

Effectiveness of Using Picture Showing Method in the Performance Skills of Grade Ten Students of Thai Nguyen Specialized Upper Secondary School

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ABSTRACT

This study aimed to find out the Effectiveness of Using Picture Showing Method in Enhancing Performance Skills of Grade Ten Students of Thai Nguyen Specialized Upper-Secondary School. The data gathered were described statistically using frequency, percentage, weighted mean and rank; and inferentially analyzed using mean and standard deviation, using Pearson Coefficient of Correlation, test for r and t-test for independent samples analysis of variance at a threshold P-value of 0.05. The findings revealed that female dominated the respondents with the rate of 56%; most of the respondents were 16 years old. On the number of years of learning English language, results showed that 32 student-respondents (64%) had only 4 years and below experienced learning the English language. Thereby, student-respondents with only 4 years of exposure in English language learning need more time to study. On the students' attitude towards frequency of learning English Language, results showed a weighted mean value of 4.4 and 4.36 on the criteria that students often learn writing English by doing exercises during classroom and personally by imbibing the lesson through new words and new English structures by heart, respectively. On performance skills using picture showing method in terms of grammar, vocabulary, and format have a highest mark of 2.0 in the pre-test as well as in the post test; while in terms of coherence and unity, a highest mark 1.0 in the pre-test and post-test. It is therefore concluded that the use of pictures make a great contribution in the success of language teaching and learning, especially in developing writing skills. However, a careful consideration should be taken in choosing relevant and appropriate pictures that will be presented in various writing activities for a successful endeavor.

Keywords: Picture showing method, effectiveness, performance skills

Introduction

English has become an important foreign language in Viet Nam thus becoming a part of every curriculum in the upper-secondary schools. It is observed that the above statement is true as experienced by the Vietnamese learners. The learners, more particularly the students, come across serious problems in the four areas of language: speaking, listening, reading and writing. Among these skills, writing is perceived to be the most difficult for the students.

Learning as a foreign language is difficult and studying the ways to apply it in the daily communication is even more complicated. This holds true in Viet Nam where English is taught and studied as a foreign language. The strategies in teaching English in upper-secondary schools has a great influence on capacity of the students in further studying English. A person is considered to be literate in a language only if she or he can

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speak and write it. As a result, both writing and speaking should be equally considered as important skills.

This study emphasized writing skills for the reason that it has occupied a significant area in school curricula for many years, or centuries. Even writing skill is defined as a means and an end in every process of language learning. Also, it is widely used within foreign language courses as a convenient means for engaging with the aspects of language rather than writing itself. Therefore, it is undeniable that writing is a very important skill in learning English. However, as a matter of fact, some students who are able to fluently speak even skills still find it difficult to write or express ideas in the simplest way. The reason for this is that both teachers and students often exert more efforts in other language skills except in writing. Furthermore, writing is not only a life-long practice skill but more importantly a productive skill. Therefore, this important skill should be taught gradually, carefully and continuously. (Le Van Canh, 1999)

The students' progress in learning English is measured by written examination and of course includes writing. For the numerous significance of writing as skill, the teachers should pay more attention in finding suitable and effective methods and techniques for the improvement of teaching the students of the Thai Nguyen Specialized Upper-Secondary School.

The important factor in the attitude of both teachers and students have the right attitude towards writing how teachers prioritize the skill in their respective fields whether teachers put the writing skills' role in the right position teaching methods and also how teachers encourage their students to write and practice the skill continuously.

As an English teacher, the researchers is fully aware of the useful techniques in motivating the students to participate in writing activities as much as possible so that writing skills will improve. Among the techniques, the use of available pictures is recognized as best and the most efficient. With a view of using pictures in the classroom, the researchers would like to find out the impact of using pictures as applied in writing the lessons. Using visual aids particularly pictures, can be useful and beneficial to both teachers and students in language teaching and learning.

The primary benefit that this study could give is that the use of pictures speeds up the lesson. It brightens up the classroom and makes the classroom dynamics and more varied activities, thus conducive for learning. Since, classrooms are not always as lively and interesting as teachers want them to be. Given this, the use of pictures is a good way of energizing the classroom. It makes the classroom more attractive by creating various activities, and serving as a new focus of interest and a source of new lessons taught in a more interesting manner. In addition, with that the students are expected to become more eager for knowledge resulting in a faster pace of the lesson.

Secondly, pictures help students to learn language by means of the real and living applications. In fact, pictures alone can provide the contexts, which would not otherwise be available to the students unless one pays close attention to the classroom discussion. Discussion inside the classroom and visual aids, such as pictures, can make the explanation of certain contexts and concepts easier.

Thirdly, pictures can help students develop the four language skills at the same time. Pictures not only "stimulate learners to speak the language as well as to read and write it" (W.R Lee and Helen Cophen. 1999) but also stimulate them to listen more. In other words, pictures encourage students to make the active use of the language they are learning.

Last but not least, pictures provide a variety of level of proficiency of ages, and of genders. A collection of pictures in various media caters for all ages of students and all types of groups from beginners to the most advanced and most highly specialized.

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The aforementioned awakens the interest of the researchers to conduct a study on Effectiveness of using Picture Showing method in Enhancing Performance Skills of Grade ten students of Thai Nguyen Specialized Upper-Secondary Schools. The researchers firmly believes that the result of this study could serve as mind opener to those in the field of teaching especially those concerned on the significant of using picture-showing method in enhancing performance skills of students.

Literature Review

To acquire added insights on the study and further enrich the background knowledge, the researchers used several articles related to the study. Several studies bearing a significant relationship to the researchers's investigation are cited.

Lee, Lina (2000) conducted a study to use pictures in writing skills. Her major conclusions: "This article addresses the learning of second language writing skills to show how pictures can be used as an effective guided writing tool to facilitate students' writing process and to improve their writing proficiency". A study was conducted with 53 university students who had a prior knowledge of Spanish in upper - secondary school. All students were enrolled in an intensive review course. Writing ability questionnaires were administered before and after the writing instruction, in addition to a final review of the writing task involved. Writing assignments were both topic-selected and picture-guided; students found the activities valuable, assorting, and helpful. Results demonstrate that the instruction of using pictures as a guided writing assignment assisted beginning foreign language students to develop and improve their writing skills as well as to lower anxiety level of expressing oneself in the target language. Findings suggest that foreign language teachers should be encouraged to use the pictorial approach for the learning of second language writing education. This study is of great value to the present study on using pictures in developing writing skills for the upper-secondary school students.

Cindy Creedon, a teacher at World Harvest Christian Academy in Pennsauken, New Jersey (2005) noted that using pictures in writing as a means of opening communication between teachers and students. "This is the students' opportunity to talk an adult with no fear of reprise" said Creedon. "If they have a problem, they can talk to me about it in total confidence".

The work of Creedon considered that with pictures, students will widen their knowledge which enables them to produce ideas that are more interesting. They feel more confident on such kinds of writing.

Traci Gardner (2002) pointed out that an action research project developed a program for improving writing skills the targeted population consisted of second through fifth grade students in two districts in growing middle to upper class communities located in the suburbs southwest of Chicago. The need for improving writing skills was evidenced by classroom teacher observations, anecdotal records, authentic writing portfolios, and surveys. Research literature supports the assertion that students are unable to effectively communicate using a variety of purposes and audiences through written language.

Four probable causes were examined in depth: developmental progression of writing skills; development of oral language skills; required time to teach and evaluate the writing process; and lack of teacher training. A review of solution strategies suggested by knowledgeable other, combined with an analysis of the problem setting, resulted in the selection of one major intervention, wordless pictures. Intervention lessons using wordless pictures focused upon the writing skills of sequencing, dialogue, describing words, elaboration, and vocabulary development. Results indicated that the intervention improved the overall growth of writing skills, specific to areas of sequencing, elaboration, and dialogue. Result also suggest students in the lowest 25% on the pretest made the most gains

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(contains 31 references and 8 figures of data, 10 appendixes include survey instruments, pre-test and post-test, lesson plans)

The work of Traci Gardner considered writing skills, pre-test and post-test as the major variables in his study and the present study also considers pre-test, post-test and writing skills as variables.

The old cliché “A picture is worth a thousand words” is put to the test in the lesson. While students may not actually write exactly a thousand words, they will have the chance to think critically about their interpretation of the events based on images and to write about those ideas. Simple distribution or exhibition of a picture that tells a story will then encourage student to brainstorm words and ideas about the image before writing a story that tells the background of the image or extends details on what has happened (Cotman-2003).

Wentung Pan (2006) analyzed that using pictures in writing tasks have quite a few advantages. Firstly, such task with a good validity usually provide examines a good topic with a specific situation. Secondly, if the stimulus in a situational composition is purely verbal, the examinees often tend to reproduce the phrases and sentences contained in it. Writing pictures can avoid this weakness.

With this study, Ivan Fischer (2002) noted that when teacher finds a picture, for example in a magazine and make sure it interests him / her. And then, ask the students look at this picture over carefully for just a minute and write about it for at least 15 minutes. Describe the detail, the light, the subject matter: How many people are there in the pictures? What are they thinking? How did they get there? Who are they? And the teacher will be surprised at how much the students can see in a picture when they have to.

The study is highly relevant to the present study because the researchers designs a warm-up like this to make sure that her students are interested in writing lessons, by asking some questions intentioned above. The questions will help students improve or aid their imagination during their writing activities in classroom with this, the teacher will encourage them try their best to express their thoughts and feelings. From such activities their writing abilities will have improvements.

Robyn Brinks (1999) conducted a study on pictures which can be used for almost any kind of writing. They are persuasive writing, summarizing, and paragraph writing and so on. He realizes that with pictures, the students are required to think more broadly. They respond well to the activities. Having them write together promotes cohesiveness and alleviates some of the fear that comes with writing assignments. Also by seeing so many examples of the paragraphs before trying to write on their own, students writing samples get better. There are still grammatical mistakes, but the characteristics of the paragraph types are all there and much improved.

Susan L. Schwartz (2000) investigated that most people probably would not think of a junk mail catalog as a source of treasure. For many, unsolicited mail order catalogs are a bane of daily life. However, these publications contain a huge variety of pictures and a wealth of cultural information. Teacher can easily use junk mail catalog to create a picture file and then design lessons based on the pictures. Why use pictures? Pictures are a great incentive for language production and can be used in many ways in the classroom. Specially, pictures which would contribute to interest and motivation, a sense of the context of the language, a specific reference point or stimulus. Many pictures in junk mail catalogs are especially suitable for small group activities. Speaking, writing, vocabulary, grammar and cross cultural lessons at all levels can be designed around the use of pictures. Schwartz Susan’s study is also relevant to the present study because the major variables considered in both investigations are similar. The only difference lies in the scope and limitation of the study.

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In an experimental study of pictures conducted by Stephen. R. Lacy (2000), he stated that the purpose of his study was to examine the validity of accessing pictures produced by acute Schizophrenic subjects as techniques in differential diagnosis.

Writing is closely related to other skills. It actually helps students much in their language study. Students write to inform, to entertain or persuade. Writing is the way to reflect the progress of students; that is, a good writing is the result of the learning process. (Le Mai Van, 2000).

Writing helps learners reinforce what they have learnt such as grammatical structures, idioms, vocabulary, and so on. Besides, writing in classroom offers chances to be adventurous with the language, to go beyond what learners have just learned to say, to take risks. During the writing process, learners have to take risks. During the writing process, learners have to make effort to express ideas and this is a unique way to reinforce learning. (Vu Dieu Hang, 2000).

Visual aids are taken into consideration, both teachers and learners will benefit from them. Good visual materials will help maintain the pace of the lesson and stimulate student's motivation. Among many kinds of visual aids, pictures are considered the most popular way. (Le Thi Thu Huong, 2000).

This study is of great value to the present study on the useful of using pictures in developing writing skill for the students.

The aforementioned review of related literature and studies are found parallel to this study in the sense that there are some similarities in the variables used and the procedure undertaken. Conversely, the differences lie on the scope and limitation of the study.

Research Methodology

Research Design

This study used the method of experimental design. In more detail, it belongs to the experimental two-groups Design. According to William M.K.Trochin (2006), in the simplest type of experiment, two groups are created and are treated as equivalent to each other. One group (the program or treatment group) gets the program and the other group (the comparison or control group) does not. In all other aspects, the groups receive the same treatment. They have similar respondents, having similar background, and so on. If they observe differences in outcomes between these two groups, then the differences must be due to the only thing that differs between them – which one got the program and the other did not. The approach used in experimental design is to assign people randomly from a common pool of people into two groups. The experimental research relies on this idea of random assignment to groups as basic for obtaining two groups that are similar. Then the researchers give one the program or treatment and they do not give it to the other. They observe the same outcomes in both groups. The key to success of the experimental design is in the random assignment. In fact, even with random assignment they never expect that the groups created will have a high degree of similarity.

This study attempted to show that the use of pictures in students writing activities could bring out significant improvements in the performance of the students.

Participants

The participants of this study were fifty high school students sheltered by the Thai Nguyen Specialized Upper-Secondary School, Thai Nguyen city. They were purposively selected to answer the questionnaire checklist and to take part in the class with traditional method and experimental method.

Research Procedure

This study was conducted in the first semester of the academic year 2014 – 2015 of Thai Nguyen Specialized Upper-Secondary School.

The first step taken was that the researchers defended the first three (3) chapters of the study. Then the research instrument - a researchers - made pre-test - was prepared and submitted for content validation of the teaching procedure was admitted, the researchers handed out the tests to the students. In the orientation phase, the researchers gave students a clear explanation as well as instructions of what to do in the pre-test. The first class (25 students) with the experimental method and the other class (25 students) with the traditional method. After one period of 45 minutes for each class, examination sheets for pre-test were collected.

The researchers had seen to it that questionnaire was retrieved on the same day simultaneous with the conduct of pretest.

In the usual practice in the Upper-secondary school, 3 periods for English subject are followed per week. Here, with the introduction of the new method, the researchers taught each class the total of 10 periods in the duration of the research process happened. The knowledge gained (post-test score minus pre-test score) was carefully obtained to find out the effectiveness between the group taught using the picture showing method (the experimental method) and the traditional method.

To avoid bias or threat in the study, the following schedule and room assignments were provided:

Date	Time	Group	Place
Monday	8.00 – 9.00	Experimental group	Room No. 1
Tuesday	9.00 – 10.00	Control group	Room No. 1
Wednesday	9.00 – 10.00	Experimental group	Room No. 1
Thursday	8.00 – 9.00	Control group	Room No. 1

The last phase of the research activity was the collation of the result in preparation for the application of appropriate statistical-test.

Research Instrument

In order to be effective in using pictures in developing writing skills of grade ten students in teaching and learning the English language of Thai Nguyen Specialized Upper-Secondary School, a survey had been conducted with the researchers directly taught the class. Using the new method aimed to investigate not only the facts of language teaching but also to find out the effectiveness of using pictures in writing lessons at Thai Nguyen Specialized Upper-Secondary School. From this method, the effectiveness of using pictures in enhancing writing lessons at the school had been determined and the researchers had exactly seen the existing problems in teaching and learning writing and as a result, the researchers suggested recommendations and possible solutions for teachers and students during the learning and teaching methodologies in general.

A researchers - made questionnaire, validated by five reputable experts in the field of study, was be used. The questionnaire was intended to get the students' profile in terms of age, gender, and years of learning English language.

Moreover, the teaching method was utilized to evaluate the result of students' performance in writing.

In writing, the highest mark that students can get is 10, which divided into five areas: coherence, unity, grammar, vocabulary as well as format.

Table 1
Criteria for the Level of Students' Result

Marks	Grammar	Vocabulary	Coherence	Unity	format
2.0	excellent	excellent	excellent	excellent	Excellent
1.5	good	good	good	good	Good
1.0	fair	fair	fair	fair	Fair
0.5 and below	Poor	poor	poor	poor	Poor

Furthermore, the researchers designed a test with the topic "your daily routine" and gave it to 50 students at two classes. Through this means, the researchers evaluated the writing ability of the students about grammar, vocabulary, coherence, unity as well as format of writing.

For the students, they tried their best to write on the topic. Teacher's ability applied pictures to enhance writing activities that would be determined and the teacher realized that is an effective method for Upper-Secondary School students in general and for grade 10 students (the students in the first grade of the Upper-Secondary School/high school) in particular.

Finally, the teacher administered a post-test to check the students' ability in writing. In the post-test, the teacher asked students to write a paragraph based on the pictures.

Statistical Treatment

With the use of the research instrument and evaluative test as the primary source of data, the researchers carefully sorted out, tabulated, counted and organized through the aid of tables all data that were correspondingly produced through this study. Suitable descriptive statistics was used and appropriate statistical tool followed it for meaningful and relevant analysis and interpretation.

The responses of the students were completed using descriptive statistics.

The weighted mean has the following formula:

$$\bar{X} = \frac{\sum fx}{N}$$

Where:

\sum : is the summation;

X: is the score;

f: is the number of responses;

N: is the total number of responses.

To determine the profile of students and performance of the students is the pre and post test by using picture showing method, the standard deviation was computed.

The formula:

$$SD = \frac{\sqrt{\sum(x - \bar{x})^2}}{N - 1}$$

Where:

SD is the symbol for standard deviation of the scores obtained for profile of students in term of student's attitude towards English language learning activities.

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- \sum : is the summation;
- \bar{X} : is the value of the;
- N: is the total member of students;
- 1: is the degrees of freedom.

To determine the effectiveness of using picture showing method in enhancing performance skills of the students, the T-test for correlated samples was used. The formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

- Where: \bar{D} = the mean difference between the pretest and the posttest.
- $\sum D^2$ = the sum of the squares of the difference between the pre-test and the post-test.
- $\sum D$ = the summation of the difference between the pre-test and the post-test
- n = the sample size.

Findings

Profile of the Student-Respondents

Table 2
The profile of Students in Terms of Age and Gender

Gender				Age					
Male		Female		under 16 years		16 years		above 16 years	
F	%	f	%	F	%	f	%	f	%
22	44	28	56	2	4	36	72	12	24

It could be seen in the table that 22 out of 50 student-respondents or 44.0 percent are male and 28 out of 50 students' respondents or 56.0 percent are female. Four percent or 2 students were below 16 years in age while 72 percent were 16 years old and 24 percent of students who have reached the age of 17 and above.

The findings implied that female took the majority, accounting to 56 percent of the student-respondents and the largest number of those surveyed belongs to the group of 16 years in age.

Students' Attitude to English Language Related Activities

Table 3

Students' Attitude towards English Language Learning Activities

English Related Activities	Mean	Standard Deviation (SD)	VI
1. I learn English by writing with pictures	2.26	1.04	Seldom
2. I learn English by discussion only	2.86	1.04	Moderate
3. I learn English by listening and taking note	3.4	1.34	Moderate
4. I learn English by doing exercises	4.4	0.66	Much
5. I learn new English words and new structures by heart.	4.36	0.74	Much
Overall Mean and SD	3.46	0.84	

Legend: n = 50

The preceding table showed the perceptions of student – respondents with respect to the frequency of learning writing English in class. Through the computed mean level in table 6, it appeared that most students regard that they often learned writing English by doing exercises during classroom and by personally imbibing the lesson by heart through the new words and new English structures as reflected by a new weighted mean value of 4.4 and 4.36 respectively. On the other hand, the method by which learning writing English using pictures was the most unpopular strategy where students perceived that they seldom used with 2.26 mean value. The overall weighted mean of 3.46 which corresponded to the general perception of being moderate or sometimes towards the frequency of learning English language. The standard deviation value of 0.84 supported this statement as majority student – respondents had similar perception.

Mean Level of Picture-Showing Method

Table 4
Mean Level of Picture-Showing Method

3. Using pictures in writing pictures	5	4	3	2	1	Weighted Mean	Rank
3.1 I am somehow interested in writing	6	8	6	3	2	3.52	4
3.2 I am provided more vocabulary and ideas to write	5	6	10	2	2	3.6	2
3.3 My ability of imagination and creation is inspired	5	6	9	2	3	3.32	5
3.4 I get more interested in the lesson	7	5	9	3	1	3.56	3
3.5 I have chances in practice writing English	5	6	8	3	3	3.28	6
3.6 I find that pictures help me to	4	6	9	4	2	3.24	7

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3. Using pictures in writing pictures	5	4	3	2	1	Weighted Mean	Rank
learn the real and living language more easily and naturally							
3.7 I understand and remember the meaning of new words based on pictures	4	5	10	3	3	3.16	8
3.8 I find that pictures can create an active learning atmosphere	7	7	8	2	1	3.68	1
3.9 I find that pictures are boring and not big enough to see	2	6	8	5	4	2.88	9
3.10 I feel the pictures in the writing lesson are not useful	2	4	8	5	6	2.64	10
Overall Mean						3.28	

Legend: n =25

1.00 - 1.49: Not at all/Never

2.50 - 3.49: Moderate/Sometimes

1.50 - 2.49: Little/Seldom

3.50 - 4.49: Much/Often

4.50 - 5.00: Very much/Always

The overall mean of 3.28 indicated in table 4 described the moderate perception of student – respondents to different enumerated benefits each derived from using pictures in developing English writing skills. It was very satisfying to note that student – respondents specifically find writing using pictures very interesting since they perceived that it can create an active learning atmosphere.

However, the particular statement stating “I find the pictures boring and sometimes are not big enough and clear to see” earned a small mean value of 2.88 implying that it was “sometimes” only the student perceived the advantage or benefits provided by using pictures in writing lessons.

Again, the overall mean gave a complete picture of how student – respondents perceived the benefits given by using pictures. The small variability measures were enough to say that student – respondents had general thinking of the real benefits that they can get out of this approach.

The Pre-test and Post-test Mean Scores Performance

As shown in Figure 1, it shows the Distribution of the Pre-test and Post-test Scores of the Students of the Performance Skill using Picture Showing Method in terms of Grammar. In the Pre-test, the highest mark was 2.0 which was obtained by students 5, 7, 12, 15, 17, and 23 and the lowest mark was 0.5 which was gained by student 14. Meanwhile, in the Post-test, the highest mark was 2.0 which was gained by students 5, 7, 12, 15, 21, 22, and 23 and the lowest mark was 1.0 which was gained by students 8 and 20.

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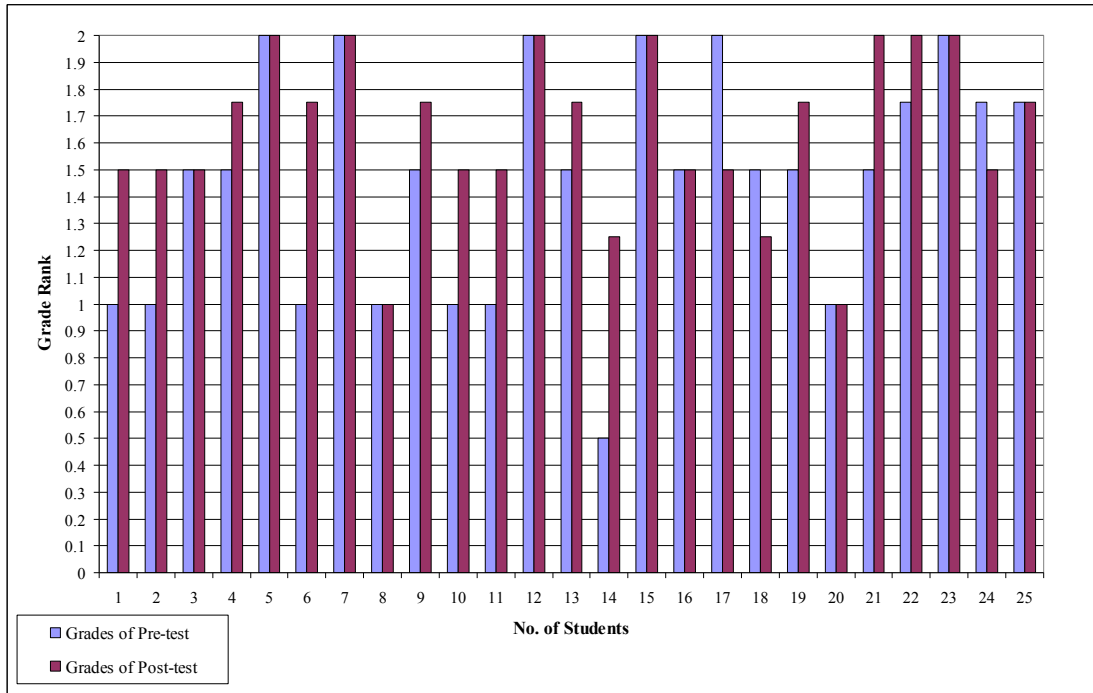


Figure 1: Distribution of the pre-test and post-test scores of the students of the performance skill using picture showing method in terms of grammar.

Figure 2 below shows the Distribution of the Pre-test and Post-test Scores of the Students of the Performance Skill using Picture Showing Method in terms of Format. In the Pre-test, the highest mark was 2.0 which was obtained by student 7 and the lowest mark was 0.5 which was gained by students 1, 3, 6, 8, 11, 14, and 20. On the other hands, in the Post-test, the highest mark was 2.0 which was gained by students 5, 7, 15 and the lowest mark was 0.75 which was gained by students 17 and 18.

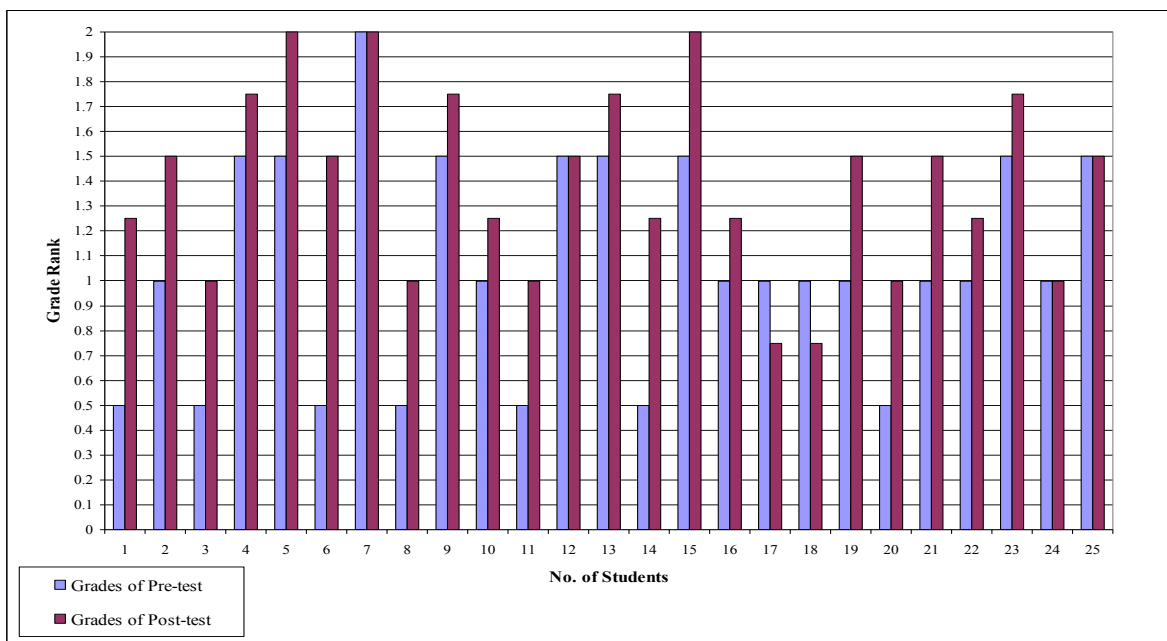


Figure 2: Distribution of the Pre-test and Post-test Scores of the Students of the Performance Skill using Picture Showing Method in terms of Format

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The findings in Figure 3 below shows the distribution of the Pre-test and Post-test Scores of the Students of the Performance Skill using Picture Showing Method in terms of Unity. In the Pre-test, the highest mark was 1.0 which was obtained by students 1, 2, 3, 4, 5, 6, 7, 9, 12, 13, 15, 16, 17, 18, 19, 21, and 25 and the lowest mark was 0.5 which was gained by students 8, 10, 11, 14 and 20. Meanwhile in the Post-test, the highest mark was 2.0 which was gained by students 23 and the lowest mark was 0.5 which was gained by students 17, 18, and 24.

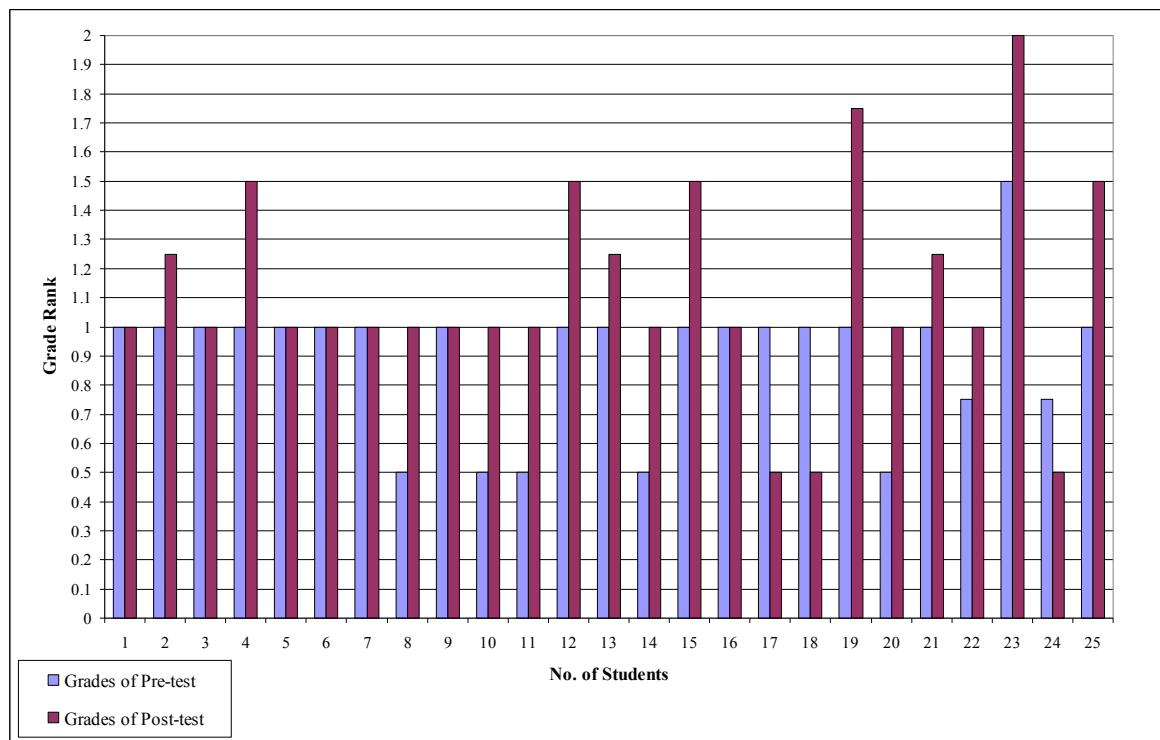


Figure 3: Distribution of the Pre-test and Post-test Scores of the Students of the Performance Skill using Picture Showing Method in terms of Unity

Mean scores of the students in the Experimental Group

Table 5

Difference between Pre-test and Post-test Score of Experimental Group

	Experimental method	
	Pre-test	Post-test
Grammar	1.47	1.64
Vocabulary	1.33	1.57
Format	1.06	1.39
Coherence	0.82	1.16
Unity	0.9	1.12

As it can be gleaned in table 5, it shows the difference between Pre-test and Post-test Scores. In the Pre-test Scores, the Mean Scores of 1.47 for Grammar, 1.33 for Vocabulary, 1.06 for Format, 0.82 for Coherence and 0.9 for Unity is lower than the Mean Scores of the post-test which is 1.64 for Grammar, 1.57 for Vocabulary, 1.39 for format, 1.16 for Coherence and 1.12 for Unity. In other words, it is undeniable with the use of

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Picture Showing Method in Enhancing Performance Skill, the student-respondents get the best result.

The effectiveness of using Picture showing method in enhancing performance skills of the students

Table 6

The Result of the Picture-Showing Method in Pre-Test and Post-Test

Experimental group	Test	Df	T-value	P-value	Decision	VI
Pre-test Post-test	Paired T-test	24	-5.77	0.000	Reject Ho	Effective

The findings revealed that the T-value of -5.77 by the scores of the experimental group taught with picture-showing method in pre-test and post-test that it was greater than P-value of 0.000 which indicated that the picture-showing method was effective in enhancing performance skills of the students. Thus, the foregoing null hypothesis was rejected.

This implied that the performance skills of the students were improved by the picture-showing method.

Summary

This study determined the Effectiveness of Using Picture Showing Method in Enhancing Performance Skills of the Grade Ten Students. Specifically, it investigated the profile of the students in terms of age, gender and years of learning English language.

The beneficiaries of this study are the following: Thai Nguyen University of Agriculture and Forestry, Community, Students, Teachers, School Heads, and Future researchers. They can benefit from this study because the findings would serve as basis for the following: curriculum design/modification, assessment of the on-going inclusion program, and additional information for possible inclusion of other variables.

This study was limited to its state title: The Effectiveness of Using Picture Showing Method in Performance Skills of Grade Ten Students of Thai Nguyen Specialized Upper-Secondary School Students in the Academic Year 2014-2015. It was conducted at Thai Nguyen Specialized Upper-Secondary School. The student-respondents were fifty, they received inclusion program from the said foundation.

In the conceptual framework, the information on related literature and related studies were gathered to formulate the hypothesis, theoretical framework presented in paradigm and the definition of terms. Specifically, the information were about past researchers on effectiveness of using pictures in enhancing writing skills that are found in books, articles, published and unpublished thesis, internet and documents.

In conducting this study, the method was used which involved collection of data in order to test hypothesis and to answer questions concerning the effectiveness of using pictures in enhancing writing skills. The data were computed using the mean, standard deviation, Pearson r, Chi-square, t-test for unpaired samples analysis of variance at a threshold P-value of 0.05 to establish the effectiveness of using pictures in enhancing writing skills using the alternative hypothesis.

Conclusions

In the light of the findings of the study, the following conclusions were drawn:

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1. The profile of the students in terms of age, gender and years of learning English Language, the finding implied that female took the majority and the largest number of those surveyed belongs to the group of 16 years in age. Most of the respondents had been learning English for 4 years.
2. Students' attitude towards learning English Language, most of students learn writing English by doing exercises during the classroom and personally by imbibing the lesson through new words and new English structures by heart.
3. A moderate perception of student-respondents to the different enumerated benefits, the advanced benefit on the performance skills.
4. The performance skills using Picture-Showing Method in terms of grammar, vocabulary, format, coherence and unity are in the same ratings.
5. There is a significant difference performance in the use of picture showing method is high so the null hypothesis no.1 is rejected.
6. The hypothesis no. 2 which states that there is no significant effect of the Picture-showing method to the Performance Skills of Grade Ten Students is also rejected.

Recommendations

Pictures contribute much to English language teaching. They are especially valuable for writing activities. However, a careful consideration should be based in mind to choose the relevant and appropriate pictures that present all the points required to make the use of pictures in writing activities a successful endeavor.

Based on the findings of the study, the following recommendations are hereby offered:

The use of pictures to develop writing skills of students was very stimulating and encouraging more students in their writing activities. With these premise, the use of pictures should be incorporated every now and then to the lesson presentation in all classroom setting especially in writing English language. Also, related to this, pasting and attaching relevant pictures in the wall of every classroom setting would enhance students' imagination and facilitate the learning.

The preparation of modules for the effective utilization of pictures in classroom discussion is also enjoined. The modules, based on their level of application would have its own impact and students would learn and improve the writing skills through the idea and concepts given in the modules.

A more extensive study on the effectiveness of using pictures on the aspect of improving the other English language skills is also proposed. Moreover, a follow-up study of the same nature be conducted in the presentation of the lesson.

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