy makers, and curriculum designers, as it concerns with exploration of new ideas, problems and others genres related to this study. It also explored the teachers and students perceptions about learning to write with pictures. This study is beneficial for those students who are aiming to be professionally teachers with various techniques in the near future. They can be more familiar with recent situations and burning reality of teaching and learning writing skills using photographs. Finally, this study can be significant to those who are wanting to carryout participatory action research in creating photonovel.

1.6 Delimitations of the Study

The delimitations of the study were as follows:

- a. This study was delimited to Photonovel: A Participatory Action Research in Students' Writing Skill in Language Learning.
- b. This study was delimited to the five students studying in grade 10 of secondary level private school at Kathmandu district.
- c. Data were collected through a) field notes during the meetings the author had with the students once a week, and b) photographs of the photonovel project.

1.7 Operational Definitions of Key Terms

Photonovel: Photonovel is a form of sequential storytelling that uses photographs rather than illustration for the images along with the usual comics convention of narratives text and word balloons containing dialogue.

Writing Skill: Writing is a productive skill of four-language skills. It is a process of transforming thoughts, feelings and ideas through visual representation of graphic symbols.

Participatory Action Research: Participatory action research (PAR) or action research is a recognized form of experimental research that focuses on the effects of the researcher's direct actions of practice within a participatory community with the goal of improving the performance quality of the community or an area of concern.

ELT: English Language Teaching is referred to as ELT as its acronym. It is the practice and theory of learning and teaching English for the benefit of people whose first language is not English.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is an essential task for any researcher to acquire theoretical knowledge about related topic. Thus, this chapter includes the several sub-chapters like review of related theoretical literature, review of empirical literature, implications of the reviewed literature and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

This section includes the theoretical review of writing skill specially language skills, approaches to writing, use of pictures, strategies, types and processes, and motivation under photonovel.

2.1.1 English Language Teaching in Nepal

The history of English language teaching in Nepal is introduced from a half a century. In Nepal teaching of the English language started with the establishment of Darbar High School in 1854 when Junga Bahadur Rana, the then Prime Minister, returned from his Britain visit. At that time, Darbar high school was opened for common people during the regime of Chandra Shamsheer (Bista, 2011). Consequently, as time passed by, many English medium schools were opened according to demand of prestigious and elite people of the society.

The first English language education opened to the people in 1951. The first university of the country, Tribhuvan University, was established in 1959, which gave high priority to its curriculum in English (Anderson and Lindkvist, 2000, p. 15). But after a decade, a national wide master plan known as The National Education System Plan (NESP 1971-76) was implemented that brought a drastic change in the system of curriculum, textbook, examination from primary to the university levels of education. First, this plan reduced the weight age of English courses (from 200 marks to 100 marks) set up by earlier system. Second, it reduced the credit hours of English from 15 to 10 from high

school to university levels. After the implementation of National Education System Plan (NESP) in 1971(2028 B.S.), some radical changes took place in the education system of Nepal. It brought uniformity in education and started provision for teacher training. The commission had suggested launching integrated national curriculum. Later, the purpose of teaching the English language changed after the restoration of democracy in 1990. Government restructured the education system under which schools have been conducting with new curriculum.

In recent days, English has taken a new dimension in the higher learning institutions of Nepal. Private schools and universities have begun offering several courses in English whereas state-owned higher education schools and colleges deliver education in Nepali medium (Bista, 2011). The English language has been taught as a compulsory subject from grade 1 to 10 in school. It has also been taught as a compulsory subject from certificate to bachelor level in university. There are different private schools and colleges, which adopt English as a medium of instruction so in that sector The English language situation seems somehow satisfactory. On the other hand, most of the government-aided schools adopt traditional methods in teaching. Similarly, there is the lack of trained and qualified work force in rural area. Therefore, there is vast difference in the proficiency of the students in rural and city area.

Teaching English is not an easy task because it includes all the aspects of language and culture as well. To be a good English teacher, one has to master over different skills and techniques. Nowadays, different new, methods and approaches are developing day by day in the field of second language teaching. Thus, in order to handle the new curriculum of the English language, language teachers should cope up with such new techniques and methods. Then only the English language teacher can tackle with new contents in the modern changeable context.

2.1.2 Language Skills

Language skills relate to different aspects of using language such as listening, reading, writing or speaking. Skills are our ability to do these things. According to Harmer (2007, p. 265), they are usually divided into two types: receptive and productive.

- a. **Receptive skills:** receptive skills are those skills, which are used in understanding; reading or listening.
- b. **Productive skills:** productive skills are those skills, which involve producing language, speaking or writing.

It is important to consider skills when designing language learning materials. This helps to identify the aims of an activity or lesson. It is generally accepted that receptive skills should come before productive skills; however, it is important to remember that communication is interactive and requires the use of all skills most of the time. Dividing language into skill areas for teaching and evaluation purposes does not necessarily reflect how language is really used. Ideally, learning materials have a multi-layered skills approach, where all skills are covered and combined in a realistic way. There are four basic language skills namely: listening, speaking, reading and writing. Ouma (2005, as cited in National Research Council, 2012) observed that the development of the four language skills is very important in every language classroom and that any inquiry into writing endeavors among students presupposes effective understanding of the other three skills. The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

Listening

Listening is the first language skill we acquire in native or non-native language. It is what is known as a receptive skill, or a passive skill, as it requires us to use our ears and our brains to comprehend language as it is being spoken to us. It is

the first of two natural language skills, which are required by all natural spoken languages.

Speaking

Speaking is the second language skill we acquire in our native language. It is what is known as a productive skill, or an active skill, as it requires us to use our vocal tract and our brains to correctly produce language through sound. It is the second of two natural language skills.

Reading

Reading is the third language skill we may acquire in our native language. As with listening, it is a receptive or passive skill, as it requires us to use our eyes and our brains to comprehend the written equivalent of spoken language. It is one of the two artificial language skills, as not all natural spoken languages have a writing system.

Writing

Writing is the fourth language skill we may acquire in our native language. As with speaking, it is a productive or active skill, as it requires us to use our hands and our brains to produce the written symbols that represent our spoken language. Along with reading, it is one of the two artificial language skills, as not all natural spoken languages have a writing system.

2.1.3 Writing Skill

Writing is a productive skill of language. It is an act of transmitting thoughts, feelings and ideas through visual representation of graphic symbols. It is an easy way to communicate with one another and transmit the message by means of writing. According to Iftanti (2016, p. 9), "Writing is important and frequently used in people's daily lives either as individual such as writing application letter, messages, and dissemination of the research result or member of society such as in a workplace issues". Therefore, we can say that writing is representation of spoken form of language, written or printed by using visual symbols.

Writing skill is an important part of communication. The communication takes place to a far larger audience than through face- to -face or telephone conversation. Writing can be said to a process where symbol have to be arranged according to a certain conversation to form words and words have to be arranged to form sentences. Writing skills help the learner to gain independence, comprehensibility, fluency and creativity in writing. Similarly, writing is a complex process, which has some sub-skills such as correct use of orthography, include the script, spelling and punctuation correctly, use the correct form of word, and use the correct vocabulary, paraphrasing and so on. Some of the effective writing sub-skills are mentioned below. Some of them here as taken from Spratt et al. (2010, p. 29):

- Planning
- Forming letters
- Linking using the appropriate layout
- Paraphrasing
- Proof-reading
- Developing good reading strategies
- Creating powerful presentation
- Tone
- Punctuation, grammar and spelling
- Organizing the thoughts
- Structuring paragraphs and sentences
- Writing to keep the reader engaged
- Softening a negative message

To sum up, writing involves not just graphics representation of speech but development and presentation of thoughts in a structured way. Therefore, it is a process and product both.

2.1.3.1 Handwriting

Handwriting simply refers to writing through the pen in a piece of paper. Handwriting is a tool for effective writing and a challenging job too. It becomes a fundamental part of school curriculum and matters a lot in school as children. According to (Handwriting, n.d, the advantages section, para. 1)

Writing is not just a physical activity done through fingers, but it involves the brain that thinks, converts the thoughts into words, gives a command to the hands for the motor action and the final output is a readable product on the paper.

Therefore, a good handwriting plays a vital role for effective writing and helps in developing writing skills. Handwriting can be improved through writing different kinds of messages such as writing notes, postcards, memos, letters, articles etc.

2.1.3.2 Spelling

Spelling is another important aspect of good writing that facilitates proper communication and avoids confusion for reader. It is a process of writing sensible words with meaningful alphabetical combination. Incorrect spelling distracts the meaning for reader. In this sense, Harmer (2004, p. 46) says, “Learners of English need to be aware about how we use different spelling to distinguish between homophones (words that sound the same but are spelt differently) such like *sun* and *son*”. That is why the writer must be careful while writing as it is one of the bolts of writing.

2.1.3.3 Punctuation

Punctuation means the use of points, stops or marks to separates one sentence to another or one part of sentence from another. Writing can be good writing if the punctuation is good. The writer should be more conscious about layout and punctuation of writing. Writings like report, letters, editorials, and other

publicity materials are very formal so the writers need to be more serious about such writings.

2.1.3.4 Capitalization

Capitalization is writing word with its first letter as capital letter (upper-case letter) and remaining later in lower case in writing system with case distinction. The term is also used for the choice of case in text. Capitalization also can make different in written language. Appropriate capitalization enables the good organization of sentence construction. Importantly, capitalization provides flexibility and clarity in written text, which is easier for reading.

2.1.3.5 Sentence Construction

Sentence construction is one of the most important skills of good writing. Students mostly learned the art of putting words in order to make well-organized sentence. Students can organize the sentences or text by reflecting the picture as well. The students are applying logical organization of ideas to not only construct sentences or paragraph but they can also focus on so many genres such as story writing, essay writing, poem etc. While constructing the sentences or paragraphs, students need to be aware about coherence and cohesion too.

2.1.3.6 Vocabulary Knowledge

Vocabulary is set of lexemes including single words, compounds words and idioms. Vocabulary is one of the important aspects of language learning. The basic blocks of writing are vocabularies. In this regards, any piece of written text with reach and powerful vocabulary are more strong, powerful, organized and developed. Therefore, vocabulary provides backbone to the language so that the language can get nice shape of good writing. As Brynildssen (2000) states, “the ability to write effectively hinges upon having an adequate vocabulary even more than does the ability to read. Once students have learned to decode words, they may able to read and pronounce many words that are

unfamiliar to them”. She further described it they can even determine the meaning of the words by analyzing the context on which the words are used.

2.1.3.6.1 Using Vocabulary to Improve Writing Skills

Good use of vocabulary helps students to improve their writing skill. If the teacher and students both are encoding to improve the vocabulary, the writing skills will automatically improved. Here, Brynildssen (2000, pp. 4-5) has given the following techniques to the teachers which can use to create a writing-centered classroom.

1. *Sharing vocabulary-rich literature:* If the students read various genre of reading for example, books, poems, plays, essays, magazines, pictorials, comic books and stories that contain rich and interesting vocabularies. Both teachers and students can introduce new words and discuss them in order to improve writing skills.
2. *Helping students become aware of and look for interesting words.* This can take many different forms. For example, students could note the words that are interesting on notepad and create a word bank through words-of-the day that are taken from classroom or elsewhere.
3. *Offering a variety of writing opportunities:* In teaching learning classroom, a teacher should emphasize using written expression to communicate ideas and we can say that, the students have greater investment on writing when the teacher has assigned his students to write any stories, summarizing lesson, dialogues, book reports, dairy note, poem, autobiography and so on.
4. *Providing ample time for students to fully experience the writing process:* The teaching of writing should be approached as a process that must be studied in depth, and substantial blocks of time should be devoted to writing.
5. *Allowing students to conference with teachers and fellow students:* When writing topics are chosen, students should meet with their teacher

to discuss ideas and answer questions. The teacher's role is to encourage, build on existing strengths, and help the student expand his or her abilities. Conferencing with fellow students gives the budding writer the opportunity to share ideas, brainstorm, and rework his or her project.

2.1.4 Approaches to Students' Writing

There are numerous approaches in writing. Some of them are frequently adopted but some are not because of the level of its difficulty. Students use different kinds of approaches and skills while writing. Some of the approaches of writings given by Harmer (2007) are discussed below:

2.1.4.1 Process and Product

While writing, a writer must focus on both writing process and product.

Writing skill is the result of process and product; writing process refers to as a specific procedure or mechanics such as spelling, comma, full stop, question mark etc. on the other hand writing product is the final form of the text that has a particular meaning. It is a text that gives proper meaning of the written form.

A writer needs to adopt some procedures in order to make the writing a product. Some of the procedure are as follows given by Harmer (2007, p. 326).

- Check language use (grammar, vocabulary, liners).
- Check punctuation and layout.
- Check your spelling.
- Check your writing for unnecessary repetition of words and /or information.
- Decide on the information for each paragraph.
- Select the best idea for inclusion.
- Write a clean copy of the correct version.
- Write out a rough version.

To sum up, writing is a process and product both. Being a fundamental part of language learning, developing writing skill is a complex tool.

2.1.4.2 Genre

Genre simply refers to a variety of writing and it is an essential part of writing approach. In this approach, writing goes for the discourse community. That is why the students are made to write in order to bring variety as well as become creative. According to Harmer (2007, p. 327):

When teachers concentrate on genre, students study text in the genre in which they are going to be writing before they embark on their own work. Thus, if we want them to write business letters of various kinds we let them look at typical models of such letters before starting to compose their own.

To make it clear, we can take examples from various genres such as newspaper, poetry, short story and dramas. If the students are looking at newspaper, the teacher wants them to analyze an article to find out the actual message the writer want to give. The different feature of languages, vocabulary used functions of paragraphs, summary of the text and other elements, which are noticeable in the text, can be analyzed. Therefore, the student can get insight into how text is constructed and how language is typically used. This can be highly benefited for the development of students' writing skill.

2.1.4.3 Creative Writing

Creative writing is an imaginative writing. It is one of the most important and task based form of writing. In this regard, Jones (1972) writes, "Creative writing as a piece of spontaneous self expression involving the writers' thought, imagination and feelings". Different literary genres such as poetry, stories, dramas etc need to be considered while writing. This kind of creative writing makes the learners' horizon of learning wide. Therefore, the teacher should engage the students to write creatively.

Harmer (2004, p. 41) writes, "We are concerned with the task that provoke students to go beyond the everyday, which ask them to spread their linguistic

wings, take more chances and use language they are learning to express more personal and complex thought and images.” From above lines, we can think that the students can be enabled to write stories, essay, drama, reports, poems and other dramatic scenarios by using pictures/photographs. Such task of involving students in writing process-using media can improve their writing skill and evokes into more creative, imaginative and fine writing.

2.1.4.4 Writing as a Cooperative Activity

Obviously, writing is a cooperative activity. In language leaning both the teachers and students actively participate in writing process. Teacher engages his students in writing in imaginative as well as supportive ways. Cooperative behavior between teachers and students can lead into an effective learning environment. It does not only develop the writing habits in the students rather it built a good relation with their teachers.

2.1.4.5 Writing Habit

Writing is a good job to do on the regular basis. Writing habits leads to the learners towards creativity and imaginary world. Many students enjoy reading and grasp it, For those readers writing habit makes them more active and creative. Writing habit is very useful to make the learner creative, imaginative, active and a good learner. In this regard, Harmer (2004, p. 62) writes, “Engaging students in writing task involves students not just intellectually but emotionally as well. It amuses them, intrigues them or makes them feel good”. He added, that the stimuli for engaging students in writing can be different from student to students. For example, music can be used to enable students’ creativity in writing if they are stimulated from auditory input. Similarly, pictures can be the good example to increase writing craze for those who are stimulated form visual input. If the students are not interested in writing, variety of genre can be used to habituate the students in writing skills.

2.1.4.5.1 Use of Pictures

Pictures can be another source of building habit of writing for students.

Photographs can provoke creativity in students really well in written production. Among many ways of using pictures for writing, here are some as given by Harmer (2004, pp. 67-69):

- a. Describing picture: asking students to describe the picture is the best way to write about picture. If students are asked to write, the description of a person or any scenario of the picture within limited time they write quickly and write down the information as they can. This task really works for developing writing habit of learners.
- b. Suspect and object: in this task students are given the variety of pictures and ask them to describe the only one thing /person among all in the picture. Students may write the description of any particular person or thing in the picture and stick that written text under that picture. Therefore, the students can be more active, enthusiastic and creative in writing skill.
- c. Write the postcards: we can provide the students postcard scenes and then ask them to write the post card, which they could expect to write.
- d. Story task: photographs/pictures are interestingly useful tools to enable students in writing stories. Students can be given a series of picture of random objects (an aeroplane, a bicycle, a pack of cards, a dog, a fireplace etc) and told them to choose four of them and write a story, which connects them. Similarly, students can be given a series of pictures in sequence, which tell a story and ask them to write a story, which the pictures tell.

To sum up, using pictures to stimulate students in developing writing habit is highly beneficial for improving writing skill as well.

2.1.4.6 Writing-for-Learning and Writing-for-Writing

Writing enhances learning. As Harmer (2007, p. 330) says, “Writing-for-learning is the kind of writing we do to help students learn language. If we look

for building students' writing skill, we will have to use writing-for-writing tasks as often as it is appropriate." In fact, it is such a skill, which provides many opportunities for developing linguistic ability to expand the horizon of knowledge. Equally, writing helps in our writing skills and develops into a well handwriting as well. Therefore, writing is for learning and developing for better writing skills.

2.1.4.7 The Role of Teacher

The learners have to do more practice in writing to make it effective and meaningful. However, there is a side role of teacher too. Teacher should stand for the students to show the right path of writing and motivate them. Harmer (2007, pp. 330-331) provides the following roles of a teacher to guide students' writing.

Motivator: the teacher should motivate the students to write.

Resource: the teacher himself/herself is good source for the students. He or she should provide enough resources for the students to develop their writing skill.

Feedback provider: a teacher should be caring about students' writing. He or she needs to check the writing and provide appropriate feedback to the students. It will recharge students' interest in developing writing skill. The suggestive and corrective feedback is essential for the students in order to improve their writing in the days ahead.

2.1.5 Developmental Activities of Students Writing Skill

In development of writing skills, there are some activities for the students. They are discussed below;

2.1.5.1 Controlled Writing

Controlled writing refers to an activity which is carried out under the direct supervision of the teacher. It is to teach the mechanics of writing accuracy and readiness for further writing activities. It is completely controlled by the teacher for example, handwriting, copying, dictation and spelling. The

exercises are designed in such a way that students have virtually no freedom to make errors. Such activities are particularly helpful for the beginners.

According to Mingli (2012), controlled writing means that students' writing is limited to a special field. The value of teaching controlled writing in the beginning of the acquisition of writing skills is undisputed. Basic to composition skill is control of sentence structure and accuracy in mechanics. Controlled writing can to some extent, help students to focus on the theme rather than beyond the topic. As Ross (1968) mentioned, "Acquiring skill in composition involves acquiring control over rhetorical devices setting up a central idea, maintaining this idea throughout the composition, presenting the material in orderly sequence, and so on." Controlled writing includes such activities: combining, reproducing and completing. For example:

- Combining words/sentence
- Reproducing the similar text/ paragraph
- Completion item (fill in the blanks)

2.1.5.2 Guided Writing

Guided writing involves the teacher working with small groups of students or individual. In guided writing students, apply previous knowledge they have learned earlier from shared writing sessions, with varying degrees of support from the teacher. In this regard, Dyan (2010) adds that guided writing is a writing process guided by the teacher limited to structuring sentences, direct answers to questions and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminates in a piece of writing to build students' writing skill.

Raines (1983, p. 103) explains the concept of guided composition as:

It gives students some but not all of the content and form of the sentences they will use. Their finished products will thus be similar but not exactly alike. Students are given a first sentence, a

last sentence, an outline to fill out, a series of questions to respond to, or information to include in their piece of writing.

Moreover, guided writing stands as a bridge between controlled and free writing. It includes any writing for which students are given assistance such as a model to follow, a plan notice, note, telegram, dialogue, etc. Thus, guided writing is supplied with information in the form of some clues or points. In such activities, students will be given some freedom in the selection of lexical items and structural patterns for their writing exercise. They can begin with outlines which allow for some individuality, but which also help them to keep to what they have learned.

Guided writing is one of the best techniques to teach writing to the high school students in order to overcome the problems of writing. Moreover, Juriah (2015, p. 142) states that guided writing is an individual or group activity where learners use word maps to organize their ideas and write texts. A word map is a diagram used in guided writing to help writers organize their ideas. In the similar way, Hartanti (2011) explains that guided writing allows a teacher to work closely with a small group of students based on a common need. During a guided writing lesson, a teacher might gather a small group and model writing, or maybe they will complete a shared writing experience together. Typical types of activities that can be done for guided writing are completion exercises, replacement exercises, expansion of a simple sentence, writing summaries of stories and rewriting a story in dialogue form or a dialogue in narrative form etc.

2.1.5.3 Free Writing

In free writing, students are given a topic to write on as per their choice. Free writing exercises promote students' feelings emotions and desires, etc. Free writing involves the individual relation of vocabulary and structure for the expression of personal meaning; however, the teacher may help the students in

the collection of ideas, developing an outline, supplying some language materials, etc. Free composition is open-ended. For example:

- Writing a letter, novel, story, poem etc.
- Writing paragraph, essay daily routine.
- Report writing.
- Dialogue writing, etc.

Free writing is a type of writing which offer freedom to write original content using own language. For example, descriptive or narrative writing it helps the student discover ideas and gather materials. According to Mingli (2012), “free writing is that euphoric stage where the student has mastered sufficient language skills and organization to be able to handle the writing of a chosen topic when given only a specific amount of time and a definite length.” She has given the advantages of free forming conception writing which can be listed as:

- a. It increases fluency if writers do it regularly.
- b. It strengthens the right brain over time.
- c. It warms up the brain for higher-level activity.
- d. It often reveals good ideas, which have not previously been thought of for either writing or maybe living.

2.1.6 Types of Writing

The four major types of writing are persuasive, descriptive, narrative, and expository. Here is a brief explanation of each type with examples.

- a. **Expository Writing:** In this type of writing, a writer explains the concept in detail with the help of required facts and figures. This form of writing is a formal type of writing, which is widely used in textbooks. Apart from this, essay writing also a kind of expository writing where each paragraph is structured in a logical manner. An essay starts with an introductory paragraph, which elucidates the topic to the reader in a clear and concise manner. In the succeeding paragraphs, the writer tries

to justify the topic with the right facts and figures. Last but not the least, the essay end with the concluding paragraph.

- b. Persuasive Writing:** This form of writing intends to persuade the target audience or readers on something. Persuasive writing is often found in essay and article writing forms. Through a persuasive writing style, a writer tries to convince the readers to agree with his or her opinion. Advertisements in newspapers and hoardings are good examples of persuasive writing form.
- c. Descriptive Writing:** Descriptive writing is a different form of writing, which is usually written to entertain the readers. In this form of writing, adjectives and adverbs are used to draw an image in the readers' mind. In this regard, for Sapkota (2012), descriptive writings are “the accurate description of some places, objects and things such as countries, islands, mountains, seas, rivers, aspects and phenomena of nature, towns, buildings and so on.” This type of writing explains a place, a person or a thing in a creative manner and allows a reader to feel that thing with the help of his five senses.
- d. Narrative Writing:** This style of writing is used to narrate a story with the readers. A writer also shares his or her experience with readers through narrative writing form. As Sapkota (2012) states “the event can be historical or legendary occurrences, stories either true or imaginary, programs, accidents and biographies of the well-known personalities”. Normally, narrative writing develops according to chronological order but it does not mean that chronological order is a must”. In narrative writing, paragraphs are written beautifully with vivid descriptions in order to arouse the interest of readers. Biographies, poetry and novels are examples of narrative writing.

Writing is an inherent quality, which encourages an individual to express his views, thoughts and ideas to others. In order to improve English writing skills, a student needs to practice a lot. By considering the style and rules of writing, a student can master English writing skills.

2.1.7 Writing Strategies and Process

Writing strategies are fundamental for developing writing skills for the school level students. Effective writers use special strategies while writing process. Writing strategies helps students to organize the ideas and gather information that will inform their writing. Strategies also helps students to create strong and meaningful sentences, well-structured paragraphs, gathering tools to evaluate their writing, revise and edit the writing in a systematic and organized way.

2.1.7.1 Strategies to Implement the Writing Process

Strategies are tools that can help students generate content and carry out components of the writing process. As DBASSE (2012) writes, the application of a variety of basic writing skills, specialize writing knowledge, writing strategies, and motivational processes to create a text. How the writer applies and combines these skills and processes will vary depending on the writer's task and goal. Similarly, Graham et al. (2016) define, "Writing strategies are structured series of actions (mental, physical, or both) that writers undertake to achieve their goals. Writing strategies can be used to plan and set goals, draft, evaluate, revise, and edit". As one of the main goals of the academic writing course is to develop the students' skills in the process of writing and the nature of the writing course is process-like, this section attempts to clarify the concepts of the writing process. In this context, the writing process involves teaching the students how to write in a variety of genres and how to incorporate academic writing conventions into their texts.

The writing process is the approach a writer uses to compose text. Components of the writing process include planning, goal setting, drafting, evaluating, revising, and editing. These components are recursive. They can occur at any point during the writing process, and students should learn skillfully and flexibly move back and forth between the components while composing text. In this regard, Richards (2002, as cited in Khaldoun, 2008) provides the following process of approach to teaching of writing as having four basic stages-planning, drafting, editing and final drafts.

I. Planning

The key to a great paper is in the planning, before sit down to write something, one need to figure out what he or she is going to write about. Then the writer can use a mind map or graphic organizer to help him/her plan and organize the ideas. Therefore, the first phase of the writing process, the planning phase, is the brainstorming phase. Students can use graphic organizers, drawing, pictures, or lists to help them during this stage. This prewriting stage helps students focus their thoughts. It is a good time for students to narrow or expand what they will be writing about any topic. This beginning stage is a great time for students to organize their thoughts onto paper.

II. Drafting

The drafting stage is the next step in the writing process. During this stage, students use the information from the prewriting stage and construct it into a rough draft. The goal is for students to take the jumbled thoughts that they had brainstormed and put it into actual sentences. This is the stage in which students do not have to worry about spelling, grammar, or any punctuation. They are free to expand their thoughts into fluent sentences that make sense. Peer conferences or informal conferences with the teacher can begin at this stage to help the student get feedback on their writing piece.

III. Editing (Reflecting and Revising)

Editing is the third phase of writing process. In this phase, mainly the focus is on making the documents meet the convention of standard written English. Editing involves checking over the smaller details that students have ignored until now in favor of focusing on the overall structure of their work. Furthermore, Flower and Hayes (1981, p. 23) include two different reviewing processes:

We distinguish between reviewing and editing as two distinct modes of behavior. On the one hand, editing is triggered automatically and may occur in brief episodes interrupting other

processes. Reviewing, on the other hand, is not a spur-of-the-moment activity but rather one in which the writer decides to devote a period of time to systematic examination and improvement of the text. It occurs typically when the writer has finished a translation process rather than as an interruption to that process.

During the editing stage, students should check the following:

- Grammar
- Sentence structure
- Word choice
- Punctuation
- Capitalization
- Spelling
- Citation and document format

After checking these aspects, students correct any mistakes that they find. Then get other readers to help them find errors that they have missed.

IV. Final Drafts

The last step in the writing process is the publishing phase. This can be done by allowing students to type their final piece, or make it into a book, or even a newspaper. This is the fun part where students get to see all of their hard work in print. Make sure to display a student's final accomplishments by putting them up on a bulletin board, or hanging them in the hallway for all to see. Having an audience puts more of an importance of the writing piece. When students know that everyone will see what they have written, they will work that much harder.

2.1.7.2 Writing Strategy

Writing strategies are the fundamental for developing writing skills for the school level students. Effective writers use special strategies while writing process. Writing strategies help students to organize the ideas and gather information that will inform their writing. Strategies also helps students to create strong and meaningful sentences well-structured paragraphs gathering tools to evaluate their writing revise and edit their writing in a systematic and organized way. In this sense, the writing process is an approach to writing that entails five main components: Pre-writing, drafting, revising and editing, rewriting, and, finally publishing. Teachers use a combination of instruction, modeling, and conferencing, along with a few other teaching strategies, to teach students the writing process.

Moreover, DBASSE (2012, p. 16) provides some important practices for effective writing instruction. In addition to the principles of effective writing instruction, research has identified several key teaching practices to develop writing skills (Listed roughly in order of effectiveness):

- Offer instruction in strategies for planning, revising, and editing compositions.
- Teach learners to summarize in writing the passages they have read.
- Enable the assistance of peers in planning, drafting, and revising compositions.
- Set clear goals for writing that are specific to the purpose and type of writing task.
- Have students regularly use computers (word processing) for writing instead of only pencil and paper.
- Offer instruction in combining short sentences. This practice usually includes exercises and application to real-world writing tasks.
- For intermediate writers, use process approaches to writing instruction that stress extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing. It is possible

that process approaches could also be effective for beginning and weaker writers if augmented with explicit and systematic instruction to develop the essential writing knowledge, strategies, and skills these developing writers usually lack. As with other approaches, process approaches are more effective when instructors have been professionally trained in their use.

- Employ inquiry approaches to instruction that involve establishing clear goals, gathering and analyzing relevant information, using that information to structure and plan the writing task, and using writing strategies suited to the task.
- Teach prewriting activities, such as making lists or diagrams prior to writing, which help students generate relevant content and complete texts.
- Analyze models of good writing, such as discussing the features of good essays and learning to imitate those features.

2.1.8 Writing Motivation

Writing is an important skill for school level students. Here, Hutchings (2015) opines that the importance of writing ability and competency in 21st century is undisputable and writing is ubiquitous. Students write for various purposes for example, they write for classroom assignments, completing homework, pleasure, information gathering, building writing habit, and for many social interactions. Students writing ability is directly connected with all the academic activities they do. Motivation to write is the major element in writing competence. Students with low level of motivation may not be able to write effectively and clearly and are not willing to participate in academic writing. In this regard, Payne (2012) added that such students might exhibit high anxiety about writing, low self-efficacy for writing and lack of self-regulation and self-determination when writing.

Thus, the instructor should teach the students writing skill with high level of motivation by engaging them in such interesting activities. Instructor should

identify the factors affecting in students motivation to write and act upon it. DBASSE (2012) reports that there are known instructional approaches that enhance motivation. In order to achieve the goal of instructions, the lesson must begins by connecting the knowledge that students already gained and thus, the students may be motivated and support persistent reading and writing practice. Moreover, DBASSE (2012) research shows that the instructions that foster motivation and engagement:

- develops self-efficacy and perceptions of competency;
- helps learners set appropriate and valuable learning goals;
- Sets expectations about the amount of effort and practice required to develop literacy skills.
- helps learners develop feelings of control and autonomy;
- fosters interest and develops beliefs about the value of literacy tasks;
- helps learners monitor their progress and regulate their behavior toward attaining their goals;
- teaches students to attribute successes and failures to their own effort rather than unchangeable aptitudes;
- provides learners with opportunities for success while providing optimal challenges to develop proficiencies;
- fosters social relationships and interactions known to affect learning;
- gives learners access to knowledgeable and skilled teachers and appropriately designed materials.

Thus, the motivational activities to engage students in writing process are mostly important and useful in developing writing skill and competence.

Similarly, Lam and Law (2007, as cited in Hutchings, 2015) posit that writing is an activity that is as much emotional as it is cognitive; as such, students need instructional practices that provide motivational resources for themselves and support in the learning environment. The writers list six components of instructional practice that are relevant to motivation:

1. Challenge – Students are more motivated when they can expect to successfully complete a task that is challenging yet achievable.
2. Real life significance – Students become more motivated when writing is relevant and valuable to their life.
3. Curiosity – Students are intrinsically motivated to remove ambiguity and confusion related to cognitive conflict, and they are curious to see how things work.
4. Autonomy – Intrinsic motivation increases among individuals who are given the opportunity to make choices and have control of their own outcomes.
5. Recognition – Children who are praised for their effort (as opposed to the final product) are more motivated to invest greater effort in future tasks. In addition, when the goal is seen as gaining new skills and knowledge, students are more motivated to increase effort.
6. Evaluation – Feedback that attributes success to effort and the use of strategies, as well as provides specific knowledge of how to improve creates increased motivation.

2.1.8.1 Components of Motivation for Writing

There are so many influencing factors to arouse motivation in writing. Some are affected by any external elements and some are by internal elements. Writing components can be such as self-efficacy, writing apprehension, positive and negative attitudes towards writing, extrinsic and intrinsic motivation and many more. Some of the key components of motivation for writing are briefly discussed below.

1. Self-Efficacy

Student's self-efficacy is highly concerned with their academic success. According to Bandura's social cognitive theory, self-efficacy is an important predictor for human behavior (Bandura, 1986, 1997). Self-efficacy beliefs are defined as "personal beliefs about one's capabilities to organized and implement actions necessary for attaining designated levels

of performance” (Bandura, 1986, p. 391). Self-efficacy beliefs have greater impact on students’ academic life. Students with high efficacy beliefs shows greater intrinsic interest in tasks, set higher achievement goals, and take difficult tasks as challenges. These students also experience less anxiety and stress when taking on difficult tasks (Pajares, 1996). Self-efficacy in students affects in writing skills. Students writing self-efficacy is related with students’ confidence in writing ability (Proper use of grammar and use of proper mechanical composition of writing). According to Bandura (1994, p. 2), students’ with high self-efficacy visualize success scenario that provide positive guides and supports for performance. In contrast, those who have low self-efficacy visualize failure scenarios and dwell on that many things that can go wrong.

Self-efficacy beliefs has a major role in enhancing students motivation in developing writing skills as well motivational enhancement through goals and positive incentives from teachers and school also affect students’ intellectual ability while writing. If teachers create positive learning environment, students self-efficacy and motivation on learning and developing writing skill is became high. In nutshell, students’ academic success is depends on teacher’s self-efficacy. In this regard, Bandura (1994, p. 11) argues that those who have a high sense of efficacy about teaching capabilities can motive their students and enhance their cognitive development. Therefore, teachers who have a low sense of instructional efficacy favor a custodial orientation that relies heavily on negative sanctions to get students to study.

2. Writing Apprehension

Writing apprehension leads the students to avoid writing task at any cost. Such students may chose task, which do not need writing on a daily basis. An apprehensive writer writes very little and poorly organizes sentences which are assessed as a satisfactory by the teachers. Writing apprehension can also be regarded as a negative feeling of anxiety over writing tasks. Similarly, Daly and Hailey (1984, p. 29) writes, “Writing apprehension

leads to avoiding writing task, especially when writing is to be graded". We can say that writing apprehension is a negative result of lack confidence in students' may encounter many problems such as; collecting ideas, organizing sentences, developing ideas, use not effective and less informative ideas, and difficulty in using language with proper knowledge or pattern while writing.

In order to cope with the problem of apprehensive writer, a teacher should motivate their students by engaging in variety of writing. Students self-confidence should be increased and enhance self-esteem. Additionally, the teacher should provide the editing skills and empower than to write more by supporting in different steps of writing. The students who have already negative feelings about writing and learning to write with correct grammar are always passive and not interested in writing task. Such students should be given positive exposure and motivation to create positivity in writing. Thus, the students writing skill can be developed and improved.

3. Attitudes towards Writing

Writing attitudes is an integral part of writing motivation and performance of the students. Students may have positive and negative attitudes about writing. As Hayes (2000, as cited in William, 2012) posits that the relationship between cognition and affect especially with regard to motivation is closely interconnected. Attitude and motivation are generally thought to have a co relational relationship. Positive attitude supports motivation, which fosters students' confidence, self-efficacy, interest and arouse willingness to write. Writing attitudes affect writing achievement and writing competency more interested to plan writing actions, be more hardworking, take difficult task as challenge and set clear goals to be achieved than that of negative attitude. Students positive attitude is directly related with teachers' attitude about the instruction. In this case, Harmer (2007, p. 102) states that "when students have confidence in teacher they are likely to remain engaged with what is going on. If they lose the confidence, it becomes difficult for them to sustain the motivation they

might have started with". Furthermore, although, the teacher may have professional capabilities they should developed positive attitudes about their instruction such as the way they walk in the class, address students, empower them to write and so on.

4. Attributes for Success and Failure

The attributes for success and failure is closely related with motivation that explore factors that lead to language learning. Students' attributions are affected by some factors such as ability to write, effort they do, task difficulty and so on. To be clear, Weiner (1986) states that attribution theory purposes that internal attribution produced greater changes in esteem related affects than external attribution. Therefore, the teacher should be aware of the causes for attributions for success and failure and their role in the learning environment. So that, they can both directly and indirectly, through motivational strategies promote helpful attributions that will not only have positive but also long-term effects on the students. Moreover, the students as higher achiever made a stronger attribution, towards ability and effort than lower achievers (Whitley and Colleagues, 1985, as cited in Martin, 2016, p. 38).

5. Interest

Writing interest is highly related to writing attitudes and performances. Students who are interested in any particular task are more likely to pay attention-enjoying writing and willingly spent more time on writing than students who are less interested or not interested at all. Writing interest, self-efficacy and attitude are interrelated with one another. Interested students are also focused, effortful and tend to have positive emotions. Teaching learning strategies and practices can have great impact on different aspects of writing, such as writing performances and motivation to write. Therefore, it is mostly important to care about how students can learn better to write and increase the students writing performances. As Boscolo and Hidi (2007) posit that topic attractiveness can be taken as basic motivational source of writing; students interest on a particular topic is

situational interest that is triggered by a stimulatory or involving topic. We can say that, interest can be aroused by engaging the students in different writing activities, such as writing photo story. Writing seeing picture and reflecting upon it would be more interesting for the school students as it is visualized in their mind. Furthermore, Boscolo and Hidi (2007) states that “Interest is the result of activity a situation a student’s therefore finds writing interesting if the instructional situation allow them to discover and practice the attractive, unusual and challenging aspects of activity which may not emerge from traditional writing tasks.” Thus, the students can be more motivated and enjoy new aspects of writing which ultimately helps the students to be competent and developed writing skills.

6. Intrinsic and Extrinsic Motivation

There are two kinds of motivation intrinsic and extrinsic motivation. The former refers to an individual’s motivation to complete the task because of internal rewards such as joy, pleasure, and satisfaction of curiosity.

Extrinsic motivation, on the other hand, is referred as one’s motivation to perform because of external rewards such as good garden from others.

Similarly, in the words of Harmer (2007), intrinsic motivation comes from within the individual. So, the students are motivated by the enjoyment of learning process. Whereas, extrinsic motivation is the result of any number of outside factors, i.e. the need to pass an exam, financial reward etc.

Intrinsic motivation is not only the form of motivation but it is the persuasive and important one. It exists within individuals and between individuals and activity too. Person intrinsically motivated for some activity and not others, and everyone is intrinsically motivated for any particular task. This is because intrinsic motivation exists in the nexus between a person and a task. Intrinsic motivation will occur only for activities that hold intrinsic interest which appeal of novelty, challenge, aesthetic value for individuals. However, extrinsic motivation refers to doing an activity for enjoyment of activity itself, rather its instrumental value. The autonomous form of extrinsic motivation is integrated regulation, which occurs when

identified regulations have been fully assimilated to the self. This occurs through self-examination and bringing new regulations into congruence with one's of the values and needs (Ryan and Deci, 2000).

7. Goal Orientation

Goal orientation is an essential component of motivation in writing. It is the action of the students regarding their tasks and the result of those tasks.

According to Troia et al. (2013), "In the area of academic achievement theory specifies two general kinds of goals; mastery and performance goals." Mastery-oriented goals are referred as a focus on learning to master the task according to self-standard or self-improvement. It also encompasses developing new skills, improving or developing competence, and trying to encompass insight. Whereas, performance oriented goals are associated with a focus on demonstrating, reflective ability and receiving public recognition.

2.1.9 Introduction to Photonovel

Photonovels look like comic books but contain photographs instead of drawings. Because photonovels combine pictures and everyday language, adult ESL learners can use them to communicate their thoughts and ideas.

Photonovels can also be an aid in learning spoken and written English. The photo novel, which is also known as *fotonovela* (Valle, Yamada, and Matiella, 2006) has its origins in Italy way back to the post-World War II era when pictorial summaries of Hollywood movies in the form of photo booklets were produced (Matiella, 2007). The photo novel is a story told with photos and dialogues (or thoughts), presented in bubbles just like in comic books (Matiella, 2007). This combination makes it a very entertaining and easy-to-read. Over the decades, it has evolved to become a popular medium of entertainment in Mexico and to an educational tool in the United States (Milliken, 2008). In fact, Valle et al. (2006) have reported the following two categories of photo novels: *popular culture* and *health educational/informational*. As the names indicate, the first type is meant for entertainment

and the second is meant to inform, educate, and empower (Wang and Burris, 1994). This section talks about the use of photographs in developing students' writing skill. Visual learners or people that retain knowledge better when information is presented through stimulating visual formats rather than via traditional text and lectures. Furthermore, Cain and John (1977, p. 37) says that:

The photonovel is what its name implies a novel whose story is told with photographs and words. The photonovel seems to be the easiest form of literature for new literates to read. However, the use of so many photos adds to the cost of the materials and cuts down on the number of words that can appear on a page. In addition, the dialogue bubbles have to be placed on the photos for printing, and this is more expensive than photos printed without dialogue bubbles.

In the past, writing a photo-novel as a medium was seen slightly disappointing; not because the medium has not proven to be able to produce interesting works, but because its impact in the broader cultural field has remained less interest in this regard, Baetens (2012) writes:

The photo-novel was encountering the technical and other difficulties in the first years of its existence are really a key issue. The stories told were not new at all: the melodrama was well known in popular literature; the characters were stereotypes; the installment techniques were familiar to those running certain magazines, etc. However, the implementation of all these elements in the new medium proved to be extremely difficult.

People did not know where to put word balloons or captions, or how to write them; nobody knew how to control narrative rhythm and to maximize the opportunities of the magazine layout.

From the above-mentioned literature, it is clear that storytelling in the photo-novel is something different from storytelling in other media. Despite all the negative results that surround the photo-novel, it is appearing as a very active one. In addition, we can find there is an active participation in the photo-novel which is seen as an example of a culture industry, participants interactivity invented by the new medium's cultural practice. Moreover, it is getting new era and more chances to explore the new things through media today. There are many elements to play an active role in making it more interesting, active, interactive and meaningful way to learn English. In the similar way, McGinnis et al. (2014) added that "Traditional pamphlets, brochures, and flip charts have had limited success in non-English speaking or culturally diverse populations with low literacy, photonovels were identified as cost-effective and culturally appropriate educational tools". The most successful photonovels are inspired by a community's needs and include the community taking an active part in its creation. They further stated, "The photonovel began as entertainment stories in the mid twentieth century in Europe, Latin America, and the southern USA and gradually moved into the educational and political realm in the 1970s".

According to the health educators, photonovels is defined as stories using pictures or comics to explain, examine, or teach a health issue. The various use of photonovel is increased as part of the trend of entertainment-education by various populations and for multiple purposes related to health education topics. In spite of the beneficiary of photonovels, their effectiveness on the academic literature remains limited. Since the 1990s, the term has been confused with what is now differentiated as photo voice, a method where participants themselves take the photos and add narrative.

Moreover, there is another topic 'picture strip story', which is similar to photonovel. According to Lavery (2011), picture strip story can be used from beginner's level to advanced level for a variety of language and discussion activities. The students could express their ideas, combined with the text or visual information. Picture strip story could create students' confidence to communicate with others, because students' memory was stronger than before directly it caused by the picture or images in the narrative text. This technique prepared a chance for students to develop their understanding and formulating some ideas to write.

There are some advantages in picture strip as media in teaching learning English Zenger (1991, as cited in Damayanti, 2017, p. 33). The advantages of using picture are:

- 1) They can stimulate and motivate students to become more observant and express themselves.
- 2) They are inexpensive, many even be free, and fairly easy to locate.
- 3) They can be used by individual or in groups.
- 4) They can be displayed for as long as necessary so pupils can work at their own rate.
- 5) They are up-to-date and can bring reality into the classroom.
- 6) They can be used to introduce, supplement, or summarize, at unit.
- 7) They enrich reading and can help clarify misunderstanding.

In conclusion, picture strip story provides images and help in increasing vocabulary. It can be used from the beginner to advanced level learner. It can be the easy, interesting and mostly interactive way in teaching and learning of English.

McGinnis et al. (2014) conducted a research on Photonovels: An Innovative Approach to Address Health Disparities and Sustainability. The researchers have found that the photonovels have been shown effective at increasing

knowledge, changing attitudes, and increasing intention to perform behaviors, increasing self-efficacy, being more readable, increasing factual recall, and improving attitudes toward future involvement in health and safety issues. From this literature, photonovels have been shown as an effective form of entertainment-health education because it uses stories that increase emotional arousal on people.

In conclusion, the photonovel resembles the graphic novel except that it contains photos instead of drawings. Additionally, Baetens (2012) states that the photo-novel becomes a real independent medium very quickly, with a unique combination of host medium, sign type, and content. This combination is different from the film-novel, comic strips, and the drawn novel, and it becomes so strong and successful. Thus, the photo novel can be an attractive and effective medium to learn language concepts, compared with textbooks or pure lectures.

2.1.10 Participatory Action Research

The origins of PAR (Participatory Action Research) can be traced to the work of Kurt Lewin in (1940s) as well as the critical educational pedagogy by Paulo Freire. It is mainly a qualitative research method. According to MacDonald (2012), participatory action research (PAR) is considered a mixture of two researches; participatory research and action research. It is also action research commonly with participatory research, which is based upon the philosophy of community development and participation of community members. Lewin introduced the term 'action research' as a tactic to studying a social system while attempting to impart changes at the same time, and emphasizing the importance of client-orientated attempts at solving particular social problems (Gillis and Jackson, 2002). The roots of PAR can also be traced to Paulo Freire, who believed in critical reflection. The participatory action research approach of Freire was concerned with empowering the poor and marginalized members of society about issues pertaining to literacy, land reform analysis, and the community (Freire, 1970). Participatory research encourages equal

involvement from researchers and participants in the research process. In PAR participants have the opportunity to tell their own stories and give an insider perspective to the process of being the object or subject of research. When participants and researchers are equal partners, the research focus and results can be more relevant to a specific community.

2.1.10.1 Key characteristics of PAR and PAR researchers

Being a unique research method, participatory action research is participatory in itself as researcher and participants conduct it. In PAR, the participants and the researchers are practical and collaborative as they work in group and share their experiences and prior knowledge during research. Additionally, it is a reflective process, which focused on bringing change in the society and educational practices. PAR has following characteristics features. According to Kindon et al. (2007), participatory action research and its researcher:

- Aims ‘to change practices, social structures, and social media which maintain irrationality, injustice and unsatisfying forms of existence’ (McTaggart, 1997, cited in Reason and Bradbury, 2006, p. 1)
- Treats participants as competent and reflexive agents capable of participating in all aspects of the research process.
- Is context-bound and addresses real-life problems.
- Integrates values and beliefs that are indigenous to the community into the central core of interventions and outcome variables.
- Involves participants and researchers in collaborative processes for generating Knowledge.
- Treats diverse experiences within a community as an opportunity to enrich the research process.
- Leads to the construction of new meanings through reflections on action.
- Measures the credibility/validity of knowledge derived from the process according to whether the resulting action solves problems for the people involved and increases community self-determination.

To sum up, participatory action research is a combination of action research and participatory research. PAR is the best method in research, which involve researcher and participant from beginning phase to ending phase. An ultimate goal of PAR is to implement the research findings to change society.

2.2 Review of Empirical Literature

There are many researches done about the writing skills and strategies under the Department of English Education. These researches have focused on writing strategies, motivation and picture story, all related to writing skills. However, there are not any researches still done on Photonovel: A Participatory Action Research in Students' Writing Skill in Language Learning. Thus, this study is completely new in the context of Nepal. To support my study, I have reviewed related researches carried out in Nepal and abroad. The following are some reviewed works, which are stated chronologically.

Nimmon (2007) conducted a research entitled "Within the Eyes of the People: Using a Photonovel as a Consciousness-raising Health Literacy Tool with ESL-speaking Immigrant Women". The major objectives of this research were to examine if the process of creating and using a participatory photonovel can empower immigrant ESL-speaking women and to act as a tool to educate these women about a specific health topic. Data were collected through a) two separate interviews with each participant, b) two focus groups, c) field notes during the meetings the author had with the women once a week, and d) photographs of the photonovel project. Result of the study suggests that, the women created a participatory photonovel about nutrition entitled From Junk Food to Healthy Eating. The findings demonstrate that the photonovel can be an effective health literacy tool for immigrant ESL-speaking women, that it created community among the women, that it helped the women feel important and that it shifted their consciousness about nutrition in Canada.

Das (2012) conducted a research entitled "Using Participatory Photo Novels to Teach Marketing". The author presents a discussion on the photo novel as an attractive communication medium and the participatory photo novel as an

innovative pedagogical tool, in place of the traditional lecture method. In fact, this method puts the responsibility of learning on the students and empowers them to co-create content and subsequently learn through classroom discussions. A brief classroom guide follows this on the process of creating a participatory photo novel. Student evaluation and feedback are discussed. Specifically, the content analysis reveals that students experienced the following learning outcomes: understanding and knowledge, critical thinking, transfer ability, creative thinking, communication skills, and leadership ability. This is followed by an agenda for empirical research. The limitations and implications of using this pedagogy are also discussed in detail. Overall, it is hoped that the use of participatory photo novel as a pedagogical tool can go a long way in augmenting learning resources, popularizing of this genre of literature, and providing the young generation business students with a unique learning experience.

Payne (2012) conducted a study entitled “Development of the Academic Writing Motivation Questionnaire”. The purpose of the present study was to develop a reliable, valid, and efficient psychometric instrument, the academic writing motivation questionnaire, which can be used by instructors and educational researchers to examine college students’ motivation to write in composition classes and other writing-intensive classes. The purpose of this study was also to examine how students’ motivation, as measured by the academic writing motivation questionnaire. To help college composition instructors determine the writing motivation of their students, the Academic Writing Motivation Questionnaire (AWMQ) was developed. The AWMQ is a 37-item Likert-type questionnaire that takes into account various aspects of writing motivation. The AWMQ was administered to 69 undergraduate students enrolled in undergraduate English courses at The University of Georgia. The students’ amount of reading, academic major, and gender were examined in relation to the AWMQ. The students who read more were found to have significantly higher scores on the AWMQ than students who read less. Humanities majors had higher scores than majors in other areas. Males and

females did not differ significantly in their AWMQ scores. The findings implied that the AWMQ is an efficient and reliable questionnaire, with good content validity, that can assess the writing motivation of students in writing composition courses.

Williams (2012) has conducted a research entitled “Third Grade Students’ Writing Attitudes, Self-efficacy beliefs, and Achievement”. The first objective of this research was an investigation of the effectiveness of an intervention designed to improve writing attitudes, self-efficacy beliefs, and achievement. The second objective was an examination of the relation between those constructs. Participants were given the writing attitude survey, a writing skills self-efficacy scale, and a short writing assessment as a tool for data collection. Further, 50% of the participants participated in an intervention designed to increase positive writing attitudes, self-efficacy beliefs, and achievement. The study found a significant positive relation between writing self-efficacy and attitudes. The intervention was found to have no effect on the self-efficacy, attitudes, or performance of participants

Troia et al. (2013) has carried out a research on the topic “Relationships between writing motivation, writing activity, and writing performance: effects of grade, sex, and ability”. The primary research aims of this study were to: (1) explore how sex, grade level, and writing ability impact writing motivation, activity, and performance; (2) establish the underlying factor structure of the writing motivation scale and the reliability of those factors; (3) explore how writing activity is related to writing motivation and performance. A convenience sample of 618 children and adolescents in grades 4 through 10, excluding grade 8, were asked to complete a writing motivation and activity scale. Female students and older students wrote qualitatively better fictional stories, as did students with higher levels of writing ability based on teacher judgment. With respect to writing activity, more frequent writing in and out of school was reported by girls, better writers, and younger students. In a path analysis, grade and sex directly influenced writing activity, while sex, teacher

judgment of writing ability, and writing activity directly influenced some aspects of writing motivation. Overall, teacher judgment of writing ability, grade level, and motivational beliefs each exerted a significant direct positive influence on narrative quality, whereas performance goals exerted a significant direct negative impact on quality.

Another researcher Khatri (2014) conducted a research article entitled “Effectiveness of Guided Writing in Teaching Composition”. The main objective of this article is to find out the effectiveness of guided writing in teaching composition. Fifty-two students of grade nine studying at Khelnechour Secondary School, Surkhet were the sample population of this research. The tests (pre-test and post test) were the major tools for data collection. The students were ranked from the first to the fifty-second position based on the results of the pre-test. They were divided into two groups based on odd-even ranking of the individual scores. Then, experimental group was taught through guided writing activities whereas controlled group was taught without guided writing activities. Each groups attended thirty lessons. Then the post-test was administered. The results of these two tests (Pre and Post) were compared and found that guided writing activities were more effective in teaching composition.

Nyasimi (2014) has carried out a research entitled “Challenges Students Faced in Learning Essay Writing Skills in English Language Secondary Schools”. The purpose of this study was to investigate challenges students face in learning essay-writing skills in English language in secondary schools in Manga district, Nyamira County, Kenya. The specific objectives of the study were to: determine methods teachers use in teaching essay writing skills, investigate challenges students face in learning essay writing skills, establish strategies students employ in learning essay writing skills .The study was based on the process genre approach theoretical model for teaching writing skills as advanced by Badger and White (2000). A descriptive survey research design was adopted in this study. The target population was English language teachers

and form three students in Manga district. Stratified random sampling and purposive sampling techniques were used in selecting the sample for the study. Thus, a sample of 180 students and 10 teachers of English language were used as the respondents of the study. Data was collected by the use of a questionnaire for students, interview schedule for teachers and an essay writing test for students. The validity and reliability of the instruments were established through a pilot study and the input of experts in the area under study. Quantitative data collected was analyzed using descriptive statistical techniques, which involved percentages, frequencies, and the mean while qualitative data was thematically analyzed. The research findings indicated that common methods teachers use in teaching essay writing skills are; lecture, question and answer and teacher demonstration. However, group work, peer teaching and role play which have been proven to enhance learning of writing skills among other methods were the least used. The results further revealed that major challenges students face in learning essay writing skills include: inadequate content mastery, incorrect use of grammar, first language (L1) interference, limited vocabulary and inadequate teaching and learning resources. The results also showed that most of the students do not frequently use interactive learning strategies.

Hutchings (2015) conducted a research entitled “Promoting Engagement and Motivation in Writing for Elementary Students”. The overarching goal of the project was to provide a theoretical foundation, research-based data, and experiential material to support the development of writing programs for intermediate elementary school students that support student engagement, motivation, and interest by affording students with choice, and opportunities to interact and collaborate in a writer’s workshop setting. The review of the literature focused on the topics of the sociocultural theory of learning, sociocultural theory in writing, and instructional practices including teaching writing as a process, using Writer’s Workshop, and affording opportunities for student collaboration and choice. Reflection on the literature review and the in-class implementation of a writer’s workshop writing program revealed how

providing students with freedom of choice in developing topics and modes of presentation, and promoting student interaction and collaboration are directly related to increased student motivation, engagement, enjoyment of writing, improved writing abilities, writing output and overall satisfaction levels.

Although, various studies have been carried out in the field of participatory action research and students' writing skills, there is lack of research in the area of Photonovel: A Participatory Action Research in Students' Writing Skill especially in secondary level. I, as a researcher, showed very much interest in this area to carry out research. Therefore, I selected a topic "Photonovel: A Participatory Action Research in Students' Writing Skill in Language Learning" using participatory action research method. I hereby, believed that this research became able to search those strategies to fulfill the targeted purpose and help to pave the path to them who are interested in it to go ahead.

2.3 Implications of the Review for the Study

In order to make the research successful, the researcher must be hard-worker and regular in research to complete. A researcher needs to make a constant review of related literature which is the central and most important task for research problem. It determines the quality of the research and provides theoretical knowledge and helps to improve the methodology and contextualize the findings.

To give my research a certain direction, I have gone through various theoretical and empirical literature reviews. The eight different researches carried out in home and abroad are reviewed, which are to some extent similar to my topic. They are done about photonovel, students' writing skills, strategies, and context. After reviewing these works, I have many ideas to frame my topic. From these research works, I got ideas on process of research method, sampling procedure, data analysis, and interpretation, and development of data collection tools. Following are the implications of related literature, which are beneficial for my study.

Bandura (1994) conducted a research entitled “Self-efficacy” and Harmer (2007) has written a book entitled “The practice of English language teaching”. These researches helped me in developing literature review in my study.

Das (2012) conducted a research entitled “Using Participatory Photo Novels to Teach Marketing”. This research helped me frame my research topic.

DBASSE (Division of Behavioral and Social Sciences and Education, 2012) has carried out a research entitled “Improving Adult Literacy Instruction: *Developing Reading and Writing*”. This study is highly significant to my study in order to develop conceptual framework and literature review.

Payne (2012) conducted a study entitled “Development of the Academic Writing Motivation Questionnaire” and Williams (2012) has conducted a research entitled “Third Grade Students’ Writing Attitudes, Self-efficacy Beliefs, and Achievement”. Both of these researches have helped me to generate literature review in my study.

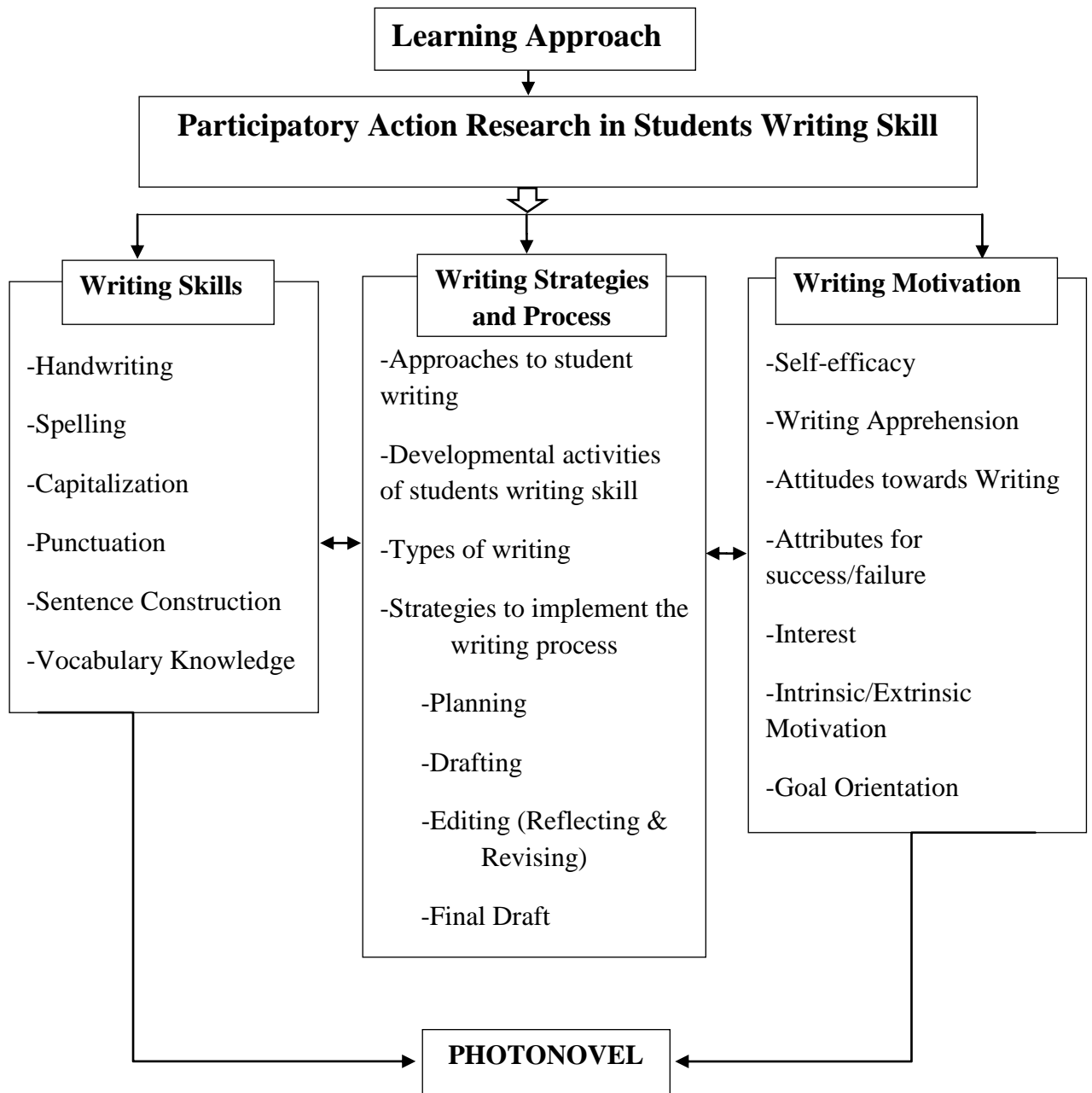
McGinnis et al. (2014) conducted a research on Photonovels: An Innovative Approach to Address Health Disparities and Sustainability. This research study is significant to me to help in analyzing the data.

Nyasimi (2014) has carried out a research entitled “Challenges Students Faced in Learning Essay Writing Skills in English Language Secondary Schools”. This study has helped me to formulate the research objectives in my study.

Moreover, I got the ideas for developing research tools which were used by collecting reliable information to meet the specified objective of the study. Most of them followed the action research process and that has been useful in this study as well.

2.4 Conceptual Framework

Conceptual framework is the guideline of the research, which determines the nature and quality of the research. Based on the theoretical and empirical literature review, I have developed the following conceptual framework.



(Based on: DBASSE, 2012)

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the procedure and method that were used to collect and analyze data. It described the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and finally ethical considerations.

3.1 Design of the Study

To accomplish this research, I applied a participatory action research design, as this study is based on qualitative research design. It is also a qualitative or naturalistic form of inquiry. For example, McTaggart (1997, p. 37) notes that in such study “information is collected in the usual naturalistic research ways, for example, participant observation, interview, the compilation of field notes, logs, document analysis, and the like”. A participatory action research is based upon the principle of minimizing the gap between researcher and research participant and emphasis on increased community involvement and participations to enhance the relevance of the research findings to their needs (Kumar, 2014). It suggests giving emphasis on people engagement, collaboration and participation in research process. Participatory photonovel talks about the process of creating a photonovel by the students themselves and using the different strategies to improve their writing skill. PAR involves all relevant parties in actively examining together current action which they experience as problematic in order to change it and improve it.

3.1.1 Cycle of Participatory Action Research

Participatory action research involves a repeated systematic process of planning, taking an action, observing, evaluation and critical reflection prior to planning the next cycle. This is a continuous process. Moreover, McTaggart (1997, p. 35) states that “Participatory action research establishes self-critical communities of people participating and collaborating in all phases of the research process: the planning, action, observation and reflection”. Although

the process of participatory action research is poorly described in terms of a mechanical sequence of steps, it is generally thought to involve a spiral of self-reflective cycles. While carrying out the research work certain steps should be followed to get to the desired direction. To conduct the participatory action research, I have followed the following steps as presented by Kemmis and McTaggart, (2007, p. 276).

- *Planning* a change
- *Acting* and *observing* the process and consequences of the change
- *Reflecting* on these processes and consequences
- *Replanning*
- *Acting* and *observing* again
- *Reflecting* again, and so on.

In nutshell, participatory action research is a social process of collaborative learning. In the process of PAR, participants realize the shared value of working together in order to change the society. PAR mainly focused on the investigation of actual practices rather an abstract one. It involves learning about the real material, concrete, and particular practices of particular people in particular places.

3.1.2. Rationale for Choosing Participatory Action Research (PAR)

Though there are many kinds of practical research methods, as a novice researcher, I have decided to use the participatory action research model of Kemmis and McTaggart (1988) which is composed of four phases in each cycle: planning, action, observation, and reflection. The process of action and observation were also called implementation of the cycle.

Participatory action research was developed by Kurt Lewin in (1940s) as well as the critical educational pedagogy by Paulo Freire which concerns itself with taking an action. The PAR approach promotes consultation and collaboration with, and between, participants as they explore common issues together.

Therefore, its fundamental notion of changing or improving practice is relevant to the main goal of my enquiry. In the process of PAR, the Participants worked

together in the decision making process to investigate questions that are meaningful to them and they were provided the opportunity to address problems related to the implementation of research as they work together with researcher.

During this study, groups of class ten students made series of photonovels on given sequential photographs. Photonovel had developed out of the school by taking the students in the historical places or public parks. The participatory photonovel requires the participants to apply the knowledge residing in photograph and reflect their ideas on the bubbles or under the photograph. The learning process was interesting, as they developed a story and acted on it. It was based on planning, acting, observing and reflecting that aimed to improve writing skill and develop quality of good writing through involving the students who take action to improve their own writing skill in group. In each cycle, the leader of the group was changed. In short, the learning outcomes of creative writing, analytical thinking, and so on was achieved. In this regard, the participatory action research design best suits for the fulfillment of the objectives of this research.

3.2 Population, Sample and Sampling Strategy

The population of my study consisted of all the students from Class Ten of secondary level of Manamaiju and Samakhushi of Kathmandu district. The sample of my research study was five students of Grade Ten, four girls and one boy aged between fifteen to seventeen years old. I used non- random purposive sampling strategy to select the students as sample for this study.

3.3 Research Tools

In this study, a series of different photographs were used as the major tools of research. The students' reflective writing was analyzed in terms of its structure, grammar, punctuation, vocabulary and so on.

3.4 Sources of Data

I used both primary and secondary sources for data collection. The primary data were collected from the participatory action research and secondary from the books, journals, articles and previous researches.

Primary Sources of Data

The primary sources of the data were the five English language learners of Class Ten from the selected school of Kathmandu district.

Secondary Sources of Data

To support the data obtained from the primary sources and to lead the study into certain direction, secondary sources were consulted. They were both printed and online sources including books, journals, articles and previous researches such as, Kemmis and McTaggart (1988), Sthapit (2000), Crystal (2003), Hyland (2003), Harmer (2007), Hashim (2011), DBASSE (2012), Javid and Umer (2014) etc.

3.5 Data Collection Procedure

In order to collect the required data for this study, firstly, I fixed the schedule of data collection procedure and then visited the study area (secondary level private school at Kathmandu district) and seek permission from the selected five students of Class Ten to participate on my research study. After getting the consent from them, I established the rapport with their parents, explained them about the purpose of my visit / study, and informed about the whole idea and the process of the research. Therefore, I was permitted to take their child out once a week. I assured my students about the time schedule for research as they need not to hinder their regular class and we met once a week (5 Saturday) to complete this research. Then after, the students were taken to the historical places and the public parks and all the participants informed that all this is the group work with researcher. They informed about the process of the research. Similarly, in a group they have a team leader who writes the reflection of the sequential photograph on bubbles or under a photograph, which was distributed

to the group and all the participants, worked collaboratively. During the research, I equally participated as a mentor. So, they can feel free to reflect upon given photographs and share the knowledge with me. Finally, I collected the photonovel and thanked the participants for their help and kind co-operation.

3.6 Data Analysis Procedure

The process of data analysis started after the collection of raw data from the participatory action research. Data analysis is a process that involves editing, coding, classification, and tabulation of the collected data (Kothari, 2004). The collected data from series of photonovel were analyzed and interpreted intuitively remaining under the ethical criteria of the research work. The data were analyzed qualitatively. Moreover, the collected qualitative data were analyzed descriptively and assessed being based on the students' writing skill, i.e. use of good vocabulary, sentence organization, punctuation marks and grammar.

I divided the period of data collection and analysis into five cycles. Each research cycle included four procedures of plan, act, observe and reflect following the action research method of Kemmis and Mc Taggart (1988). In this research project, coding technique (open and axial coding) of Strauss and Corbin (1990) was used for analyzing the data obtained from the series of different photographs. In the interpretative process of open coding, the data are broken down analytically and actions are compared among five cycles for the similarities and differences. The open coding was used to summarize and allocate the data into categories, and then axial coding was used to put those data back together in new ways by making connections between a category and its subcategories. After that, I interpreted the recurring themes and began writing up the outcomes of each cycle.

3.7 Ethical Considerations

Ethical considerations have to do with the researcher ensuring ethical checks. That is, a series of questions that a researcher must ask about the research and the specific procedures included safeguarding subjects. In order to attain this, I ensured the respect, rights to privacy and to protection from physical and psychological harm of the respondents involved in the study. As a researcher, I ensured that each respondent understood about the study. The respondents were given clear and sufficient background information on which to base their own decisions as to whether they take part in the study or not. After getting consent from the students the copies of photograph were administered to them. In each case a precise brief was given on the nature of information required by the researcher; confidentiality of the information provided was assured and they asked to mention neither their personal names nor those of their specific schools anywhere on the research instruments. Finally, I provided citation and references to all the information and ideas obtained from different books, journals, dissertation and other materials according to the APA (6th ed.) format.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of the data is a core part of the research. This chapter includes the analysis of the collected data through a series of different photographs. The students' reflective writing was analyzed and interpreted through the descriptive approach in terms of its structure, sentence construction, grammar, punctuation and vocabulary.

4.1 Analysis of Data and Interpretation of Result

On the basis of the collected data, analysis and interpretation were carried out for the analysis of the data, both the primary and secondary data were used. The data were analyzed both descriptively and thematically as this study is based on participatory action research design. Then, the data were interpreted based on the analysis.

4.1.1 The Setting

This research study was conducted within five Saturdays from 1 September 2018 to 13 October 2019. All participants were full-time students of Grade Ten of two different private school academic years 2018/2019 of Kathmandu district. Because of the tight schedule of study of Class Ten students, the participants were taken to the different historical places and public parks at three different settings in Bhaktapur, Kirtipur and Ratnapark. Therefore, they need not to worry about their regular classes because SEE exam was near to them. Students were much excited to go out of the school for this purpose because this will provide opportunity to explore the historical places and entertainment which made them more motivated in learning activities. All students were of under 18 years of age. Five participants completed the research project: four females and one male. Their ages ranged from 14 to 17 years.

4.1.2 The Participatory Action Research Cycles

I divided the period of data collection and analysis into five cycles. Each research cycle included four procedures of plan, act, observe and reflect following the participatory action research method of Kemmis and Mc Taggart (1988).

4.1.2.1 Research Cycle One

Firstly, I made my participants aware about the procedure of creating photonovel by writing stories with the help of series of different photographs. Similarly, writing topic for the first cycle was prepared after I had considered what situation could be appropriate for my participants to develop writing skill. Moreover, I informed them to work in the group and be a group leader to write stories and other participants were assigned to collaborate and analyze the picture series, which was provided to them. All the participants were informed that they had equal chance to be a leader at once that made them proud and interesting to work. This made them more motivated and excited for the first cycle to engage in writing activities. Here, the photographs of Dharahara of different situations were taken as a sample for the first research cycle.



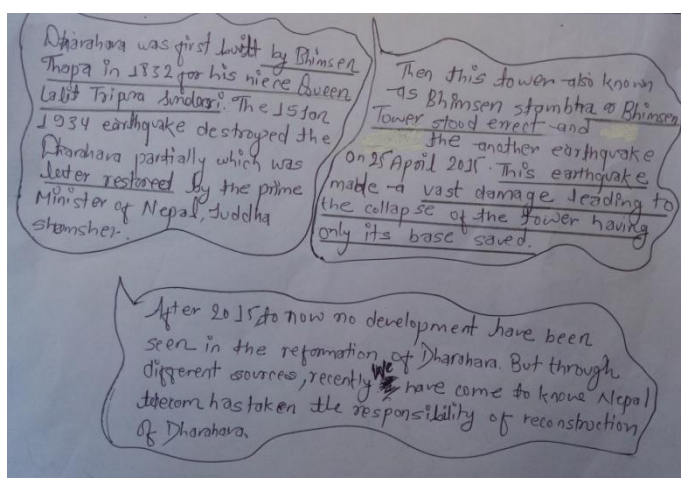
Picture 1 – Reformation of Dharahara

Planning

The most interesting picture among the five was entitled as 'Reformation of Dharahara' which was selected for the first cycle to use for learning writing skills (sentence construction, vocabulary use, punctuation and grammar). This research cycle was aimed at asking the students to work collaboratively, use variety of vocabularies to elaborate different series of picture and engage them in active participation to work in a group and use the different writing strategies to develop written stories. These activities were very important for students at the starting point of learning to write. The writing subjects and activities in the first cycle comprised the different situations of Dharahara. Furthermore, writing activities were demanded variety of vocabulary, good sentence construction and grammatical aspects. I thought that these writing topics were more suitable for them at the beginning stage to learn language for developing writing competency.

Implementation

Learning activities throughout the first week were mostly undertaken by having the students practice with group. I helped students be active in group work by providing initial ideas to write story from picture. The participants started to discuss in a group and came to the ideas to describe each series of given picture. According to their plan, they made drafts and revised them. They



edited the written stories with the help of each other's feedbacks. Finally, they prepared the stories of Dharahara of different situations. They wrote the history of Dharahara that represents *Bhimsen Thapa*

in 1832 for his niece *Queen Lalit Tripura Sundari*. I observed and randomly consult in times when needed to have them practice writing. Similarly, students

learned vocabularies (*later restored, Tower stood erect, vast damage*) in order to resurrect knowledge of the fundamental vocabularies they had learnt in the primary school i.e. *after repair, to lift up, huge lose*. These basic vocabularies should still be in their memory, but actually two of them students had completely forgotten these vocabularies. Both orally and in a written form, they restored in their mind and thanking the leader who made them restored the forgotten vocabularies. In the same way, students were assigned to map their mind to describe the picture in a group and write in the balloon under the picture. While, describing the characteristic features of Dharahara after 2015 earthquake, some students wrote really some good sample sentences (*this earthquake made a vast damage leading to the collapse of the tower having only its base saved*) with the teacher in advance and to practice by themselves in a group setting however, two students were still passive constructing new sentences actively. Engaging students in writing task with visual aid involved students not just intellectually but interestingly as well. Therefore, students showed their writing craze in a group that was stimulated from visual input.

Observation

The researcher observes the effects of the critically informed action in the context in which it occurs. By so doing I can observe and reflect the events happened. To be clearer, good observation requires looking at what is happening and describing it accurately. Its purpose is to provide a sound base for reflection by producing a widely accepted understanding of what actually happened (Quixley, 1997). The importance of using pictures as learning media can be seen from the enthusiasm of people for pictures. They stimulate students' imagination. Furthermore, the pictures made it easy for students to catch ideas or information conveyed in visual form clearly more than if merely expressed in written form. When the students observe pictures, they were able to discuss more, interact with the pictures and their friends, and made good relationships between different stages of Dharahara in different years and build new ideas.

Reflection

Participants identified with the four different stages of Dharahara very clearly and there was strong emotion on it. Students were sympathized on collapsing of Dharahara by 2015 earthquake in the history of Nepal. By means of reflections-on-action (Schon, 1984), new ideas and knowledge emerge from the analyses provided by participants both near to and at a distance from practice, with the empirical field as the starting point. Such as setting or context applies to create photonovel, the group work, collaboration and for meaningful reflection of given pictures. Students were more motivated and excited to reflect their ideas in written form by seeing the picture. This allowed participants for brainstorming for the identification and the in-depth exploration of Dharahara. This prewriting stage helped students to focus their thoughts. It was a good time for students to narrow or expand their thoughts about the picture topic. However, among five two of them were seemed to be little bit passive in sharing ideas in a group. Participant's collaboration and discussion in a group was aimed to write a story by reflecting the picture series. Story was written after student's evolving through multiple forms of engagement i.e. analyzing the picture, meaningful discussion in a group, critical thinking and reflection of the given picture facilitated by me as a facilitator. Participants developed narrative writing according to sequential pictures of Dharahara. This was followed by short collaborative exercises and the opportunity to reflect on prior experience that they used to write in their school. This helped them to go through their own writing and note the mistakes they made and they correct, add, elicit, and put thoughts that are more positive about given topic (Dharahara).

4.1.2.2 Research Cycle Two

The research cycle one started changing the regular classroom atmosphere into learning in public places, historical place and public parks but it was too short a time to see an improvement in the students' language performances. Students were generally excited and enjoyed the new learning activities arranged for

them, thus many of them collaborated well with all activities that were arranged out of the classroom though some students showed their passiveness to work in groups. Therefore, in this research cycle I wanted my students to work more actively in all the activities in a group.

Here, the photographs of plane crash of Bangla flight in Tribhuvan International airport and the worse situations were given to the participants as a sample for the second research cycle.



Picture 2 – Miscommunication (Zero two or Two zero): Burned bodies in Bangala flight

Planning

Before starting the research cycle two, the reflections from the first cycle were reviewed carefully and used as data to reformulate the new learning activities. Another photograph entitled ‘*Miscommunication (Zero two or Two zero): Burned bodies in Bangla flight*’ was determined as the main writing content for research cycle two to respond the students’ needs for writing process. Students were given about 1 hour to accomplish this task in a group. This writing topic

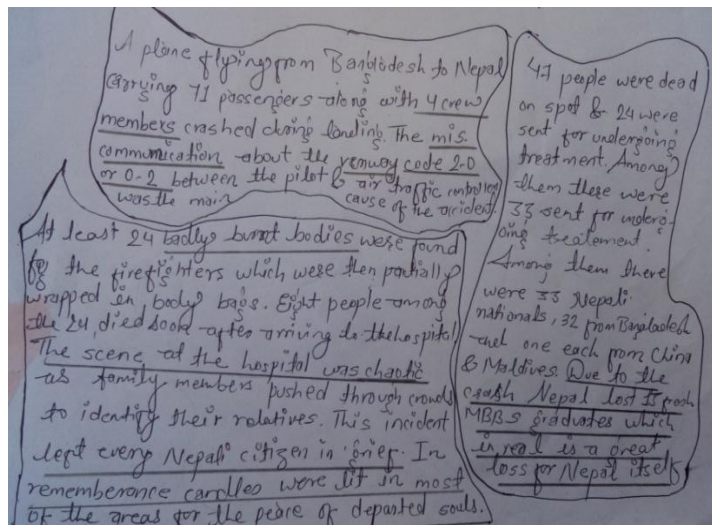
was aimed for the students to have more opportunity to use writing strategies, which can make them more motivated in the practical situations that might happen in the future. Similarly, students were assigned to learn and practice with the new vocabularies, which can describe the picture very well and write some practical and grammatically corrected sentences in a group.

Implementation

In the implementation stage, I made my participants familiar with different subtopics and the main ideas of the picture. The topic '*Miscommunication*' was aimed at the students' discussion in English with each other and share the ideas that how the messages were wrongly passing one to others. Firstly, students learned and practiced with the new vocabularies and practical sentences in the topic. After discussion of each series of the event, students started writing stories by sharing their own ideas in a group. News paper were also used for relaxing besides providing the students more chances to exercise the target language and lastly students were assigned to drill the writing exercise in a group.

Similarly, another topic '*Zero two or Two zero*' was aimed at improving the students' creativity to think about the main cause of the plane crash out of the runway. In this situation, students may have an opportunity to know about giving advice about directions to pilot and the way to go in well knowing runway they have landing that plane several time. Besides learning the new vocabulary and necessary practical sentences, students practiced to discuss together and build up sentences describing the ways to go to the target place and then the groups' representatives narrated the story from given photographs. The sub topic '*Burned bodies in Bangla flight*' aimed for the students to learn, practice and be able to use English for emotional and eager to write the entire things happened.

In addition, a group works activity to write their own conversation of the situation (*Bangla flight crash in Nepal, lost 13 fresh MBBS graduates which in real is a great loss*) was assigned and lastly the group showed their language performance through writing.



Observation

As the planning was designed, the action was implemented in the class. I implemented action in a group, while I observed and recorded the situation and the process during the action. The writing task involves students not just intellectually but emotionally as well. To engage students in writing task, the teacher should provide stimulus to encourage the students for all of their active participation. Here, the stimulus was pictures and newspapers with the news of that plane crash for those who are stimulated by visual input. Wright (1989) explains that in language learning pictures can contribute to interest and motivation, a sense of context, and a specific stimulus. Therefore, the students reflect the event in a narrative story and use such good vocabulary (*crew member, chaotic, grief*). They wrote grammatically correct sentences too (*In remembrance candles were lit in most of the areas for the peace of departed souls*).

It was noted that picture was a stimulus to the students because after observing the picture, the students immediately needed the vocabularies, idiom, and sentence structures to discuss or write what they see at their planning stage to write. Based on their plan they wrote drafts, revised them and edited (punctuation marks, capitalization and spelling) when needed. It was found that the harmony between the written and the visual was seen in reducing the difficulty in linking ideas among sentences in a paragraph.

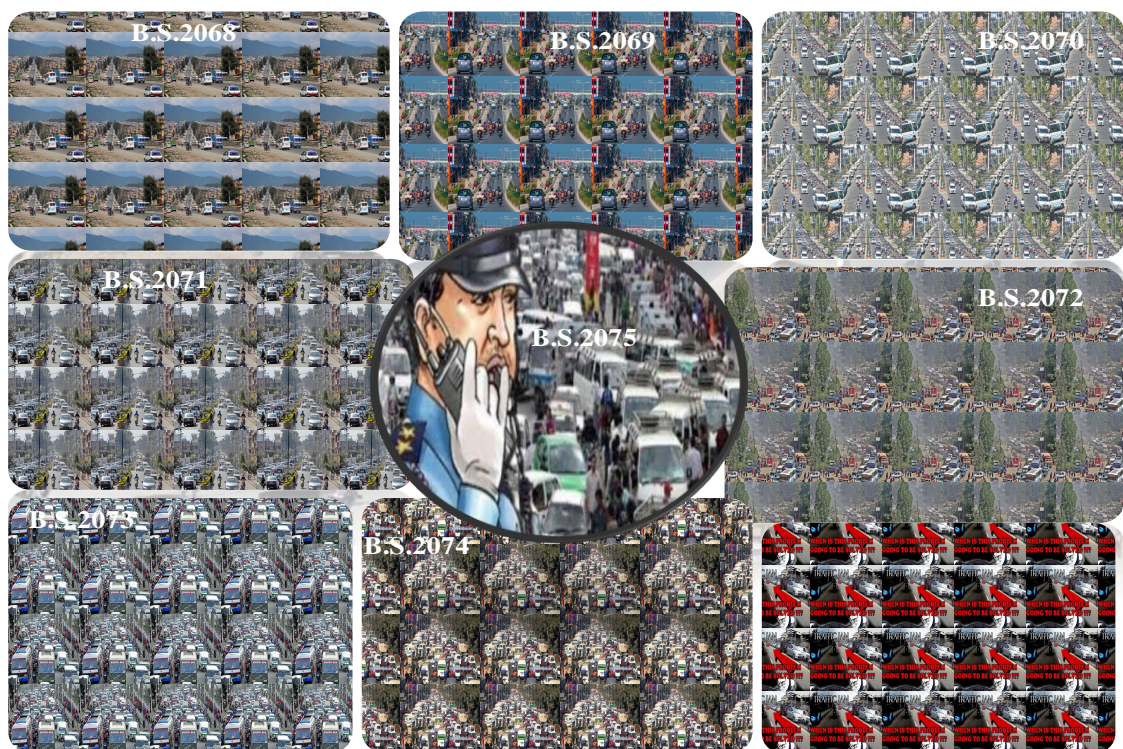
Reflection

It was reflected that the students worked together, discussed and reflected on the actions that had been implemented. The reflection was made after the action was completed. All participants of the research discussed circumstances concerning this action. It aimed to find out whether the actions were successful or not. The students were more motivated in writing activity. All opinions were collected. In addition, the students were memorized better the vocabulary about topic. They also developed the topic with well structured sentences.

4.1.2.3 Research Cycle Three

Students, at the end of research cycle two were enjoying changes arranged for them from the research implementation and the historical atmosphere changed from passive to active. However, the students' language performances still needed to be improved further in the next research cycle.

Here, the photographs of traffic jam at Kathmandu district from 2068 to 2075 B.S. were provided as a sample for the third research cycle.



Picture 3 – Traffic-Jam at Kathmandu

Planning

Before the commencement of research cycle three, the data collected were reviewed and analyzed carefully again to create the writing plan for the third cycle. An action and writing behaviour that include planning, translating ideas into words and sentences, and then especially reviewing what has been written not necessarily in that order.

A set of picture no 3 '*Traffic Jam at Kathmandu*' was arranged for new learning strategies for research cycle three. This learning topic aimed for the students to have more opportunity for authentic use of the target language such as punctuation. Punctuation is the system of using signs such as capital letter, full stop, question mark and exclamation mark, which students use in their writing to show how sentence should be read and make the meaning clear. This indicates a complete sentence.

Implementation

At this stage, I facilitated students in writing with given picture. Meanwhile, I took part as the observer. During the implementation, I worked collaboratively with students and took role as the practitioner or the teacher. Here, students made a plan in a group about the story of the picture. They



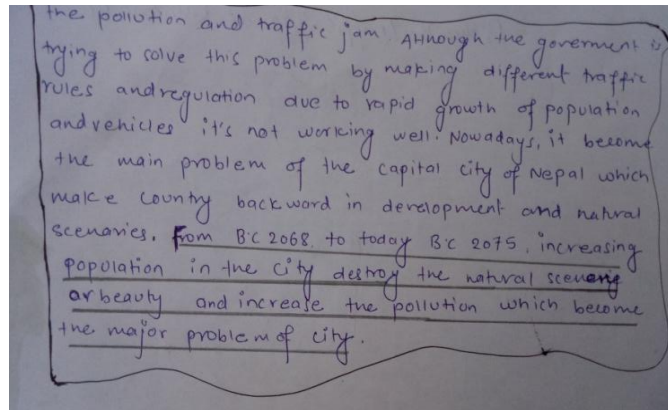
discuss, analyzed and reflect the series



of that given picture which was about traffic jam at Kathmandu valley in different periods. Their active participation created a good learning atmosphere that was dynamic, relevant and attractive. The picture presented was able to generate ideas and spark their ideas that in turn enhanced their engagement and participation.

This picture was no more new for the students who stay in Kathmandu.

Therefore, they wrote about the picture very confidently but they were equally concentrating about punctuation marks while writing.



Observation

The aim of the observation was to gather information about the whole activities during the writing process by implementing the visual material in story writing. My guided participation provides a perspective for the analysis of the picture series in everyday life in which individuals engages, and interacts and collaborates with others. It was noticed that students have no more difficulties in reflecting the ideas from the picture, as it was well familiar with their everyday life in Kathmandu city. I, as a researcher, observed that they were highly concentrating about the aim of that writing. As it was a group work, they help each other to correct the mistakes their leader made and they reviewed their writing and edit when needed.

Reflection

After doing the action, I continued to the step namely reflection. In this step, I reflected how the writing process runs. The function of reflection is to know the weaknesses and the strengths of the action. I made an evaluation from students writing and from the observation done by myself. Through critical reflection, I determined the effect and effectiveness of the action to bring about beneficial change for the cycle four. Students did not spend much time on planning and only wrote one draft. It seemed that the most planning occurred mentally while students were writing. Rather spending much time on planning, students wrote first draft without any worries as they felt this topic (*Traffic Jam at Kathmandu*) much easier. Students spent their time on the actual composing process of planning, discussing, gathering ideas, writing draft and reviewing,

finally they edit it very well caring of punctuation marks and sentence structures.

4.1.2.4 Research Cycle Four

Before starting the research cycle four, the data collected were reviewed and analyzed carefully again to create the writing plan for the fourth cycle. The actions and writing strategies that include planning, writing, reviewing and editing were done very well to develop photonovel through writing.

Here, the photographs of transportation system of different periods were taken as a sample for the fourth research cycle.



Picture 4 – Technological advancement in transportation

Planning

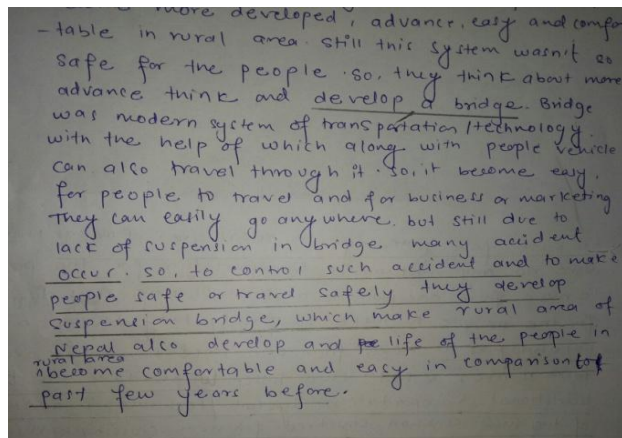
In research cycle four, a picture related to ‘*Technological Advancement in Transportation*’ having seven series was arranged for research cycle four. This photo topic aimed for the students to practice writing story with the help of picture to incorporate the methods of transportation from past to present and link the ideas of how technology made people’s life easier to move from one

place to another. This might help students to be more imaginative, creative and interactive in target language.

Implementation

Writing activities throughout the fourth meeting were articulated by the students to describe the real situation of modes of transportation in the past in Nepal. New vocabulary, (*wire bridge, ropeway, cable, suspension, occur*) structured sentences and various linking ideas (*So, to control such accident and to make people safe or travel safely they develop suspension bridge, which make rural area of Nepal also develop and life of the people in rural area became comfortable and easy in comparison to past few years before.*) were used in group to create a story through seven different series of photographs.

I shared the initial idea to start writing, and participant involved in every step of the planning and



implementation. Not only are their views considered, but participants were involved in taking the decisions to write. They stressed the benefits of technological advancement in developing transportation.

Observation

Picture series were presented to the students in early stage. It is observed that students were provided exposure by using picture series in generating their ideas. Then, the activities were continued with collecting information, creating and reflecting ideas. Students reflected well about the difficult situation and benefits that technology provides. Observation is one of the instruments used in collecting data. I observed the students activities while practicing writing process occurs. They linked the ideas in different paragraphs and showed the differences that technology brought in different times.

Reflection

The reflective processes were undertaken again before I started implementing the final cycle. It is important as a researcher of an action research project to reflect carefully and continuously about what was done well and what should be adjusted after finishing each research cycle. By so doing, I would promote the students to attain the learning goals at their own pace.

Based on the data it can be inferred that there was dynamic interaction between the teacher and the students. Here, the students discussed with me the results of their practice of the pictures, their difficulties in expressing their ideas based on their observation, and so on. This dynamic interaction between the teacher and the students was made because of the presence of the concrete object to be observed and to be discussed, i.e., the picture series.

Picture series as one of instructional media was beneficial to improve students' writing ability. Picture series were chosen since they were interesting and contained chronological order in that ease the students to generate and organize their ideas in written form.

4.1.2.5 Research Cycle Five

Research cycle five created a lively atmosphere for the students to learn English. It had encouraged the students who formerly were passive learners to start becoming more active performers in the outside of the classroom. This was shown by the data both from the students' attitudes towards writing strategies, (*creative writing*) and the researcher observation which recorded that students were happy and more motivated to engage of the arranged research activities and students were provided the practical opportunity for authentic use of English.

In addition, it changed passive students into active students. However, I was concerned that teaching English by utilizing merely the photographs series to learn writing skill in outside of the classroom would be suitable for most students were less able and had very low backgrounds in English. Therefore, I

planned that the writing arrangement should be mixed with reasonable and practical techniques appropriate for my target students' background and planned to develop writing skill for them at the same time.

Here, the photographs of changing way of communication system were given to the participants as a sample for the final research cycle.



Picture 5 – Drastic change in communication

Planning

The reflection of research cycle four was used as the practical database for preplanning for the writing arrangements for research cycle five. Last photograph no five entitled '*communication ways changed drastically*' was determined as the main learning content for research cycle five to respond the students' needs for writing process. The research cycle five was aimed to encourage students' collaboration in a group to discuss the way of communication they use and compare it with past. Students were also asked to respond the drastic changed in the communication way through writing

analyzing the three series of picture which incorporate the changing way of communication in each ten years.

Implementation

This was the final research cycle consisted single meeting that took about 1 hour to complete. Pictures contributed a lot in learning to write. Stories from the different series of picture built students' vocabulary mastery by mentioning some objects. The

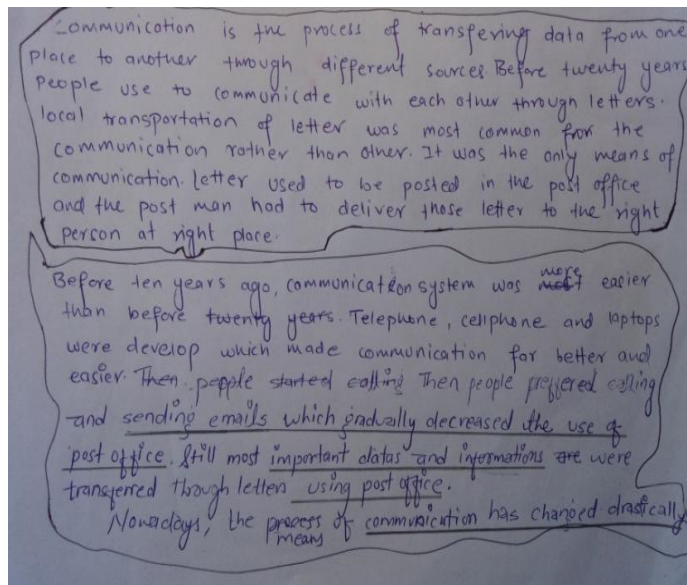
vocabularies helped students to construct the paragraph to write. The varieties activities were created by using pictures.

I acted as an English language teacher and collaborator during the research process. In this stage, I introduced the picture series to the



students. Then, I provided some clues which can lead them to generate ideas about the topic in the picture series. Similarly, I invited the students to identify the events in the pictures then gave some sample sentences, which described the communication system in past that I wanted to focus on (in this case the simple past tense). Then, I as a researcher led my students to discuss in-group about all the different series of pictures and compare their use today. After having some discussion in a group to plan for writing stories, they started writing some sentences elaborating the way of communication in past and the drastic change on its development. This activity was aimed to help them to write their drafts.

The students then practiced using the new structures and organizing their ideas based on the picture series. In the reflection stage, I gave feedback on the students' writing. Then the students revised their writings in a group. In every meeting, I gave picture series to the students as a medium to help them write narrative stories. To encourage the students' interest, I asked to share their own experience of using communication technologies which helped them to collect more technical vocabularies, use of tenses, similarities and differences and the changing way of communication.



Observation

I observed during the process of learning to write photo story. This was focused on the effectiveness of using picture series to practice writing, students' activities towards writing, use of different vocabularies and grammatically well-organized sentences. In this case, Wright (1989) states that picture as media is able to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture. Students expanded their vocabularies (*cell phone, laptop, email, internet,*) which improved their writing skill and arouse interest in learning the target language. They developed good passive sentences (*Still most important data's and information's were transferred through letters using post office*). The students manipulated the structures and use of appropriate grammatical forms in appropriate that the students ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar (*the development of internet have made people closer*

and the world narrower) was to learn the correct way to gain expertise in a language, in written form.

Reflection

After the action was implemented, I and my participants discussed the implementation of picture series based on the objectives. The result was same with the target language. Therefore, the implementation of picture series was successful. Students made reflection based on their revised work. One way in encouraging students to draft, reflect, and revise was by involving them in collaborative writing. The students required to work in group to do correction and give contribution to final products.

The wide range of strategies and techniques with regard to planning, generating ideas, recording and organizing ideas provided during developing photonovel seemed to have had a partial benefit on the students' writing skills.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter sums up the major findings and conclusions based on analysis and interpretation of data from the study. From these findings and conclusion, appropriate suggestions and recommendations aimed at finding lasting solutions to the issues identified are made.

5.1 Findings

The participatory action research allowed me to explore teachers' motivation in writing skill using photographs and analyze the strategies students employ in writing skill through series of photographs. Analysis and interpretation relied on three themes: the role of picture series in student's motivation, the role of picture series-aided learning strategy in increasing student's participation and outcome of students' writing strategies in developing photonovel. They were thematically drawn from the data to answer the research objectives. The research objectives of my study were to explore students' motivation in writing skill using photographs and analyze the strategies students employ in writing skills through photographs. To address these research objectives, I conducted participatory action research and obtained data from five students reading at Grade Ten in an English medium private school. The data were collected, analyzed and interpreted at first and the major findings were drawn. The major findings of this study are presented on themes: the role of picture series in student's motivation, the role of picture series-aided learning strategy in increasing student's participation and outcome of students' writing strategies in developing photonovel.

The Role of Picture Series in Student's Motivation

It was found that the use of picture series increased motivation among the students. This was indicated by the observation that data showed most of the participants were participated in asking questions and giving ideas for the discussion of given picture series for writing a photonovel. The students took

the initiative to do the task, and helped their friends in examining the pictures, in generating ideas for writing. Students needed numerous vocabularies to accomplish the writing task and the picture series seemed best option for the students to interact in a group that helped to bring vocabularies to start writing stories. Frequently, they examined the pictures together in a group, asked questions or making comments pertaining to the pictures, responded to their friends' questions or comments, and were actively involved in group discussion. I supplied the necessary motivation to make up for the lack of natural stimuli, in order to develop the enthusiasm his students' imagination to develop photonovel.

It was seen that the picture series were useful tool as practice materials to increase motivation for developing photonovel. Those stories made by students declared the strengths of pictures series were informing about place, object, and some events, creating the students' mind-sets, raising the students' motivation and interest, and helping students to arrange the story. Therefore, the function of picture series was to tell the stories or sequences of events. The ready-made pictures were seemed so useful to develop and sustain motivation, to procedure positive attitudes toward writing stories and to reinforce language learning skills (writing).

The Role of Picture Series-Aided learning Strategy in Increasing Students Participation

It was found that the use of picture series increased collaboration among the students. The observation of data showed more than half the students participated in interactive activities such as reflecting picture series, asking questions and giving ideas in a group. It helped students to do the initial task for planning for writing. In every cycle, students actively participated in analyzing the given series of pictures, ask questions to the researcher and their friends, developing and sharing their ideas with each other and start writing stories in a group. Their group work and active participation created a good atmosphere that was dynamic, relevant attractive and meaningful in developing

writing skill. It was happened just because they had something real to see, observe and discuss in a group which stimulated them in more interactive activities. The picture series presented was able to generate ideas and spark their imagination that in turn enhanced their engagement and participation in developing photonovel. It was revealed that (Astuti, 2011) the students could improve their writing ability of recount text through picture sequences. Here, the students analyzed the schematic structures, generate the ideas, describe events, and regenerate of any kinds of stories based on the pictures given to the students to improve students' writing ability. Furthermore, from the observation during the writing process of photonovel, the students were motivated in the writing process, they felt interested in understanding the story based the picture series and they wrote the story consisting every series of given picture.

Outcome of Students' Writing Strategies in Developing Photonovel

It was revealed that during the implementation of picture series in descriptive story, the students used some writing strategies such as planning for writing by exploring ideas on the picture series and applying vocabulary and language use exercises, preparing drafts, discussing the mistakes on their writing and reflecting and revising the written stories. Those writing strategies led the students to have positive responses toward the writing process. They did not show any reluctance to be involved in the writing process. It increased their motivation to write during the writing process. The use of picture series improved the students' performance in writing and the strategies they apply were successful to develop stories. Picture series were found to revise their written text which helped them for organizing good sentences having all the grammatical aspects correctly and vocabularies.

The strategies in implementing picture series had attracted the students' interest in doing the writing process. The students' interest in the pictures brought a positive attitude toward learning. The writing activity became more interesting when pictures were presented. Pictures especially photographs as in this study,

as Kellner (2009) stresses, were able to help students overcome their unwillingness to write. The picture series not only stimulated the students' interest but also attracted and increased their attention. This resulted in their enthusiasm toward the instruction and the whole writing process.

5.2 Conclusion

The purpose of the study was to explore students' motivation in writing skill using photographs and analyze the strategies students employ in writing skills through photographs. Participants in the study were included five students of grade ten from English medium private school. This study had undertaken a qualitative approach. The data were collected through participatory action research and analyzed them thematically to answer the research questions: a) What factors contribute in increasing students' motivation in language learning? b) What strategies do students employ in writing skills using photographs? Based on the analysis, discussion, and interpretation of the collected data, findings were derived. The major findings were categorized into three themes: the role of picture series in student's motivation, the role of picture series-aided learning strategy in increasing student's participation and outcome of students' writing strategies in developing photonovel.

5.3 Recommendations

Based on the finding and conclusion, some recommendations have been made to be applicable in:

5.3.1 Policy Related

Policy refers to plan, guidelines or arguments that justify a particular course of action or activities of a particular person, institution or a nation. Based on the findings of the study, the following policy level recommendations can be made.

- i.** Prepare and publish instructional materials that increase teachers awareness of pictures method and its strategies as a new method that suits modern trends in teaching writing.

- ii. English Language curriculum should include different activities which practicing English inside and outside the classroom through picture media.
- iii. Design modal lesson plans for teaching writing according to many methods and approaches including pictures methods so that teachers can follow them or at least imitate them.
- iv. School should support the teacher with all effective aids such as visual and audio instruments, pictures of lessons and computers to facilitate teacher implementation of the new strategies in the classes.
- v. Training courses should be conducted that help teachers enhance their competencies of implementing blended learning in their classes.

5.3.2 Practice Related

Practice plays a significant role in producing the quality education and enhancement of teacher education. Teacher can practice all the strategies and techniques in the classroom that the teachers learnt from different training programs. The quality of education can be improved by utilizing those techniques in the classroom. The teachers should select the perfect method for different lessons. Not all strategies can be matched for all subject matter therefore; the teachers should be able to choose particular technique for the particular lesson. To enhance the learners' achievement in writing, the following practice level recommendation are suggested;

- i. It is suggested for the English teachers to use picture series in teaching writing since it can solve the students' problems in writing itself. Besides that, the teaching strategies of using picture series can be proven to improve the students' motivation toward the teaching and learning process of writing.
- ii. It is suggested that teachers should be more creative and innovative to select the teaching strategy to deliver their material. They could find a good instructional media to stimulate their students' interests in learning English, especially in writing skill, using picture series technique.

- iii. It is suggested that the students to do more practicing writing exercises in order to get mastery in writing skill especially in story writing with picture series.

5.3.3 Further Research Related

The upcoming researchers, who are interested to carry out further researches in similar field of writing a photonovel and in that area, my study may not able to cover. Therefore, further research may focus on the following areas;

- i. It is suggested to future researchers to conduct similar studies on the other skills such as listening, reading, or speaking skill or other language components such as pronunciations, speech and grammar for the improvement of the quality of teaching of English.
- ii. The further researchers are also suggested to conduct the same research with other methods and designs in order to produce new findings.
- iii. Further researchers are recommended to use picture series on different grades of education such as senior high school level to see the effectiveness of using this medium in composing recount texts.
- iv. Further researchers also may conduct research on other genre of texts to improve their writing skills in different kind of both factual and literary text.

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APPENDIX- I

Participant Information Statement

1. What is this study about?

You are invited to take part in a research entitled “Photonovel: A Participatory Action Research in Students’ Writing Skill in Language Learning”. This study aims to explore students’ motivation in writing skill using photographs. It further aims to analyze the strategies students employ in writing skills through photographs. You have been invited to participate in this study because I am interested to explore the factors contribute in increasing students’ motivation in language learning using photographs to develop writing skill and the strategies they employ in writing skill through photographs. This participant information statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in research. Please read this sheet carefully and ask questions about anything that you have query about the study. Participation in this research study is voluntary. So, it is up to you whether you wish to take part or not.

2. Who is carrying out the study?

The study is being carried out by Mr. Prakash Upadhayaya, as the basis for the master degree of English Education at the Department of English Education, TU, Kirtipur. This study will take place under the supervision of Mr. Khem Raj Joshi, Teaching Assistant at Central Department of English Education.

3. What will the study involve for me?

This study involves secondary level students studying in class ten. For the completing of this study, I will select 5 students from the aforementioned private schools and provide them sequential photographs to a group.

4. How much of my time will the study take?

It will take you about 50-60 minutes to complete the writing task.

5. Who can take part in the study?

Only selected 5 students who are studying in class 10 of two private schools at Kathmandu valley.

6. Is this study compulsory?

Participation in this study is completely voluntary. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at school A and school B.

7. Are there any risks or costs associated with being in the study?

There will not be any risks or costs associated with taking part in this study aside from investing your valuable time.

8. How can I get further information about the study?

If you would like to know more at any stage during the study, please feel free and easy to contact me or E-mail me at prksh656@gmail.com

APPENDIX- III

Dear Informants,

I am **Prakash Upadhayaya**, M.Ed. student at Department of English Education, T.U., Kirtipur, Kathmandu. The sequential photographs are designed to collect the data to develop a Photonovel: A Participatory Action Research in Students' Writing Skill in Language Learning. It has been prepared in order to complete thesis of M.Ed. in English education as a requirement of the course 'Thesis Writing' (Eng. Ed. 544). The research is being carried out under the supervision of **Mr. Khem Raj Joshi**, Teaching Assistant of Department of English Education. Your co-operation in the writing task in a group and your responses will have a great value in completing my thesis writing. I appreciate your critical reflection and assure you that your responses will be completely anonymous. I guarantee you that strict confidentiality will be maintained throughout the study.

Researcher,

Prakash Upadhayaya

Department of English Education

T.U., Kirtipur, Kathmandu

Group Name:

Class:

School:

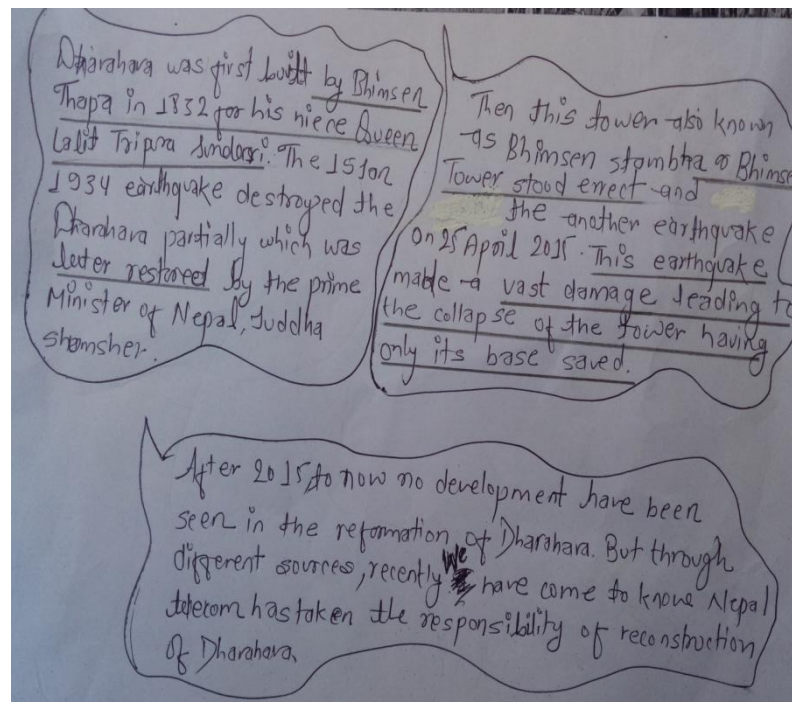
APPENDIX – IV

The five sample of picture series used in each research cycles by participants as a tool for developing photonovel through writing.



The first Dharahara before the 1934 earthquake.

Picture 1 – Reformation of Dharahara



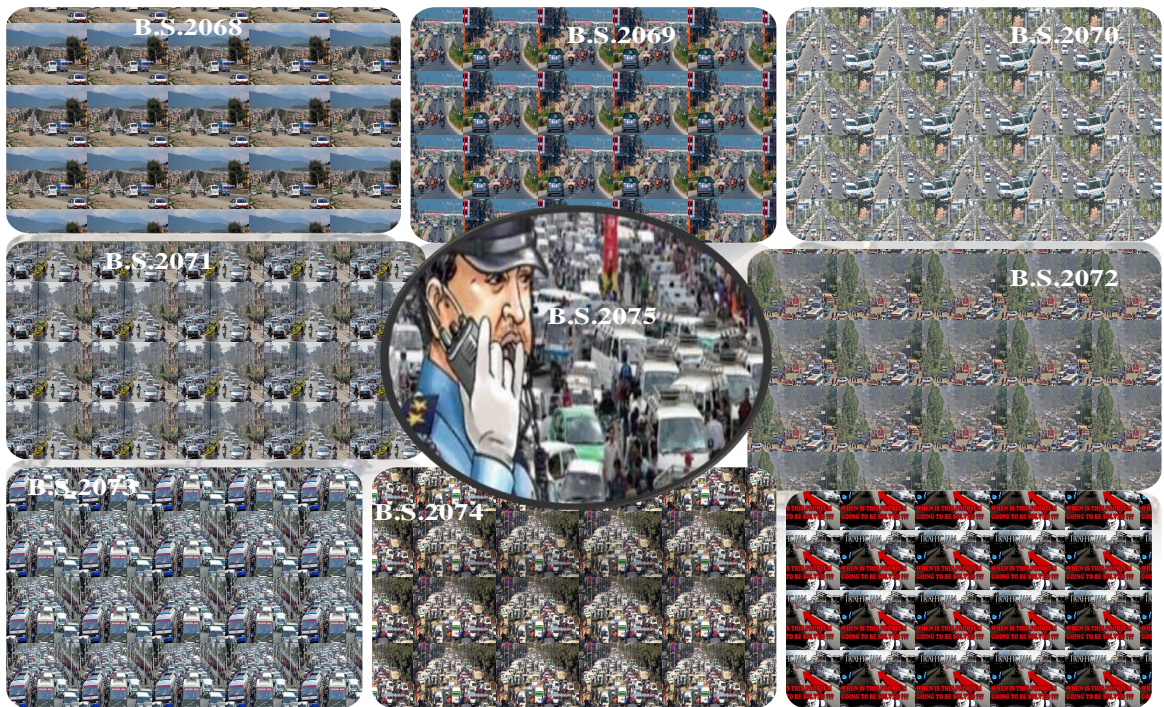


Picture 2 – Miscommunication (Zero two or Two zero): Burned bodies in Bangala flight

A plane flying from Bangladesh to Nepal carrying 71 passengers along with 4 crew members crashed during landing. The miscommunication about the runway code 2-0 or 0-2 between the pilot & air traffic controller was the main cause of the accident.

At least 24 badly burnt bodies were found for the firefighters which were then partially wrapped in body bags. Eight people among the 24 died soon after arriving to the hospital. The scene at the hospital was chaotic as family members pushed through crowds to identify their relatives. This incident left every Nepali citizen in grief. In remembrance candles were lit in most of the areas for the peace of departed souls.

47 people were dead on spot & 24 were sent for undergoing treatment. Among them there were 33 sent for undergoing treatment. Among them there were 33 Nepali nationals, 32 from Bangladesh and one each from China & Maldives. Due to the crash Nepal lost 33 fresh MBBS graduates which in real is a great loss for Nepal itself.



Picture 3 – Traffic-Jam at Kathmandu

The capital city of Nepal (Kathmandu), as one of the polluted city of Nepal and most populated city. In B.C 2068. The city was clean, few number of vehicle used to run, the living standard of people was simple. Because of less number of vehicles there used to be less chance of traffic jam. Along with the people lived people started to become advanced and standard, number of vehicle started to run through the city.

In B.C 2069 to 2071, due to unmanaged traffic rules and more number of vehicles in use the traffic jam increases in context of B.C 2068. As because of the capital city, people's attraction towards the city increase gradually as either for their study, job or other purpose. Along with this, number of citizen in Kathmandu valley increase rapidly because of that the traffic jam become more congested. A large number of people migrate towards the city because of that number of vehicles running in the city also increases and which increase

the pollution and traffic jam. Although the government is trying to solve this problem by making different traffic rules and regulation due to rapid growth of population and vehicles it's not working well. Nowadays, it become the main problem of the capital city of Nepal which make country backward in development and natural scenarios. From B.C 2068 to today B.C 2075, increasing population in the city destroy the natural scenery or beauty and increase the pollution which become the major problem of city.



Picture 4 – Technological advancement in transportation

In past few years ago, in rural area of Nepal there were no any method of transportation for the people to move from one place to another. It was very difficult for the people to move. So, firstly they develop a wire bridges to move from one place to another over from a river or betn two hills. wire bridges are an traditional transportation system / technology and one of the most common structures for river crossing in rural Nepal. It become somehow easy for the student to go school and other people to go from one place to another. But still their life was difficult and it was not so easy for the people to move through the wire bridges. So, they develop a ropeway system. In this system five or seven people can travel from one place to another, slowly and gradually along with the people lifestyle and demand it become so difficult

for them to travel in ropeway so they developed ropeway cable with the help of which they can also take their things from one place to another they can also do business and marketing. There were some disadvantages in this system student or some people were dead because of this system of transportation. So people again develop Thalanga bridge. Along with the develop in people's livelihood and their thinking the means of transportation become more developed, advanced, easy and comfortable in rural area. still this system wasn't as safe for the people. So, they think about more advance think and develop a bridge. Bridge was modern system of transportation technology with the help of which along with people vehicle can also travel through it. So, it become easy for people to travel and for business or marketing they can easily go anywhere. but still due to lack of suspension in bridge many accident occur. So, to control such accident and to make people safe or travel safely they develop suspension bridge which make rural area of Nepal also develop and the life of the people in become comfortable and easy in comparison of past few years before.



Picture 5 – Drastic change in communication

Communication is the process of transferring data from one place to another through different sources. Before twenty years people use to communicate with each other through letters. local transportation of letter was most common for the communication rather than other. It was the only means of communication. letter used to be posted in the post office and the post man had to deliver those letter to the right person at right place.

Before ten years ago, communication system was ^{more} ~~most~~ easier than before twenty years. Telephone, cellphone and laptops were develop which made communication far better and easier. Then people started calling. Then people preferred calling and sending emails which gradually decreased the use of post office. Still most important data and informations are were transferred through letter using post office.

Nowadays, the process of communication has changed drastically.

as various technologies have been introduced. The development of internet have made people closer and the world narrower.

as people from different places can connect to each other ~~live~~ ^{live} lively anytime anywhere. Though internet have brought the distant people closer, it has ^{also} made the close people distant. for e.g.: People these days dont communicate much with people around them rather they get busy surfing through internet and watching videos which has made the social relationships weaker day by day.