

Utilizing Visual Literacy Competence as a Strategy in Teaching Descriptive Writing

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Abstract

Utilizing visual literacy competence, a strategy is very helpful in order to make students' feel better in writing a descriptive paragraph, since, it is help students to develop their idea, thinking and imaging a vocabulary use and having an organization of idea come up into their mind. The purpose of this paper is to know the effectiveness of utilizing visual literacy competence as a strategy in teaching descriptive paragraph writing, and to know the students' perception toward utilizing visual literacy competence as a strategy in teaching descriptive paragraph writing. Mixed method used in this research. The result came from the test given in one-group-pretest and posttest, and qualitative data from the questionnaire given to 22 students of Vocational High School students. It can be drawn that the efficiency of using visual literacy in the classroom to teach students how to write descriptive paragraphs, as well as the attitudes of the students toward the use of visual literacy in the classroom to teach students how to write descriptive paragraphs. Most of students are agreed to utilize visual literacy as strategy in teaching descriptive paragraph writing is really effective to use.

Keywords: utilizing, visual literacy, strategy, and writing

Introduction

Our mother is our first school, and our first teacher is our parents. Where we learnt many things from our first school and parent, learning a language also we adapt from them. Learning from very basic skills in language such reading and knowing the alphabet even we learnt it from our parents. Looking at our parents expression, looking at the media they bring from outside the house which help us to know alphabet is one of a thousand the way we learn it. First day of our secondary school, where we learn to write an alphabet from the blackboard whom teachers wrote on it is also memorable. Learning basic skill like writing is one of the important things that a child could learn and can be taught at home first. We all know that learners



have different learning capabilities where they will be able to enhance their skills and discover new abilities.

Students must be able to choose the right words and forms in constructing sentences when writing a story text. Understanding of grammar needs to be paid attention to in writing, by paying attention to good and correct grammar students can get used to that this is indeed necessary in language skills, especially in writing skills. writing must use the rules contained in scientific and non-scientific language (Sugina, 2018).

The important things to writing is have a lot of vocabulary (Khafidhoh & Carolina, 2019). Vocabulary is one of the important aspects to students for mastering a certain language. It becomes the micro-skills in learning the language. (Ur & Petty, 1996) stated that that vocabulary is used to convey the aims of people and without them people cannot say or write what they want. Vocabulary was created for learn the words that are interpreted through the interpretation of the meaning of the word itself. So that Vocabulary functions as a form of learning about composition words so that understanding in the meaning of words can be interpreted properly and appropriate. Mastery of grammar as one of the functions of language is very supportive students to have listening skills. Basically, the arrangement of words must be in accordance with the correct writing rules, this is to avoid understanding of the different meanings of these words. A listener who able to rearrange the words conveyed by the speaker into a sentence can certainly be said that the listener has mastered the rules or rules of grammar, especially English grammar in the structuring process Language (Fatah, 2018). From the definition above it can be concluded that grammar is the rules or rules used in language. Therefore, students must understand it first in order to use language as power said orally and in writing properly and correctly. the lesson must be learned by students who are taught in school. Grammar is part of study of language form which is a unit between sound system, vocabulary, and sentence structure or syntax. Language structure is also an internal rule forming words into sentences.

For everyone who is in writing skill academic environment is a claim. In writing activities writers are required to be active and productive, because at the time of writing the writer must be active and creative in composing ideas or ideas systematically so that writing is understood by reader. A writer so to speak productive if the writer can produce writing based on his own thoughts with a logical system so capable create acceptable writing by readers (Juniarti, 2018). Writing is wrong a must-have skill speak Indonesian apart from skills listening, speaking, and reading. if to these four language skills has been owned by the individual then the individual can express ideas well thoughts and feelings conveyed by others. Writing skills are very important for every student to have from an early age. Because this skill is an important part of the activity communicate or convey ideas to others. Teacher as planner and implementing learning in schools must provide an activity learning that can improve students' writing skills. In teacher learning must develop the main points contained in the curriculum specifically stated in the Standard Competence and Basic Competence (Ardiansyah, Hodidjah, & Suryana, 2018). However, Tarigan in (Mustakip, 2016) argued that "writing is a skill language used for indirect communication not face to face" writing is also productive and expressive activities.



Skills is a person's capacity to perform various tasks in a job. Skills are a current assessment of what a person can do. Dalman in (Inggriyani & Pebrianti, 2021) explains that writing skills is a creative process of expressing ideas in the form of written language with the aim of informing, convincing, and entertaining other people. (Hasani, 2013) Writing skill is one type of language skill that needs to be mastered. Given the importance of the function of language as a communication tool, learning to write is very important. Because writing is one of the language skills used in indirect communication. However, (Syukron, Subyantoro, & Yuniawan, 2016) A language skill which is quite difficult to teach is writing skill, one way to find out students' writing ability is to do intensive coaching and practice. practicing writing skills cannot arise or appear by itself, but requires intensive coaching and training (Ismilasari & Hendratno, 2013). Based on some of the definitions above, it can be concluded that writing (Cahyani, Dewi, & Setiawan, 2021) skills are one of the most important language skills to be mastered by individuals, this is because writing skills are skills that can express the opinions and thoughts possessed by that individual.

When we consider the definitions related to writing skill, it is obvious that the design of thoughts is handled in terms of their visual transmission into writing. "Writing is not only an important way of communication but also it helps us develop, organize and reinforce our thoughts." In addition, "writing is among the most difficult skills to teach and learn" (Morris et al., 2007, p.1). "Writing is the vehicle that most graduate programs embrace as the means for reviewing how well students are able to assimilate knowledge and integrate that knowledge into new ideas" (Ondrusek, 2012, p. 179). Writing is the expression of emotions, thoughts, wishes, and designs (Kavcar, Oğuzkan & Hasırcı, 2016; Öz, 2011; Aydın-Yılmaz, 2007). To be able to write on any subject requires acquisition of information, emotions and thoughts by means of reading; acquisition of experiment and experiences by means of listening and watching; and acquisition of ideas by means of exchange of conversations and opinions with others (Temizkan & Yalçınkaya, 2013). According to Akyol (2013) "writing is to produce necessary symbols and signs to express our thoughts motorically". While Morris et al. (2007), Ondrusek (2012) and Öz (2011) emphasized the cognitive size of the writing skill, Akyol (2013) underscored the physical size, in addition to the cognitive size.

Writing skill consists of a range of operational stages. According to Özdemir (2002) writing consists of ideational skills such as choosing and limiting the topic, setting an objective, determining statements, planning determined opinions and the plan into writing. In that sense, writing skill entails proper uses of punctuation marks, correct spelling and grammar, coherence and cohesion, word use and text editing (Kellogg, Bascom & Raulerson, 2007).

Writing skill is an important skill in life, both in education and in society. Writing skills need to be considered because it is one of the language skills that must be possessed by students. Students who do writing activities can express their ideas, opinions, thoughts, and feelings. During the traditional teaching, text presentation is enough to learn the lesson, but now in our modernized learning different strategies should impart for the sake of a better learning process. Through this study, address some of the problems encountered in learning how to write a short story in grade four by means of visual presentation that will help the learners



to cope up with the lesson. Writing skill, where we learn to write to express the idea by visualize the think or experiences is very useful. Then, the majority on it is also like we try to build the idea on written from.

Writing is not only vital in order to develop their academic performance, but also contributes to their social and emotional development. Moreover, in this competitive world, writing is also one of the skills that is necessary to excel. Their inability to write well, may affect their chances to secure a job in the future. Therefore, this issue needs to be tackled effectively. However, teaching writing has become difficult because of the challenges faced by the students in learning writing skills. Some of the challenges that are faced by the ESL students are lack of vocabulary, poor grammar, poor spelling, students' readiness and lack of exposure to books and reading materials.

Strategy is a plan on ways of utilizing and using existing potentials and ways to increase the effectiveness and efficiency of an activity target. related to learning problems and learning strategies can be interpreted as general patterns of activities of teachers and students to optimize learning activities to achieve the goals that have been set (Johar & Hanum, 2016). Strategy is the main factor that is of concern to educators in carrying out learning because the success of the teaching and learning process is influenced by the learning strategy used by the teacher. Learning strategies have various variations including learning strategies with group approaches and individual approaches. The strategy in the teaching and learning process is a plan that is carefully prepared to achieve learning objectives (Daud, 2020). So, it can be concluded that the learning strategy is an activity that must be carried out by teachers and students to achieve the learning objectives that have been set

Visual literacy is a group of vision competences that a human being can gain through seeing while he has and integrates other sensory experiences. This allows the person to build a more well-rounded vision. The ERIC on (Pemana, 2008) the definition of visual literacy is a group of competencies that allows humans to discriminate and interpret the visible action, objects, and/or symbols, natural or constructed, that they encounter in the environment. In line with some of the definitions above, it can be concluded that visual literacy is a competency obtained by humans by being seen and accompanied by other sensory experiences. The maturation of these skills is essential to the process of normal human learning. When developed, they give a person the ability to discern and interpret the observable actions, things, and/or symbols, whether natural or man-made, that he experiences in his surroundings. This applies whether the actions, objects, or symbols were manufactured by man or nature. He is able to communicate with others by utilizing these talents in inventive ways, which allows him to do so. He is able to comprehend and appreciate the great works of visual communication because he has these skills and is able to use them in an appreciative manner (Macwan, 2015). However, Definition of Visual Literacy or literacy This visual is generally understandable as the ability to understand a form of visual language and apply that understanding to communicate and interact with environment. One example simple from the mastery of visual literacy this is when one can interpret and understand messages visual that it captures so it can respond or react appropriate and relevant to the message. This can include simple messages like the



symbols used in public facilities such as prohibitions, instructions, and so on. But deep a more complex function, literacy visuals are needed to be able to understand and appreciate a work art (rupa), where this thing will also be influencing a person's ability to be creative or create a visual masterpiece (Sidhartani, 2016). (Bamford, 2001) also put forward that visual literacy includes the ability to read and compose a visual message. This is meaningful that visual literacy includes a person's ability to translate and interpret the meaning of a visual message as well compose a visual message meaning.

According to the Language and Lecture Curriculum (MEB, 2005), the narrative types are indicated as storytelling, descriptive, enthusiastic, and excitatory, epic, instructive, informative, explanatory, controversial, demonstrative, dreaming, talking about the future, and humorous expression (Gürler & Yaylacık, 2015). In elementary school, storytelling and informative texts are used. Students understand the storytelling texts more easily than informative texts. "Storytelling is a form of narrative in which a real or designed event is taken from a certain point and developed and delivered to the conclusion. Here, the event is decisive". (Yakıcı et al. 2012, p. 238). Storytelling texts are a story format in which storyline is described in a way to include elements such as main character, locale, time, aim, response, etc. Stories are the kind of things that students generally interest in the first year of elementary and middle school. Reasons for such interest in this genre among students may include some features such as the presence of real characters, being interesting and the ability of children to identify themselves with heroes. In such texts, the message requested to be given-in contrast to the informational texts-is not expressly given but left to reader's inferences (Üründü, 2011). The reader must be knowledgeable about such texts in order to understand the narrative fiction written in a literary language (Kurnaz & Akaydın, 2015). When both application and research-based applications are examined, more storytelling text is printed for students in elementary school than other narrative types.

Many people have difficulty in developing writing skills which affect academic achievement as well as language acquisition (Tok, Rachım & Kuş, 2014). Ulusen (2009) believes that most people do not know what writing exactly means and writers end their writing process with a lot of spelling mistakes. Griffin & Anh (2005) found that students usually use simple sentence structure and only a limited number of words in primary school students' creative writing classes.

In English, the text is divided in several types including narrative text, descriptive text, recount text, response text, information report text, poetry text, explanation text, exposition text, discussion text, procedure text. Among the many types type of text, the researcher will discuss about descriptive text. Descriptive text in writing is used to describe a thing, place, person, or Animal based facts and ongoing now. Beginning with a statement that explain something. The descriptive structure of the text includes is identification in the form of an image general about a topic, description is special characteristics possessed by objects, places, or the person described. Characteristic features description using the attribute verb like to be is, am, are and just focus on that one object. Example: The National Monument is the one of Indonesia landmark. The towering monument symbolizes the philosophy of Lingga and Yoni. The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It can



be concluded that descriptive Text is a form of sentence that explains a thing in detail about one object discussed. Purpose text description to provide clear information to readers based on a fact or truth. Visuals enable information complex presented in the form of images, explore information as well development of cognitive abilities to communicate data and concepts. Visuals help identify data that may not have been understood before. When someone has the ability to design, monitor, and reflect something through visuals, then the learning process can be made more optimal. With Thus educators have a duty to develop abilities visual literacy in the cognitive process of a learner (P.B, 2017).

Currently visual has become a learning resource that can be accessed from various learning devices. The presence of visual elements in today's teaching and learning is increasing as the integration of images and visuals presentations with text in textbooks, instructional manuals, classroom presentations, and computer interfaces broadens (P.B, 2017). The combination of words and visual appears to help learning especially when the picture are related to the textual information thus a textbook equipped with visuals will help learner in capturing the information conveyed as described the following: 1) Visual Learning Strategies help learners clarify thoughts they, 2) Visual Literacy Strategy helps learners organize and analyze information, 3) Visual Literacy Strategy help learners integrate a new knowledge, 4) Visual Literacy help students thinks critically.

If it was presented to them as an activity in which it is impossible for them to immediately develop a short story, then they may also find it difficult to complete the task within the allocated amount of time. Visual sequencing is merely one specific component of what is currently understood to be visual literacy. Obviously, the researcher's point of view is quite important to take into consideration. Hortin was enthralled by the concept of parallel languages and focused a significant portion of his attention on the contributions made by the linguist Noam Chomsky (1957, 1964, 1968, 1975). However, the principal area of research interest for Hortin was "visual thinking," and as a result, his view of what constituted a confluence of theories was significantly more expansive than that of Johnson, whose field was the English language.

The previous research that deals with this research is entitled "Investigation of High School Students' Visual Literacy Levels" issued by Hacer (2022) from Hanci Kastamonu University, Turkey. It was conducted to examine whether or not visual ability level of the students influence the literacy ability. While, Johnson (1977) was investigating the nature of visual literacy as a method for teaching English, Hocking (1978) was investigating the more general question of the boundaries of visual literacy. The purpose of his research at the University of Colorado was to identify important goals for visual literacy. In brief, based on various definition of visual literacy, Messaris and Moriarty (2005, p.482) underlined that there were two main components embodied in visual literacy; 1). The ability to understand the visual images and 2). The ability to create or use images as a means of expression and communication or in written form. Those ideas derived having a challenge on how the visual literacy or visual images could treat the students and teacher in teaching and learning process especially in transferring them in writing class as well. Thus this paper attempts to have some elaborations or explanation on how visual literacy used in teaching writing ability as its novelty of the research.



Method

This study examined the effectiveness of visual literacy as a strategy to measure the skills of students descriptive writing ability when it comes to writing a descriptive paragraph which contain of two paragraphs describing with complete elements of visual image media given. Mixed-method used in this study. Then, this study also investigate the pre-test and post-test of the grade four learners during the utilization of the strategy in the competencies in English which will last for about 30 to 60 minutes. For quantitative data of this research study is used a one group pre-test-post-test experimental research design by determining how visual literacy used as a strategy to helps the learners to improve their writing skills. While qualitative study is about the students perception towards using the visual literacy as strategy in writing class especially in descriptive writing topic. In this study the respondents are purposively selected for the students in whom learn descriptive paragraph at private English Course since the learners of private course were limited as it is only a small population.

It is crucial that we continue following the methodical procedure and begin working on data gathering as soon as we have selected what design we will base our research on. Once we have made this decision, we can go on to the next step. After we have established what data to collect, the next step is to figure out how we are going to go about gathering that information. In addition, it is essential to point out that we are going to collect data according to how useful it can be in the research as well as how effective it is. Both of these factors are going to be taken into consideration. During the entire process of collecting data, we have a duty to remain obstacles that may arise. Therefore, for us to properly collect the appropriate data, we need to be certain that we have previously established clear criteria for selection. Because of this, while we are performing research, it is vital for us to take into consideration whether it is authentic or heuristic, analytical or deductive, and this is done to ensure that the data obtained from our study is as accurate as possible. The research was reviewed for its potential to raise any ethical concerns before it was published. The consent letter and proper communication to the head of the course will be taken into consideration in order to have a formal manner of endorsing the study and to ensure that we are in line with the policies. Both the pre-test and the post-test will be compared in the analysis of the data collected from the respondents. Our study question served as the basis for the development of the scoring matrix that was used to evaluate the writing abilities of the learners. After that, a comprehensive explanation of the results of the questionnaire was provided following the quantitative data analysis.

Findings and Discussions

To ensure the transparency and accuracy, the data obtained in this analysis thoroughly analyzed and interpreted.

Table 1. The results below are based on the scoring rubrics, it shows a big difference between the scores of learners in pre-test and in post-test.

Students (SS)	PRE-TEST RESULTS		POST-TEST RESULTS	
	Total Scores	Interpretation	Total Scores	Interpretation



1	41	Needs Improvement	80	Good
2	46	Needs Improvement	78	Good
3	40	Needs Improvement	75	Good
4	53	Poor	80	Good
5	58	Poor	80	Good
6	44	Needs Improvement	72	Good
7	42	Needs Improvement	78	Good
8	38	Needs Improvement	78	Good
9	68	Poor	80	Good
10	60	Poor	80	Good
11	53	Poor	80	Good
12	42	Needs Improvement	80	Good
13	45	Needs Improvement	82	Good
14	44	Needs Improvement	78	Good
15	42	Needs Improvement	80	Good
16	38	Needs Improvement	80	Good
17	56	Poor	80	Good
18	50	Poor	80	Good
19	48	Needs Improvement	80	Good
20	42	Needs Improvement	80	Good
21	46	Needs Improvement	78	Good
22	42	Needs Improvement	78	Good

Table 2. Pre-test and Post-test Mean Score

Mean	Pre-Test Score	Post-Test Score
	47,18	78,95

Table 2 shows the pre-test and post-test scores before and after the implementation of Visual literacy as strategy in teaching writing descriptive



paragraph. It also shows that the presentation of visuals literacy has a big impact in the learner's learning process.

Table 3. The test of significance between the pre-test and post-test in the implementation of Visual Literacy in teaching writing

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	47,18	22	7,835	1,671
	Posttest	78,95	22	2,104	,449
Paired Samples Correlations					
		N	Correlation	Sig.	
Pair 1	Pretest&Posttest	22	,310	,161	

The N pertains to the quantity of learners tested, the t-test value is higher than the critical value which means there is significant difference between the pre-test and post-test mean score.

Based on the results contained in the table above. this shows that by using visual literacy as a strategy, it can improve students' ability to write especially in descriptive writing. While, it can be seen that the result of statistic calculation 0,161 which is higher than the score from the t-table, and the correlation analysis showed that the significant correlation between two variable, they elaborated each other. This research finding is accordance with (Jayusman, 2009) opinion which says that by using teaching strategy the learning process will achieve its goals. Meanwhile, (Johnson, 1977) stated that the use of visual literacy can improve students' writing abilities. Then, this study contribute and made a sense that visual literacy as a strategy will help the students to understand better since the students can express, figure out and elaborate their idea based on their own visual literacy as well. Another thing which can be said in this study visual literacy as a strategy which use in some elaboration especially in descriptive paragraph writing is beneficial for teaching and learning English atmosphere. We can also see that the difference between pre-test and post-test score that in post-test is better than in pre-test score. One of the examples we can see and adopt the result in table 2 above. Most of the students score in post-test after and using visual literacy as a strategy was higher than in pre-test, where in the test the students enthusiastic for having a visual literacy as a strategy is better. It can be prove where the students is happy in writing class, where they can explore and elaborate more in writing class.

Table 4. The Result of Questionnaire on Students' Perception on the use of Visual Literacy in Descriptive Paragraph Writing

Number	Statement	Response	
		Yes	No
1	Visual Literacy as strategy is made you like to write descriptive text	20	2
2	Visual Literacy as strategy brings you to your previous knowledge to write	22	0



3	Visual Literacy as strategy help you to enhance the comprehension to write	21	1
4	Visual Literacy as strategy help you to go beyond your idea to write	22	0
5	Visual Literacy as strategy help you to form organizational structure of the text to write	18	4
6	Visual Literacy as strategy help you used appropriate vocabulary to write and describe	22	0

From the questionnaire given to 22 students, it can be explained that; 1) Twenty students out of Twenty-two students agree that visual literacy as strategy is made them like to write or learn descriptive paragraph, 2) all of students agree that visual literacy as strategy brings them to their previous knowledge to write, 3) Almost all students agree also that visual literacy as a strategy help them to enhance the comprehension or idea to write, 4) then in item number four, one hundred percent students are agree that visual literacy help them to go beyond their idea to write, 5) Visual literacy as strategy to help them to form organizational structure of the text to write is agreed by eighteen students, and the rest is not agree about the statement, and 6) all of students are agreed that visual literacy as strategy that help them to use appropriate vocabulary to write and describe.

The result of this research is in line with Hacer (2022), a student with high visual ability manages better learning outcome compared those who do not. As also Macwan (2015) revealed the same information deals with the potential visual literacy power in learning English. Thus from this research, it was found that the students agreed on using of visual literacy strategies could encourage and assist them in improving their understanding of ideas for writing. For more information to reveal that visual literacy strategies can also help students go beyond their ideas for writing. However, it can be said that this visual literacy strategy can encourage students to write descriptive texts

Conclusion

The findings and debate pertaining to the efficiency of using visual literacy in the classroom to teach students how to write descriptive paragraphs, as well as the attitudes of the students toward the use of visual literacy in the classroom to teach students how to write descriptive paragraphs, led to the development of a few conclusions that some of the learners are very attentive, they have focus on what is in the lesson by the presentation of visuals in teaching besides the results of mean score in pre-test and post-test shown that the visual literacy is effective in teaching writing descriptive paragraph. It is a way to fully understand the lesson very well, and then most of students are agreed that visual literacy really helpful in their ability to write descriptive paragraph.

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