

The Effect of Visual Thinking Strategies on Students Viewing Skills in Learning English

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ABSTRACT

Viewing skills are skills whose use focuses on active activities of paying attention to and understanding visual media, such as the use of images and videos. Viewing Skills can help students develop knowledge and skills in analyzing visual text. The aim of this research is to determine students' viewing skills with visual thinking strategies using video media when applied in English language teaching. The method used in this research is a quantitative method. Based on research data, it is found that visual thinking strategies using video media were effective in understanding students' viewing skills. This is also supported by the results of data calculations which show that the results of the post test scores have increased. The results of this research show that there is a very positive influence of the effectiveness of visual thinking strategies using video media on students' viewing skills. This strategy helps students understand English better on students' viewing skills.

Keywords: Visual Thinking Strategy, Viewing Skills, and Video

ABSTRAK

Keterampilan memirsa merupakan keterampilan yang penggunaannya berfokus kegiatan aktif memperhatikan dan memahami media visual, seperti penggunaan gambar dan video. Keterampilan Memirsa dapat membantu siswa mengembangkan pengetahuan dan keterampilan dalam menganalisis teks visual. Tujuan dari penelitian ini adalah untuk mengetahui keterampilan memirsa siswa dengan strategi berpikir visual menggunakan media video ketika diterapkan dalam pengajaran bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Berdasarkan data penelitian ditemukan bahwa strategi berpikir visual dengan menggunakan media video efektif dalam memahami keterampilan memirsa siswa. Hal ini juga didukung dengan hasil perhitungan data yang menunjukkan bahwa hasil nilai post test mengalami peningkatan. Hasil penelitian ini menunjukkan adanya pengaruh yang sangat positif dari keefektifan strategi berpikir visual dengan menggunakan media video terhadap keterampilan memirsa siswa. Strategi ini membantu siswa memahami bahasa Inggris dengan lebih baik pada keterampilan memirsa siswa

Kata Kunci: Strategi Berpikir Visual, Keterampilan Melihat, video

INTRODUCTION

Viewing is an essential 21st-century skill that many people usually undervalue. English language teacher had to learn how to adapt to the fundamental shift from traditional to digital teaching methods in a world where the abundance of digital pedagogical materials is drastically changing educational standards. Teaching in a digital context requires language skills, including digital literacy, according to Corpuz & Bullecer (2017). The practice of actively observing and comprehending visual media, such as advertisements, symbols, films, videos, sculptures, paintings, or drawings, calls for the application of viewing skills (Feng & Webb, 2020).

Viewing thus becomes crucial because, in order for students to fully engage in society, they must be able to comprehend multimodal texts and develop into more proficient, engaged, and critical viewers. Students' knowledge and abilities to analyze visual texts and multimodal texts that incorporate visuals are developed through viewing. In order to address the competencies that students need to gain over a given semester, teachers must exhibit ingenuity and flexibility. As a result, there are ways to meet these demands. One such way is to using Visual Thinking Strategies, which many students will find to be more engaging than simply filling out language tasks clearly and passively (Hess, Young, & Arbogast, 2020). Visual Thinking Strategies (VTS) employ art to teach visual literacy, thinking, and communication skills, including listening and self-expression, according to (Yenawine, 2013).

This research has a problem formulation such as: Is there any significant effect of visual thinking strategies on students viewing skills in learning English SMAN 7 Kediri?. The aim of this research to determine viewing skills when applied in teaching English using visual thinking strategies to students of SMAN 7 Kediri, who have now started implementing the independence curriculum for students. So that students can learn English in a fun way and can use technological sophistication.

METHOD

This research uses a quantitative approach using quasi-experimental techniques. The time used by researchers for this research was carried out from the date the research permit was issued with a period of approximately one month, namely from 1 - 20 November 2023. The place where this research was carried out was at SMA Negeri 7 Kediri located on Jl. Guaranteed No.4, Bandar Lor, Mojoroto, Kediri. East Java 64117.

The population of this research is class 11 students of SMAN 7 Kediri for the 2023/2024 academic year, consisting of 12 classes. The population is 416 students. The samples to be taken come from grades 11-12 consisting of 32 students, with the experimental class using pretest and posttest.

In this research, the tests used included two types of tests, namely pretest and posttest. Both have the same question characteristics. The pretest is used at the first meeting to measure students' abilities before being given treatment. To find out the results of the pretest for grades 11-12, questions were given with narrative text material with a total of 25 multiple choice questions. Post-tests are used after



treatment to measure student improvement and understanding of viewing skills. To find out the results of the post test for grades 11-12, 25 multiple choice questions with narrative text material are provided.

Researchers used IBM SPSS Statistics Version 20 software to carry out data analysis. After obtaining data through pretest and posttest, data analysis was then carried out to test the hypothesis.

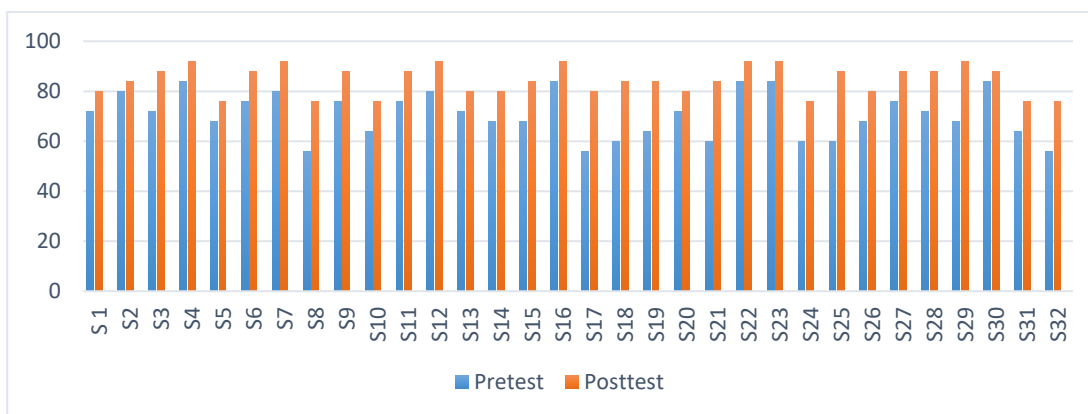
RESULT AND DISCUSSION

Data were analyzed using total sampling. The purpose of the T test is to find out whether visual thinking strategies influence viewing skills on students' English learning or not. To answer this research question, researchers first correcting students' pretest and posttest results. After that, the researcher calculated the average pretest and posttest scores. Then the researcher entered and calculated the scores obtained by students when carrying out the pretest and posttest using IBM SPSS Statistics Version 20.

Below are the results of the research. There is a significant influence on the use of visual thinking strategies. This is demonstrated using the paired T test from SPSS 20. In this test, the pre-test results are lower than the post-test. The highest pre-test score was 84. Meanwhile the highest post-test score was 92. Apart from that, this study had an average difference between the pre-test and post-test. The pre-test average was 70.75, therefore this study had an average difference between the pre-test and post-test. and the post test average was 84.50. The T test results show a sig value of 0.000, which means $0.000 < 0.005$ (0.000 is smaller than 0.005). Thus, H_a was accepted. It can be concluded that the application of visual thinking strategies has a significant effect on viewing skills in the English learning of grade 11-12 students at SMAN 7 Kediri.

Table 1. Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest Posttest	-13,750	6,340	1,121	-16,036	-11,464	-12,269	31	,000



Graphic 1. The Different of Pre-Test and Post-Test

The findings of this study are consistent with several studies, such as. Zyam's research (2022), Viewing Skills Analysis in Folklore Learning Videos via WhatsApp. Pratiwi research (2024) Viewing Skill in 7th Grade English for Nusantara Student's Book: An Analysis of Strategy . Lowella (2023), Using visual thinking strategies to improve the viewing skills of grade 9 students. The above research has similarities with this researcher, namely that the results show that viewing skills have improved and can make students focus more on learning.

However, the findings this time are different from several previous studies, which were conditioned by Mulyadi (2022). Implementation of Language Viewing Skills in Learning Outcomes of Class X Curriculum Prototype for Indonesian Language School Program Subjects. Albert's research (2022), Visual Thinking Theory-Strategy and Applied Insertion Areas. In contrast to the research above, there are different results from this researcher, namely that the research above has potential applications that have not been explored adequately, especially in the application of Viewing Skills and Visual Thinking Strategies.

CONCLUSION AND RECOMMENDATION

The researcher drew several conclusions from this research. Viewing skills can help students develop knowledge and skills in analyzing visual text. So viewing skills are a very important skill nowadays to keep up with technological developments, especially for English subjects where most of the teaching methods used are ineffective, making students easily bored and often unfocused. There are some students who lack focus when applying viewing skills using video media. After researchers carried out learning by applying visual thinking strategies to understand viewing skills, students focused more on paying attention to the video.

This research uses quantitative methods, to test the reliability of the author using the SPSS 20 program. Data collection was carried out using pretest and posttest. In short, viewing skills with visual thinking strategies using video media contribute to students' English understanding because they can enjoy the process of understanding narrative text material and also make them more active in learning English. There are

several aspects that can be used as good advice for teachers and students. As input material for teachers to choose appropriate learning strategies in teaching English.

One way is to apply visual thinking strategies to viewing skills for English language learning, because viewing skills enable students to learn by utilizing technology. Students can grow their motivation to learn English because having motivation to learn can help students be more active in participating in the learning process and be creative in every teaching and learning activity so that the achievements achieved can be maximized. It is hoped that this research can be useful for other people researchers and can be used as a reference for conducting other research on the same topic or problem. It is hoped that future researchers can add to the advantages and disadvantages so that this research can be even better.

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