



## **Using Visual Media for Improving Writing Skills**

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### **Abstract**

Most teachers, including students, believe that teaching and learning writing skills are not easy because writing skills need attention for organizing ideas, choosing appropriate words, and constructing a paragraph with correct sentence mechanisms. Furthermore, it is more difficult for foreign language learners because they have to change ideas to an appropriate text. They need to transform the ideas with a foreign language. They face a lot of problems and challenges to write a well-organized paragraph such as lack of words, fear of making mistakes and writing anxiety. Additionally, the writing classes should be more enjoyable. There should be more activities and tasks to make the learners practice. Then the students need to be provided chances and opportunities to write more and more. In this way, the students can write quickly. They explore their talent and writing ability to express their thoughts, emotions, ideas, and opinions. Thus, the students should attend the class with their interest rather than obeying rules and program formalities. So, it is critical to find and apply different strategies to create an exciting and productive writing class to encourage the students to write more. The present study mainly focuses on empowering writing skills via implementing visual media in the class. A descriptive research design was implemented. The data was collected from previously conducted studies about visual media and writing skills. Thematic analysis was utilized to analyze and discuss the data. In the end, it was found that visual media is highly virtual in enhancing writing skills.

Keywords: Writing Skills, Visual Media, Development, EFL Class

### **Introduction**

One of the most valuable and powerful skills is writing skills. Writing can support the author to express their ideas in words according to suitable figures and directly connect the mind with the message (Kellogg, 2008). Writing can help English language students to stabilize their grammar, vocabulary, revising, thinking, and many other things. Teaching writing focus on making the students revise and practice. Fortunately, Visual media originated in 1950, has inspired the educator with the scanner device (Anderson, 2011). When the scanner directly captures the photo, it gives the exact image of the scan photo.

Thus, the teacher starts using visual media to make the learners capture what they see in a photo or a video. They also will be inspired to write more. Therefore, it is essential for writing teachers to use flashcards, photos, pictures, images, and video clips as teaching tools in the classroom. Via the implementation of a visual media strategy, students feel more comfortable and they can easily understand what they need to do. The student can also get new ideas and think carefully with the visual media. During using visual media, teachers should give some media to aid the learners in expanding their creativity in writing a paragraph. Since the learners have problems and challenges in writing class, the scope of this study is to solve students' issues by using visual media. The students, in this way, can be more active, motivated and more encouraged to write about what they see (Aigrain et al., 1996). The problems of this study are: unfortunately, most foreign language learners are not able to write properly hence there are some problems they face, such as; they depend on the teacher to teach them how to write, and they do not desire to write. Also, they do not have enough knowledge and information about their writing topic. Thus, this research paper aims to find out what makes a learner more motivated in writing class. Additionally, this paper aims at highlighting the value of visual media in teaching and learning writing skills. Furthermore, this paper aims to inspire students to write with visual aids. Thus this study focuses on improving foreign language learners writing skills. In addition, writing teachers' opinions about making learners write correctly has been given priority in this study. Previous studies about visual media are an essential part of this study. Therefore, the researcher has reviewed visual media.

The current study is conducted based on the following inquiries:

- 1- What are the impacts of visual media in writing class?
- 2- How do students collect ideas during writing procedure?

The hypotheses of this paper are:

- 3- Visual media will improve the foreign language learner's writing skills.
- 4- The students will gather ideas and be more critic with visual media.
- 5- Visual media make the learners to depend on themselves rather than the teacher when they acquire writing skills.

In short, this study is essential for researchers, foreign language learners, and writing teachers. First, it is vital for the researchers to collect enough information about visual media and writing skills. Furthermore, this research paper makes the researchers write more about visual media. Second, with this study, the teachers can find alternative ways of encouraging and motivating writing classes. Lastly, the educators with this study can use different tools in the classroom. For that reason, the learners will be more mindful

and thoughtful when they write about the topic.

### **Developing Writing Skills**

Writing is the way of delivering thoughts and emotions from the heart and the brain of individuals, and language is the mean of that transformation. Over and above that, writing is also defined as the combinations of a set of symbols or signs in the shape of a text, and it comes from the ability to organize the words of an individual that these words should be suitable for creating meaningful text. Therefore, writing with a target language is more insisted on practice (Harisma et al., 2019). Writing is the outcome of thinking, and it is a like habit which comes after repetition. Gaining that habit is challenging because it depends on each person's intelligence (Dastgeer et al., 2015) Writing creates and transfers ideas by putting thoughts in a text or paragraph. Furthermore, it aims to explain directly or indirectly the individual needs. Further, writing as an essential skill impacts acquiring learning and teaching English as a second language. Teaching writing skills is highly significant, and at the same time, it is challenging. The writing teachers need to provide facilities like flashcards, pictures, drawings and paintings to make the learners more productive, and these facilities need a guideline to write in a coherent way. Then they usually ask the students to write about the pictures at the beginning of the class to encourage them to be able to communicate and participate in the classroom. In this way, the teachers attract the student's attention to writing (McCutchen, 2011). Moreover, Hosseini et al. (2013) stated that when the teacher catches the student's attention by activating their cognitivism through visual media the students will be more into expression and criticism. He exemplified as the students can write a paragraph about a zoo when they actually see the zoo on a video, but if the teacher avoids the students from seeing a zoo, the learner's minds will be limited in their memories which can create barriers to being imaginative, productive and creative. That is the reason for a teacher to integrate the class with visual tools, and allow the students to be inspired by what they have seen in the class. Escribano (1999) argues that the teaching writing process needs to be led based on several regulations. First, the student's language level needs to be considered, and the tasks need to be selected according to the student's level. Second, the teachers need to pay attention to the learner's desires and wishes, and they need to do the tasks that they like rather than obliged. Third, it is very virtual for a teacher to simplify the topic as much as he can, so the students do not face any difficulties when they write about a topic. However, implementing visual media in teaching is not an easy phenomenon, it needs conditions cultural and religious values because not every video can be played in the class and not every photo can be shown to the students. On the other side, visual media strategy has an impact on attracting learners to the course and helping learners to collect information, and doing that making situations in classrooms is somehow tricky. Fortunately, nowadays, technology is effectively doing the requirements of the classroom, and it helps teachers in transforming knowledge.

Teachers can easily control their programs by using technology and making the right visual and writing classroom. The traditional classroom lesson focuses more on memorization, reading, and lecture. However, now teachers have more options to improve the class by using technology and making a good relationship between the classroom and students. Visual teaching is one of the most important techniques that help learners get new ideas by visually presenting. Writing skills is the ability to show sharing ideas and opinion through a written script. Language learners can produce meaningful sentences when the teacher provides them with enough tools for writing. That is why writing is considered as an essential skill. To teach writing practice, the teachers and the learners need to use media to deliver the information. Using media in the teaching-learning process can raise potential, student psychology, and motivation for learning. Audio-visual is also a type of media that cares about the picture. In the teaching-learning process, many visual presentations and media are helpful. By using visual and audio aid, the students can quickly understand the material because they use their ears and eyes to learn and get information. The teachers can also benefit from it, and it is easy to explain writing. Also, the media can help students to increase their learning outcomes. Video is the appropriate media for learning language and teaching because it is interesting for students to learn from videos (Maricimoi, 2015).

Visuals have an essential role in delivering messages. They have the power to transmit ideas without using any words. That is why there are many pictures, hand images, magazines, and articles. Writers put some photographs into their text to help the readers understand what they write. The pictures and photographs facilitate students' jobs when they want to write about a specific topic. When they see the visual, they inspire the students' thoughts and start expressing themselves. Visual media is the way of showing the action. Through visual media, the learners can see characters, symbols, and objects. Those visual media can positively affect the learners. It makes the learners get the idea for writing. Therefore, visual media is regarded as one of the most important methods of teaching (Miftah, 2015). In the process of education, it is essential to select suitable and valuable media to control the process. With media, the education process will be more accessible and exciting, and make the process more active.

Moreover, media can save time for teachers and students because the teachers do not need to explain profoundly and spend more time creating an image in the student's mind. The students understand the materials quickly, which is given by the teachers. There are three parts in Visual Media: visual, audio, and audio-visual. The direction of learning with visual media is obvious because students can see it and do not need to pressure their minds and think more to understand. Visual media help the learning process be effective, and the materials are explained and remembered easily.

### **Vocabulary**

Vocabulary is one of the language units that language educators should focus on. Learners need to capture and master their vocabulary. Learning new vocabulary is one of the main steps of improving reading and writing skills (Breland, & Jones 1984). Thus, learners need to learn a bunch of new words inside and outside of the classroom. Hajis (2014) highlighted the values of visual media in writing class. In his studies, he explored that the students who were exposed to visual media are able to learn new words, phrases and sentences. Kasra (2017) also approved that the language learners expanded their vocabulary through the implementation of visual media. Kellogg (2008) conducted a case study, the study's populations were the students who have problems of answering reading questions and understanding English texts, which shows that the student's vocabulary knowledge is too low. The researcher applied visual media in their class, and he explored that the students have developed their communication skills hence they acquired new words. According to Kellogg (2007) foreign language learners have difficulties in understanding new vocabulary and memorizing their meaning. His study was conducted in Indonesia. The study was about teaching English, and it was explored that teaching English is not easy because the students use English as a second language. It is not easy for teachers to teach English. They have to use different methods for teaching vocabulary. The study recommends visual media be used for making the teaching process easier. With visual media learners receive learning materials and facilities. Moreover, learners are not demotivated by learning English. Therefore, teachers always have to use the appropriate material to help learners in English language teaching. In another case study conducted by Munir (2016) it was found that those materials that the teachers have selected can stimulate learners' brains and can help learners to remember. Visualization can be an excellent way to teach new words to all subjects. As a medium, namely, teachers can use visual things; stick figures, pictures, videos, and flashcards. Based on the research conducted for motivating and developing learners to learn English, including vocabulary, it is highly suggested to choose images because teaching media can help learners with better improvement (Parra 2019).

### **Critical Thinking and Motivation**

Lindne and Méndez (2014) defined critical thinking as the ability to think, which needs intellectual analysis for making discussions and judgments. Criticism makes learners more careful in doing discussions correctly and logically. Scholars also have defined criticism as the skills of collecting information and creating conclusions from this information (Sarwinda et al., 2020). The students are more productive than before when they think critically; hence, the learning outcomes are more productive and fruitful. It means that critical thinking is essential in the learning process. Additionally, critical

thinking embrace giving simple and more clarifications, constructing elementary skills, closing, and illumination further with setting plans and strategies. Education asks learners to be clever enough to find out their abilities and the skills of solving problems, and those skills need criticality at a high level. The researchers have found that a great number of students are not critical enough to acquire knowledge, and they cannot solve their problems. Thus, the teachers need to add different methods of learning and teaching. So this is the model of learning for improving critical thinking. Visual media provide facilities that are needed for being a critical thinker (Gayatri et al., 2018). When students watch video flashcards, they receive many messages and ideas to collect information. Effect of Thinking Aloud Pair Problem Solving (TAPPS) Method with Audio Visual Media for students' critical thinking ability is highly recommended (Anggraeni et al., 2019). The teachers need to use visual media during the class and then ask the students to judge what they have watched and seen. Sabiq (2017) claimed that learning media is described as anything that is used to deliver messages and encourage students. Visual media can help students develop their knowledge and information using various forms such as graphic, audio, animation, audio-visual, and printed media. Also, audio-visual media is an effective tool that encourages students to improve their critical thinking ability and motivates them for a better learning performance. Audio-visual media, another type of visual media, has been defined as having two concepts; audio and visual. The concept of visual shows the message transmission through visual aspects. Furthermore, the learners can capture the message through audio by the auditory aspects. Audio-visual media includes various tools and materials that depend not only on reading activity but also on on-message delivery during the class. Technology development in this worldwide era affords a first-rate amount of programs that may be used to increase learning media. Adobe Flash is one of them which is an agenda software program commonly used for navigation. Also, it has more functions to make animations like animated pictures and cartoons. Furthermore, adobe flash is seen in an education setting, such as software holding various responsive elements. The implementation of mastering media is carefully associated with the mastering approach. With the guidance and methods of an optimistic approach, the utility of mastering media might be greater powerful and optimal (Cheung & Jhaveri, 2016).

### **Conclusion**

Writing skills can be developed with the implementation of visual media strategies. Visual medial had a great impact on making the language learner more critic and more productive. The factors which prevent learners from being able to write fluently can be solved by using a visual media strategy. Visual media has been used as a tool for teaching language. Language teachers have preferred using flashcards, video clips, and short movies because these facilities have been used to inspire learners to write. Furthermore, with the

help of visual media learners are more motivated and encouraged to share their opinions and thoughts because the visual media allows them to gather information and ideas during watching.

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