

Using Digital Pictures to Enhance Students' Chinese Writing Skills [†]

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[†] Presented at the 2024 IEEE 4th International Conference on Electronic Communications, Internet of Things and Big Data, Taipei, Taiwan, 19–21 April 2024.

Abstract: In the past, it was not uncommon to take one image to represent an essay's contents. When writing an essay, an image is invariably formed in the mind. Using a qualitative descriptive method, a relationship between the number of digital images in the essay and the utilization of the essay was researched for 55 students. The results showed that the number of pictures was proportional to the number of words and the flow of the story in an essay but inversely proportional to the student's mastery of grammar skills. Such results provide a reference for teachers to pay attention to teaching grammar to use digital images in an essay.

Keywords: writing skill; narrative text; picture; Mandarin

1. Introduction

Composing is a process whereby ideas are put into text form; the text in an essay varies depending on the writer's content. Essays in the form of narrative are generally written about the author's experiences in the writer's style. Recently, the ways of writing narrative essays have changed. Online methods such as Gdoc (Google Documents) help writers do not type pinyin and insert digital images. Images help students write texts and impact writing abilities. Images help enhance their writing skills [1–3]. This means that images are a significant factor in developing students' writing skills and encourage them to come up with ideas for phrases in the target language [4]. Images replace writing instruction for students with diverse traits. However, previous related research lacks effort and idea development. Thus, teachers need to incorporate images to improve the writing skills of students [5–7].

2. Literature Review

Previous data showed that the application of images improved students' narrative text writing. Images can be used for concept development, sentence organization, vocabulary growth, convection, and the improvement of grammar usage [8]. Students who acquired writing proficiency through the utilization of visual aids demonstrated increased word output within the designated timeframe of 20 minutes, employed a greater number of cohesive devices, and exhibited a reduced frequency of grammatical errors in comparison to their counterparts who did not employ visual aids [9]. Images help students choose topics that suit their interests, make information easier to understand, inspire them to write more extended essays, and improve their writing abilities, especially regarding writing components and the creative use of images [10–12].

In teaching, images help students write descriptive texts. Using the Picture Learning Model (PLM), students can learn how to write narrative texts. Images can be used as a teaching tool as they provide background information and visualize scenarios. With images, students' writing exam scores significantly improved with fewer mistakes [2,6,13,14]. Using images may increase learning results in terms of students' writing abilities in English.



Citation: Chandra, M.R. Using Digital Pictures to Enhance Students' Chinese Writing Skills. *Eng. Proc.* **2024**, *74*, 64. <https://doi.org/10.3390/engproc2024074064>

Academic Editors: Shu-Han Liao, Teen-Hang Meen and Cheng-Fu Yang

Published: 19 September 2024



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With image models, students can match their vocabulary to images and use them in the correct sequence. Students' understanding of narrative texts improves learning outcomes [1].

In the era of digitalization, teaching with images engages students to stimulate their enthusiasm for learning and lessen the issue of passive participation in class. Teachers must have the theoretical background to apply learning using digital images [13,15]. This implies that previous theories can be used to enrich the theoretical framework in the Image Strip Story.

3. Research Method

In this research, a qualitative research method was used for a case study. The outcome of students using images was analyzed. In total, 55 students were assigned for essay writing (Figure 1).

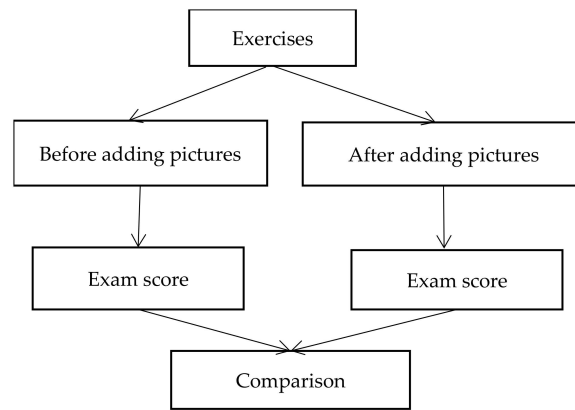


Figure 1. Research method.

4. Results and Discussion

This research was conducted in two stages of observation: before and after using digital images. In addition to assignments of narrative essays, images were inserted in recipes to assess students' writing abilities. Students were active in writing essays, and the resulting results improved (Figure 2).



Figure 2. Student's projects.

Based on the pictures depicted above, the red lines delineate the areas where students can draw inspiration from the provided visuals for their writing. Consequently, the images can function as a navigational tool to direct their writing.

4.1. Analysis of Students' Essay

In composing narrative essays, most students used two or three digital images. With more images, the flow and the number of words were increased (Table 1). Based on the examples in Figure 3, students who insert images tend to write down the plot according to the images in their composition, which makes the use of images support students in writing narrative essays.

Table 1. Students' results in writing.

NO	A*	B*	C*	NO	A*	B*	C*
1	4	1	1	31	1	-	2
2	2	-	3	32	2	-	2
3	4	-	4	33	2	-	2
4	3	-	2	34	2	-	2
5	2	-	6	35	4	1	2
6	3	1	1	36	3	-	3
7	8	-	3	37	3	3	-
8	8	-	4	38	-	-	-
9	2	-	1	39	6	4	1
10	5	-	3	40	1	1	-
11	8	-	3	41	4	-	3
12	3	-	4	42	1	-	3
13	1	-	2	43	3	-	1
14	3	-	3	44	3	-	1
15	3	-	2	45	3	-	1
16	3	-	4	46	1	-	4
17	2	-	2	47	6	1	5
18	10	-	4	48	3	1	3
19	9	2	3	49	3	-	1
20	2	1	3	50	4	-	1
21	3	-	2	51	5	-	4
22	1	-	1	52	3	-	-
23	3	2	3	53	3	-	2
24	1	-	4	54	4	-	2
25	1	-	1	55	3	1	4
26	1	1	3				
27	1	-	5				
28	1	-	1				
29	3	-	4				
30	4	-	2				

Above the table, the description A* for article with total images inputted, B* for the total for wrong words and C* for total of grammatical errors.

去马来西亚



几年前,我上五年级的时候,我跟我的家人一起去马来西亚旅游。我们去那儿因为我们想要旅游和住在我的父亲的家。那时,我跟我的家人很早就起床。我们五点就起床了。起床以后,我刷牙,然后洗澡。洗澡以后,我打开我的衣柜,可是不知道想要穿那件衣服。所以我拿出了一件白色的衣服和黑色的衣服然后问我的妈妈,“妈妈,你看呀,对你来说,我应该穿那件衣服?”妈妈看了看我说,“穿白色的衣服吧。白色的衣服比黑色的衣服好看。”我回答,“好吧!”穿了白色的衣服和一条黑色的牛仔褲。我坐在餐桌吃早饭。那时候,我吃一条面包和喝牛奶。吃完饭以后,我和我的弟弟帮助我的爸爸把我要带的东西放在车里。我们带很多东西。直到了机场,我们乘坐飞机去马来西亚。直到马来西亚以后,我们坐出租车去我的妈妈的房子。在那儿我吃榴莲。那儿的榴莲很好吃也很香。吃了榴莲,我跟我的姐姐一起去抽起我的姐姐在她的学校。在她的学校,人们所有用英语说话。第二天,我妈妈的姐姐买了一个印度的食物给我和我的家人吃。没想到,那个食物很不错。吃饭以后,我们去马来西亚最著名的地方,是双子塔。原来,双子塔很高,也很好看。我真的很高兴可以跟我的家人看双子塔。看了双子塔,我和我的家人买一些小礼物。我妈妈也买一些展示所以我们可以把展示安排在家里。第三天,我和我的家人回家。我们都很高兴因为我们可以看到美丽的风景和好吃吃的食物。我希望,有空的时候,我们可以再去马来西亚。

游记

我的游记是关于我和家人一起去巴厘岛旅游。那时候是二零二二年六月十八号,星期六。我们准备行李和订机票去巴厘岛。我们定了六月十九号早上的飞机。我们非常开心,但也非常着急因为还有些东西还没准备好。我们去巴厘岛去了三天。

六月十九号早上七点我们坐了一个多小时的飞机到达巴厘岛。我们就接着坐汽车去旅馆休息。到了旅馆睡了一觉然后赶紧去旅游景点。那天因为已经是差不多下午三四点了,我们决定去海滩玩。看着美丽的夕阳,我们去的海滩叫Pantai Perangiris。我们一家人在那儿边吃零食。直到晚上七点,我们就去了Waring Klanganan吃晚饭。最后我们就回家休息。

六月二十号我们一大早就准备出门。我们去了两个地方。第一个地方是Candi



Prambanan。我们到那儿的时侯觉得那个地方非常神奇以及漂亮。有很多寺庙都摆得好好。每个寺庙非常高,也都有一个棚架。所以我们要尊重,不能随便乱摸。我们在那里拍了几张照。我觉得那里非常好玩,而且空气也非常清爽。



Figure 3. Student's projects.

4.2. Student's Mistakes

The most frequent mistakes in writing words were entering incorrect letters in the same pinyin, such's:

The word “小时 (xiǎoshí)” becomes “校师 (xiàoshī)”; the word “时候 (shíhou)” becomes “时后 (shíhòu)”; the word “自己 (zìjǐ)” becomes “自巳 (zìsì)”; The word “五 (wǔ)” becomes “无 (wú)”; the word “知道 (zhīdào)” becomes “这道 (zhè dào)”.

From above the examples, this research finds out that grammatical mistakes were dominated by the order of the words:

3. 我们左右在巴厘岛六到七天。

(✓) 我们在巴厘岛六到七天左右。

= We're in Bali for about six to seven days.

4. 我们都五点就起床了。

(✓) 我们五点就起床了。

= We got up at five o'clock.

5. 因为我必须上大学从早上到下午。

(✓) 因为我必须从早上到下午上大学。

=Because I must go to college from morning to afternoon.

Most students did not pay attention to the context of the sentence, making the sentence's meaning and intent difficult to understand. Digital images can be used to enhance the student's cognitive progress. They also increased the skills of students. The scores ranged from 1 to 69%. Only four students did not show any improvement (Table 2).

Table 2. Students' exam results before and after inserting images.

NO	A *	B *	C *	NO	A *	B *	C *
1	92	92	=	31	85	98	↑13%
2	82	86	↑5%	32	90	98	↑8%
3	87	88	↑2%	33	90	98	↑8%
4	78	80	↑3%	34	80	98	↑18%
5	82	83	↑1%	35	90	97	↑7%
6	82	85	↑4%	36	60	97	↑38
7	89	91	↑2%	37	20	90	↑78%
8	85	85	=	38	40	100	↑60%
9	74	76	↑3%	39	90	90	=
10	75	77	↑3%	40	90	99	↑9%
11	87	92	↑6%	41	90	97	↑7%
12	71	74	↑4%	42	60	97	↑38
13	91	96	↑6%	43	90	99	↑9%
14	77	84	↑9%	44	85	99	↑14%
15	90	96	↑7%	45	15	99	↑85%
16	71	78	↑10%	46	80	96	↑17%
17	77	79	↑3%	47	90	94	↑4%
18	90	96	↑6%	48	95	98	↑3%
19	60	95	↑37	49	85	97	↑12%
20	90	96	↑6%	50	90	99	↑9%
21	90	98	↑8%	51	80	96	↑17%
22	60	99	↑39%	52	60	100	↑40
23	90	96	↑6%	53	90	98	↑8%
24	30	96	↑69%	54	85	98	↑13%
25	60	99	↑39	55	70	95	↑26%
26	40	95	↑58%				
27	50	95	↑47%				
28	90	99	↑9%				
29	95	95	=				
30	90	98	↑8%				

A*: score before using digital images; B*: score after using digital images; C*: progress in scores.

5. Conclusions

The use of digital images in student essays positively impacted students' learning abilities, where many students increased their ability to compose from zero to close to 10%. Students needed instructions in composing. Grammar plays an essential role in an essay. It is necessary to increase the number of students to generalize results.

Funding: This research was funded by Bina Nusantara University, grant number IDR001009.

Data Availability Statement: The further inquiries about the data can be directed to the corresponding author.

Acknowledgments: The author gratefully acknowledges that the present research is supported by BINA NUSANTARA University.

Conflicts of Interest: Chinese Linguistics, Chinese Teaching & Learning.

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