

A THESIS

**USING VISUAL LITERACY TO IMPROVE THE STUDENTS'
WRITING SKILL AT XI MIA 1 IN MAN 2 BARRU**



By

**HADI SAPUTRA HARLAH
19.1300.019**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)

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Submitted by:

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to

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Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Hadi Saputra Harlah. *Using Visual Literacy to Improve the Students Writing Skill at XI MIA 1 in MAN 2 Barru* (Supervised by Arqam and Kalsum)

In the context of writing skills, students often face challenges that affect the quality of their writing, including limited vocabulary and a lack of adequate context. This makes it difficult for readers to understand their writing. In addition, lack of attention or focus when writing can also result in the loss of important information in writing. All of these challenges are relevant to the problems faced by students at MAN 2 Barru. The purpose of this research was to know the students writing skills using Visual Literacy.

This research used pre-experimental design. The population of this research was the XI MIA 1 at MAN 2 Barru students. The total sample was 21 students. The steps were consisting of Pre-Test, treatment, and Post-Test. The data gained analyze by use SPSS then explained descriptively.

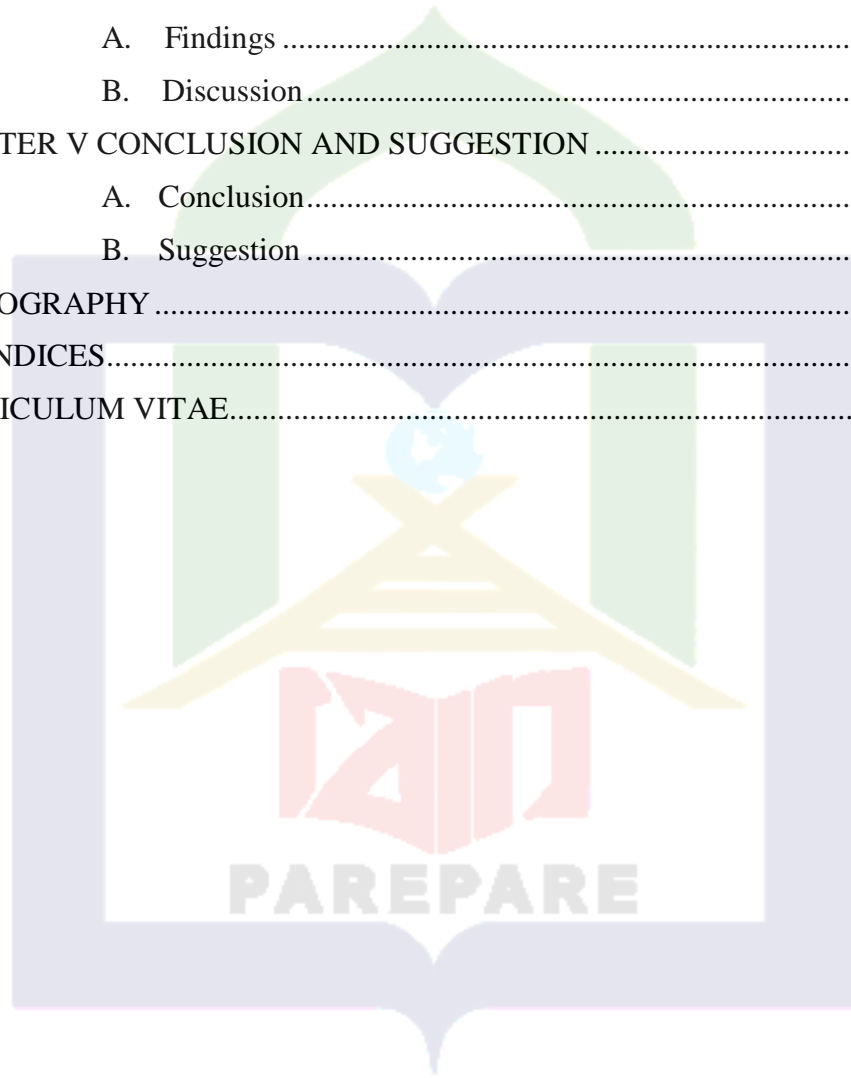
The results showed that the average writing skill of students before using the Visual Literacy was 40,24 and after given treatment using the Visual Literacy was 77,19. Then the results of the Paired sample T-test are Significance Values (2-tailed) in the table in the table shows 0.001, based on the parametric test decision making value Sig (2-tailed) $0.001 < 0.005$ then H_0 (Null Hypothesis) is rejected and H_1 (Alternative hypothesis) is accepted or in the sense that there are results the real difference between the results of the Pre-test and the results of the Post-test can be said that Visual Literacy can improve student writing skills.

Keyword: Students' Writing Skill, Visual Literacy, MAN 2 Barru.

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CHAPTER I INTRODUCTION

A. Background

There are many problems students often face in writing, according to the problems that are often faced by students in understanding writing skills include limited vocabulary where a person may have difficulty understanding writing if he does not know some of the words used in the writing. Then the lack of context. If the writing is not accompanied by sufficient context, then the reader can have difficulty understanding the purpose of the writing and what is being discussed¹.

As well as lack of attention or focus which can cause readers to miss important information in writing or even lose understanding of the writing itself. This problem is also experienced by students of MAN 2 Barru, based on the results of the researcher's interview with one of the teachers at MAN 2 BARRU who said:

Disini anak-anak agak kurang mengerti cara menulis dalam bahasa inggris karena media pembelajaran kurang mendukung dan juga siswa tidak bisa berpikir kritis sehingga tulisanya asal jadi saja².

Students lack understanding of how to write correctly because of the teacher's lack of in-depth knowledge of the media used, one of the media that is often used is visual media in the form of images, but students lack depth on how to describe an image, they more fixated on the shape and what they see but do not care about the meaning in the picture, therefore visual literacy must be improved, to develop students' ideas in writing.

¹ Irfan Masrur, Enny Irawati, and Gunadi Harry Sulisty, "Integrating Writing Process with Quantum Learning Framework in English Language Teaching," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 5, no. 3 (2020).

² Elliyati Razak, English Teacher At MAN 2 BARRU, Entervied on 10 November (2022)

Therefore, besides understanding skills in the Language, in today's digital era, it is important for students to have strong virtual literacy skills to be successful in their academic and professional life. Writing is also an important component of education, and virtual literacy can play an important role in improving students' writing skills. In this proposal, we will explore how virtual literacy can help improve students' writing skills.

The use of visual learning and the idea of literacy to enhance verbal learning is important as cited in Dennise, visual literacy is verbal literacy in human development, basic literacy in thought processes which is the basis for reading and writing. For teaching academic writing, wasalso as cited in Dennise a study to include visual images in their teaching.³

Visual Literacy is part of a learning strategy. Selection of a good strategy can certainly improve learning outcomes. There are many different images of visual literacy and different ways of teaching and interpreting visual literacy. The question you'll be asked when viewing the visuals could be "What do you see in this photo?" and "What came to mind when you first saw this photo?" Questions like these allow the learner to begin the analytical process. When viewing visuals, learners must be able to see, understand, think, create and communicate graphically, images or other icons.⁴

Visual Literacy was also introduced by Khoirul which is defined as the competence to understand the meaning of an image. According to Debes, Visual

³Denise Newfield, "From Visual Literacy To Critical Visual Literacy: An Analysis Of Educational Materials," *English Teaching* 10, No. 1 (2011): 81–94.

⁴S. Suryanto, "How Can Visual Literacy Support English Language Teaching?," *Lingua: Jurnal Bahasa Dan Sastra* 15, No. 1 (2014): 35–43, <https://ejournal.unsri.ac.id/index.php/lingua/index>.

Literacy refers to a group of vision competencies that can be developed by humans by seeing and at the same time possessing and integrating other sensory experiences. The development of these competencies is the basis for normal human learning. When developed, enables the visually literate human to distinguish and interpret visible actions, objects, and symbols, whether natural or man-made, that he encounters in his environment.⁵

Roger conveys a more modern visual literacy, namely understanding messages communicated through spatial frames that utilize objects, images, and time, and their juxtaposition.⁶

Visual Literacy is related to the ability to understand, analyze and use images, graphics and other visual media. This visual literacy ability can have a positive impact on a person's writing skills because among other things it helps understanding. Understanding images or graphics related to certain topics can help someone understand the topic better. This can help someone write about the topic better and more accurately.

Recognized as a whole, visual literacy can help someone improve the quality of their writing by enriching understanding, increasing interest, and depicting information visually. Mustafa Kaya in his article "The Impact of Visual Literacy Awareness Education on Verbal and Writing Skills of Middle School Students" states that the main goal of Turkish language education is mastery of listening, speaking, reading and writing skills. However, a review of previous studies in the literature

⁵Khoirul A, Undang Suryatna, And Ali Alamsyah Kusumadinata, "Improving Student Literacy Skills Through Visual Communication Media," *Indonesian Journal Of Social Research (Ijsr)* 2, No. 2 (2020): 126–33, <https://doi.org/10.30997/Ijsr.V2i2.40>.

⁶Roger B Fransecky And John L Debes, "Visual Literacy: A Way To Learn--A Way To Teach.," *Education Resources Information Center*, 1972, 1–36.

indicated that the students' written expression skills were not at the desired level. It can be said that although various activities aimed at mastering writing skills were carried out, the desired results were not achieved. In addition, previous research in the literature reported that the students were not at the desired level. On the other hand, Benzer and Ünsal reported that 20% of teachers claimed that speaking activities in textbooks did not interest students and 18% stated that these activities did not according to student level. Karadağ reports that the use of photos and pictures in writing practice has an important role in the organization of textual flow. Perhaps the most important contribution of students to writing is using pictures and it will increase their enthusiasm for writing.

Thus, students can acquire the ability to read visual elements in native language education, and also, through the use of quality visual elements, students can improve their writing and verbal skills to a desired level. Therefore, determining the impact of visual literacy on the written and verbal skills emphasized in the Turkish course, can make a significant contribution to the literature.⁷

Based on the reviews above, it can be concluded that visual literacy is a very important to develop for someone who wants to improve the quality of their writing and become a better writer. In this case, writing skills are needed at MAN 2 Barru especially in English subjects, so researchers intend to conduct research on the use of Visual Literacy to improve students' writing skills, to be able to explain information visually, and to make writing more attractive to readers.

⁷Mustafa Kaya, "The Impact Of Visual Literacy Awareness Education On Verbal And Writing Skills Of Middle School Students," *International Journal Of Education And Literacy Studies* 8, No. 2 (2020): 71, <https://doi.org/10.7575/Aiac.Ijels.V.8n.2p.71>.

B. Research Question

Based on the background of the study above, the reasearcher formulates research question as a follows “Is the use of Visual Literacy able to improve the Students writing skill at XI MIA in MAN 2 Barru?”.

C. The Objective of the Research

This study aims to find out whether the use of visual literacy can improve the writing skills of students at MAN 2 Barru, the outline of which will be the aim of this research is “To know the students writing improvement with the use of Visual Literature”.

D. Significances of Research

After conducting the research, the authors hope that this research can make a useful contribution especially for teachers, students and further research, which can be explained below:

1. Students

The results of this study are expected to use visual literacy to help students improve their writing skills, creativity, comprehension, writing attractiveness, and presentation skills. Therefore, the use of visual literacy can be an effective strategy to improve students' writing skills at school.

2. Teachers

From the research that I will do later, I hope that teachers can increase student motivation. By using visual literacy, teachers can increase students' interest in writing and help them achieve better results.

3. Researcher

The results of the research, especially for language researchers, are to increase visual appeal. In the digital era like now, visual appeal is very important to attract readers' attention. By using visual literacy, researchers can add interesting visual elements to increase the appeal of writing and attract readers' attention.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview of Previous Research

There are not many who use this research, but there are some connections from the research concepts that have been studied, among others:

The first research from Habibi which the title "Improving Students' Writing Skills in Descriptive Text by Using Visual-Spatial Intelligence Strategy at MTS Al-Jumhuriyah Sei Rotan" This study aims to determine the improvement of students' writing skills in descriptive text using Visual Spatial Intelligence. The subjects of this study were 19 students of class VIII MTS Al Jumhuriyah Sei Rattan 2019/2020 Academic Year. The data analysis technique of this research uses quantitative and qualitative data. Qualitative data were taken from observation sheets, interviews and documentation. The results of the data analysis showed that the average value of students experienced an increase in students' writing skills from each cycle.⁸

The second research from Alam which the title "Students' Perception Towards the use of Pictures in Writing Descriptive Text" The purpose of this research is to find out whether the use of pictures can improve students' writing skills in descriptive texts and to find out the application of pictures as media in teaching writing on texts descriptive. This research was conducted in the seventh grade of SMP Negeri 1 Gemolong Sragen. The sample is 40 students. The results of the study show that

⁸Habibi Nur, "Students' Perception Towards The Use Of Pictures In Writing Descriptive Text," *Ayaz* 8, No. 5 (2019): 55.

using pictures as media can improve students' writing skills and make class conditions more enjoyable.⁹

The third research from Wuwuh Eti Setiani, which the title "Using Unworded (Wordless) Pictures to Teach Descriptive Text Writing Skills" This study aims to investigate the effectiveness of teaching descriptive text writing using wordless pictures. The method used was pre-experimental with a one-group pre-test and post-test research design. The sample in this study was class VII B, which consisted of 31 students. The research data was collected by giving a pre-test before being given treatment and a post-test after being treated in the form of a text description writing test to 31 students. The results of the study show that teaching writing descriptive text using picture words has a high level of effectiveness.¹⁰

The fourth research from Pradani Yuniyarsih, which the title "Using Picture Word Inductive Model (PWIM) to Teach Junior High School Students in Writing a Descriptive Text" Using the Picture Word Inductive Model as a learning strategy used to learn skills in writing descriptive text in English lessons. In this research, students are expected to be able to create and develop main ideas in describing places or writing descriptive texts. From the vocabulary that has been found, students are expected to be able to make sentences so that in the learning process with interesting and easy-to-understand delivery, students do not feel bored and bored in writing a descriptive text.¹¹

⁹Alam, Suryatna, And Kusumadinata, "Improving Student Literacy Skills Through Visual Communication Media."

¹⁰Setiani Wuwuh Eti, "Using Unworded (Wordless) Pictures To Teach Descriptive Text Writing Skill," 2013, Jurnal.Untan.Ac.Id/Index.Php/Jdpdp/Article/View/3110.

¹¹Pradani Yuniyarsih And Saunir Saun, "Using Picture Word Inductive Model (Pwim) To Teach Junior High School Students In Writing A Descriptive Text," *Jelt* 2, No. 2 (2014): 192–99.

The fifth research from Haryono, which the title "The Use of Image-Based Visual Media in Indonesian Language Learning to Develop Students' Writing Creativity at MI Ma'arif NU Lamuk Kejobong Purbalingga The purpose of this research is to describe and analyze the use of image-based visual media. The process of using image-based visual media in learning Indonesian is carried out by the teacher beginning with a plan to use image media in the implementation of learning and the use of media images in the learning process is carried out properly and systematically.¹²

The differences from some of the research above and what this researcher wants to do, firstly, are from research populations which are definitely different and the environment is also clearly different, more about the practice of virtual literacy itself prioritizing students' understanding and critical thinking about the images that will be shown, images in the form of vectors that have their own concepts, themes and meanings. like some of the studies above which only show pictures and ask students to explain them, the visual literacy learning process that will be carried out by this researcher focuses on the way students read the information in the pictures and writes it down, then regarding the methods in the research focusing on original situations in the application of visual literacy starting from tests, treatments and the process of adapting students to this method itself unlike some previous studies that focused only on the perspective after the method was applied.

¹²Haryono, "Penggunaan Media Visual Berbasis Gambar Dalam Pembelajaran Bahasa Indonesia Untuk Mengembangkan Kreativitas Menulis Siswa Di Mi Ma ' Arif Nu Lamuk Kejobong Purbalingga," 2022.

B. Some Pertinent Ideas

1. Visual

a. The Concepts of Visual

Dennisein her book Educational Process Standard Oriented Learning Strategies divides the classification and types of learning media including Visual Media, namely media that can only be seen, does not contain sound elements. Included in the media are slide films, photographs, transparencies, paintings, drawings, and various forms of sprinted materials such as graphic media and others. Visual-based media (images or parables) play a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student interest and can provide a relationship between the content of subject matter and the real world. To be effective, visuals should be placed in meaningful contexts and students must interact with the visuals (images) to ensure information processing occurs.¹³

Visual is everything related to pictures, photos, illustrations, and other visual elements that are used to convey messages or information. In the context of visual communication, visuals are a way of expressing ideas or concepts through the use of visual elements such as color, shape, line and texture. Visuals can also refer to things that are visible, such as a work of art, a film, or the appearance of the user interface on an application or website. In general, visuals are an effective way of reinforcing a message or concept, and can help make information easier to understand and remember.

¹³Dennise, "From Visual Literacy To Critical Visual Literacy: An Analysis Of Educational Materials."

b. Function of Visual

According to Francesky, put forward four functions of learning media, especially visual media, namely attentional functions, affective functions, cognitive functions, and compensatory functions. The function of visual media attention, which is to attract and direct students' attention to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text of the subject matter.¹⁴

c. Strengths and Weaknesses of Visual

Wahana and Mukti explained that visual media has advantages and disadvantages as follows.

1) Strengths of Visual:

Visual Strengths in Communication: Utilizing visuals in various forms provides numerous advantages that enhance understanding, engagement, and overall effectiveness. Strengths of visual sections:

- a) Generally cheap
- b) Easy to get
- c) Easy to use
- d) Can clarify a problem
- e) More realistic
- f) Repeatable, can be read many times by storing it or clipping it.

¹⁴Fransesky And Debes, "Visual Literacy: A Way To Learn--A Way To Teach."

- g) Analysis is sharper, can make people really understand the contents of the news with deeper analysis and can make people think more specifically about the contents of the writing.
- h) Learning using visual media will be more interesting, effective and efficient.
- i) The learning process will be more fun and not boring, because it is accompanied by an interesting combination of pictures.
- j) Can help overcome the limitations of observation.
- k) Can overcome the limitations of space and time.

2) Weaknesses of Visual:

Despite the numerous strengths of visual elements in communication and education, it is essential to recognize and acknowledge the weaknesses they may possess. The parts:

- a) Picture sizes are often inappropriate in large group teaching.
- b) Requires the availability of resources and skills, and the teacher's foresight can take advantage of them.
- c) Slow and impractical.
- d) There is no audio, visual media is only in the form of writing, of course it cannot be heard, so that the material presented is not detailed enough.
- e) Limited visuals, this media can only provide visuals in the form of images that represent news content.¹⁵

¹⁵Wahana And Mukti, "The Impact Of Visual Literacy Awareness Education On Verbal And Writing Skills Of Middle School Students."

d. Kinds of Visual

Arsyad classified visual media into five parts. There were picture or photos, sketch, cartoon, poster, and media slide. Picture or photos was the most common media. It was similar with real object. It was the most common language that was easy to understand, my point was from this media students could easy to interpret abstract concept into more realistic or concrete.

Whereas, sketch was a picture that seem rough draft. It presented without detail. The usage sketch in learning process to attract attention of students. Cartoon was depiction that form a caricature or painting of person, idea, and situation. It designed to influence opinion of students. Usefulness cartoons to teach could clarify the content of the material.

Posters made on paper, cloth, and wood sticks. Poster was not only important to convey a particular message or impression but also able to influence and motivate the behavior from people who saw it. The media slide was visual media that projected through a device that called the Slide Projector. A slide program usually consisted of several frames that much depended on the material.¹⁶

2. Literacy

a. Concepts of Literacy

The definition of literacy in 1957 states, BA people are literate people who can with good understanding read and write simple short statements in their daily lives. UNESCO's definition can be considered broader because it

¹⁶Miftahul Reski Putra Nasjum, "Improving Students' Writing Skills In Descriptive Text By Using Visual-Spatial Intelligence Strategy At Mts Al- Jumhuriyah Sei Rotan A," *Kaos Gl Dergisi* 8, No. 75 (2020): 147–54

places literacy in the context of society rather than defining literacy at the individual level. In addition, UNESCO allows individuals to answer the question whether they can read and write, opening up the possibility that other forms of reading and writing, such as augmentative communication, may be accepted rather than imposing uniform standards.¹⁷

Literacy is a person's ability to read, write, and understand information presented in various forms and formats, including written, visual, and digital text. In a broader context, literacy also includes the ability to think critically, communicate effectively, and use information to make the right decisions. In short, literacy can be interpreted as the ability to understand and use information properly and correctly.

b. Types of Literacy

The various types of literacies that have been taken into account in this research paper include, computer, vernacular, digital, visual, school, media, health, emotional, cultural and moral:

1) Computer Literacy

In the present existence, computer literacy is regarded as indispensable for the individuals, engaged in any occupation or task. In various fields, education, management, administration, law, medical, health care, science, technology, engineering, and so forth, functions and job duties are carried out through making use of computers. For example

¹⁷Ronald T. Kellogg And Bascom A. Raulerson, "Improving The Writing Skills Of College Students," *Psychonomic Bulletin And Review* 14, No. 2 (2007): 237-42, <https://doi.org/10.3758/Bf03194058>.

is Computer Use Basics, Knowledge of the Internet, Use of Software, Cyber Security, Programming and Coding, Data Management, Computer Use Ethics and Policy.

2) Vernacular Literacy

Vernacular literacies in the present include articles and it begins with writing. The development of new models in terms of vernacular literacy begins with writing. As when the students are provided with articles, they first of all learn to read and comprehend them. Previously, mass literacy was almost exclusively described from the reading perspective. For example, is Native language education, Indigenous literature, Community-based language initiatives, Oral tradition and storytelling, Language immersion programs.

3) Digital Literacy

Digital literacy is defined as making use of technologies to find, use and disseminate information. It is observed from different perspectives, depending upon the disciplines. For example, is Internet navigation, Information evaluation, Digital communication, Cybersecurity and privacy, Media literacy, Digital creativity, Online research and learning.

4) Visual Literacy

Visual literacy is referred to the group of vision competencies that the human being can develop by seeing and at the same time having and integrating other sensory experiences. The development of these

competencies is fundamental to normal human learning. When the individuals are able to effectively develop these, then they are able to discriminate and interpret the visible actions, objects and symbols that are natural and man-made. For example, is Interpreting photographs, analyzing infographics, understanding visual storytelling, critically evaluating advertisements, creating visual presentations, understanding art and design, Interpreting media and advertisements.

5) School Literacy

School literacy is regarded as a social activity. It has become a popular aspect in the field of education over the past three decades. From this perspective, literacy is no longer framed as the discrete set of individual cognitive skills. For example is Reading comprehension, Writing skills, Phonics and phonological awareness, Vocabulary developmen, Literacy across disciplines, Information literacy, Oral communication, Media literacy.

6) Media Literacy

It is of utmost significance within the society that the individuals are not only able to identify but also facilitate the acquisition of skills and abilities. These are required by the population to make use of information and communication technologies in an appropriate manner. These skills and abilities are much debated in the lab our markets, home, education, leisure, communications environments and so forth. For example is Analyzing news sources, Recognizing media bias, Evaluating

advertisements, Understanding media representations, Media literacy and social media, Creating media content, Understanding media effects.

7) Health Literacy

Health literacy is the literacy that entails knowledge and understanding among the individuals in terms of health and well-being. Reading and understanding medication labels: Health literacy includes the ability to read and understand medication labels, including dosage instructions, potential side effects, and warnings. For example, is Comprehending healthcare information, evaluating health information sources, making informed healthcare decisions, communicating with healthcare providers, Preventive healthcare, Managing chronic conditions, Health advocacy.

8) Emotional Literacy

Emotions are an integral part of individuals. These are referred to feelings, sentiments, reactions, passions, excitements and sensations. Positive emotions tend to make the individuals feel pleasurable and contented. Whereas, negative emotions are the ones that makes them feel depressed, frustrated and angry. For example is Identifying emotions, Understanding emotions, Expressing emotions, Regulating emotions, Empathy and understanding others, Conflict resolution, Self-reflection and self-awareness, Building positive relationships

9) Cultural Literacy

When one is understanding cultural literacy, then first and foremost aspect is, individuals need to acquire an efficient understanding of morality and ethics. When one depicts morality and ethics in implementation of tasks as well as in coping with individuals, then it is stated that individuals are adequately implementing cultural traits. For example is Familiarity with classic literature, Understanding historical events, Appreciating art and artistic movements, Knowledge of cultural traditions and celebrations, Understanding cultural symbols and icons, Appreciating diverse cultural perspectives, Knowledge of popular culture references.

10) Moral Literacy

Moral literacy is the literacy that is related to the presence of moral knowledge. It is essential for everyone to be acquainted with this moral knowledge. Every individual has the main objective to live a meaningful life and to render an effective participation towards promoting well-being of the community.¹⁸ For example is Honesty and integrity, Respect for others, Responsibility and accountability, Compassion and empathy, Justice and fairness, Civic responsibility, Environmental stewardship, Ethical decision-making.

¹⁸ Kellogg, R. T., & Raulerson, B. A. (2007). Improving the writing skills of college students. *Psychonomic bulletin & review*, 14, 237-242

c. Component of Literacy

The components of information literacy consist of early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy. In the Indonesian context, early literacy is needed as a basis for acquiring later stages of literacy. The literacy components are explained as follows:

- 1) Early Literacy, namely the ability to listen, understand spoken language, and communicate through pictures and speech which is shaped by his experience interacting with his social environment at home. The experience of students in communicating in their mother tongue forms the foundation for the development of basic literacy.
- 2) Basic Literacy, namely the ability to listen, speak, read, write, and count (counting) related to the analytical abilities to calculate (calculate), perceive information (perceiving), communicate, and describe information (drawing) based on personal understanding and conclusion.
- 3) Library Literacy, among other things, provides an understanding of how to differentiate between fiction and non-fiction reading, utilizes reference and periodical collections, understands the Dewey Decimal System as a classification of knowledge that makes it easy to use the library, understands the use of catalogs and indexing, and has knowledge in understand information while completing a piece of writing, research, work, or solving a problem.
- 4) Media Literacy, namely the ability to know different forms of media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use.

5) Technology Literacy, namely the ability to understand the completeness that follows technology such as hardware (hardware), software (software), as well as ethics and etiquette in utilizing technology.

6) Visual Literacy, is an advanced level of understanding between media literacy and technology literacy, which develops learning abilities and needs by utilizing visual and audiovisual materials critically and with dignity.¹⁹

3. Visual Literacy

Visual literacy encompasses both the receptive and productive aspects of visual communication. Receptively, it involves the ability to decode and interpret visual messages, understanding the intended meaning, symbolism, and visual cues. This includes analyzing visual elements such as color, composition, perspective, scale, and visual metaphors. It also involves understanding how visuals are used to convey information, emotions, or narratives in different contexts.

Marantika defines visual literacy as “the ability to ‘read,’ interpret, and understand information presented in pictorial or graphic images”. Associated with visual literacy is visual thinking, described as “the ability to turn information of all types into pictures, graphics, or forms that help communicate the information ”The ERIC 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”.²⁰

¹⁹E. Sutton Flynt And William Brozo, “Visual Literacy And The Content Classroom: A Question Of Now, Not When,” *The Reading Teacher* 63, No. 6 (2010): 526–28, <https://doi.org/10.1598/Rt.63.6.11>.

²⁰J E R Marantika, “The Contribution Of Visual Literacy And Creative Thinking On Writing Skills,” *Journal International Seminar On Languages ...* 1, No. 1 (2019): 2017–20, <http://journal.unj.ac.id/unj/index.php/islalae/article/view/10864>.

Visual literacy is the ability to find meaning in imagery. It involves a set of skills ranging from simple identification--naming what one sees--to complex interpretation on contextual, metaphoric and philosophical levels. Many aspects of cognition are called upon, such as personal association, questioning, speculating, analyzing, fact-finding, and categorizing.²¹

Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture.²²

Visual literacy is the ability to interpret and give meaning to information in the form of images or visuals. Visual literacy comes from the idea that an image can be 'read' and meaning can be communicated from the reading process. The term visual literacy was introduced by John Debes, co-founder of the International Visual Literacy Association. in 1969. Basically visual literacy tries to explain how humans see objects or objects and then interpret and what is learned from reading it²³

21Deborah L. Begoray, "Through A Class Darkly: Visual Literacy In The Classroom," *Canadian Journal Of Education* 26, No. 2 (2001): 201–17, <https://doi.org/10.2307/1602201>.

22 ACRL Visual Literacy Competency Standards for Higher Education, "No Title," 2011,

23 Daru Tunggul Aji, "Literasi Visual Sebagai Pendekatan Dalam Pembelajaran Fotografi," *Rekam* 17, no. 2 (2021): 123–34, <https://doi.org/10.24821/rekam.v17i2.5660>.

Visual literacy is defined as the ability to understand and use images, including the ability to think, learn, and express oneself in terms of images. Visual literacy is the ability to interpret, use, and create visual media to improve processes, decision making, communication, and learning. Visual literacy is an ability to interpret visual messages and create messages in a communication.²⁴

Visual literacy is a person's ability to understand, analyze and interpret messages conveyed through pictures, graphs, diagrams and other visual media. Visual literacy skills also include the ability to produce effective and persuasive visual communications, as well as understand the influence that visual media has on perception and worldview.

4. Writing skills

a. The Concepts of Writing

Writing is one of the four skills LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word formant function. Generally, writing is very important that communication is transmitted more through writing than any other type of media. So, Students need effective writing skills to meet their academic needs and workplace requirements.²⁵

²⁴ Linda Lohr, "Creating Graphics for Learning and Performance: Lessons in Visual Literacy" 1 (2008): 48–59.

²⁵Ronald T.Kellogg, "Ning W Riting S Skills: A Co Ognitive E Devel Opmen Ntal Per Rspectiv Ve," *Writing Research* 1 (2008): 1–26, [Http://Dx.Doii.Org/10.17239/Jowr-2008.01.01.1](http://Dx.Doii.Org/10.17239/Jowr-2008.01.01.1).

In addition, Scott as cited in defines Writing is an interesting activity, it can give students some advantages although basically there are difficulties in writing but it is still a useful, essential, integral and enjoyable part of the foreign language lesson.²⁶

Writing is one of the four language skills that should be acquired by the students. This is an activity of using language to express the ideas, feeling or desire in the written form. Writing is essential for students to develop their English because it offers benefit to the students which the students write to make their ideas clear and comprehensible.²⁷

From some of definition above, we can conclude that Writing skills is a person's ability to express ideas and thoughts in writing in a way that is clear, effective, and easily understood by readers. Good writing skills include the ability to organize ideas, develop strong arguments, use proper grammar and vocabulary, and make writing that is easy to understand and interesting. Writing skills are very important for various professions and activities, such as academia, business, journalism, and so on.

b. The Purpose of Writing

Every activity has a purpose, so do writing. Writing also has a purpose. Writing Form Process Purpose, she said that the purposes of writing are:

²⁶Kellogg And Raulerson, "Improving The Writing Skills Of College Students."

²⁷Muhammad Fareed, Almas Ashraf, And Muhammad Bilal, "Esl Learners' Writing Skills: Problems, Factors And Suggestions," *Journal Of Education & Social Sciences* 4, No. 2 (2016): 83–94, <https://doi.org/10.20547/Jess0421604201>.

- 1) To inform, you may have more than one purpose in any assignment. You may wish primarily to inform, that is, to convey information.
- 2) To amuse, when your purpose in writing is to amuse or entertain, be funny if you can; but examine carefully the humor you plan to use.
- 3) To satirize, satire is often a form of humor, but it is always humor with a serious purpose – to effect reform.
- 4) To persuade, if your purpose in writing is to persuade you desire to influence your reader's thoughts or action.

The explanation above is the purpose of writing for general writer, but the purpose for students is learning. According to Fred D. White. Writing means learning. Because of that writing has several other purposes for students in writing or it also can be called several other functions of writing for students. They are:

- 1) Writing can improve a students' academic performance.
- 2) Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.
- 3) Writing enhances personal and community relationships.²⁸

²⁸Sim Monica Ariana, "Some Thoughts On Writing Skills," *Journal Of English Department* 1, No. 1 (2018): 134–40, [Http://People.Uncw.Edu/Tanp/Writingwell.Html](http://People.Uncw.Edu/Tanp/Writingwell.Html).

c. The Process of Writing

That there are four-steps in the writing process. They are planning, drafting, editing and final draft. Each step is described as follows:

Step 1: Planning

In this stage, students plan some ideas that they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include.

Step 2: Drafting.

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing.

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. According to Richards & Renandya, students can publish, share or read their writing or merely display texts on notice-boards based on the classroom instruction. All of the writing process above cannot be separated because those are elements in composing a good written text.²⁹

d. The Problems of Writing

Writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour-not counting the thought and research that went on before the actual writing. Therefore, many problems faced by teachers and students.

The first problem is “the less proficient writer” problem. Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is teacher should teach less proficient writers the writing process. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities. The second problem is “I can’t write English” problem.³⁰

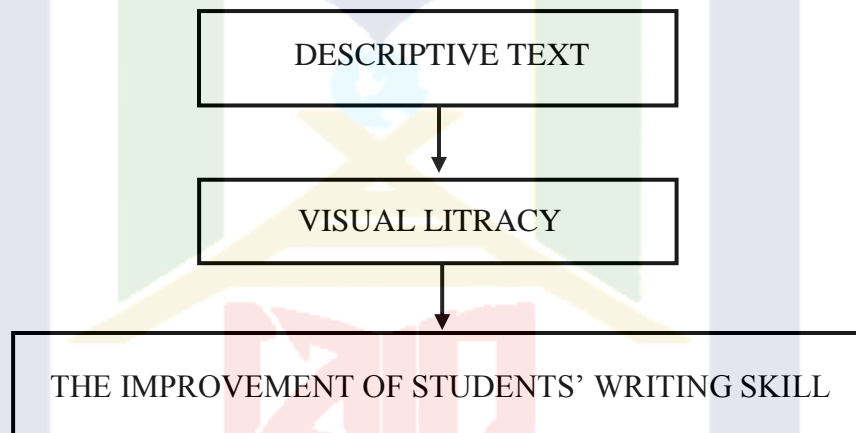
²⁹Miftahul Reski Putra Nasjum, “Improving Students’ Writing Skills In Descriptive Text By Using Visual-Spatial Intelligence Strategy At Mts Al- Jumhuriyah Sei Rotan A.”

³⁰ Betty Mattix D Ietsch, Reasoning & Writing Well, (Ohio: Mcgraw Hill, 2003), P.25

C. Conceptual Framework

The main focus of this research is using discovery learning method in learning writing at eleventh grade students of MAN 2 BARRU. The framework is a description of the pattern of relationships between concepts or variables and is a complete picture of the research focus. The framework of thought is usually presented in the form of a schematic chart.³¹

The main focus of this research is using Visual Literacy to improve writing skill the Eleventh grade students at MAN 2 BARRU. The researchers design the conceptual framework of this research by showing diagram below.



D. Hypothesis

H0: There is no effect of using Visual Litracny method to Increase Students' Writing Skill.

H1: There is effect of using Visual Litracny method to Increase Students' Writing Skill.

³¹ Sekolah Tinggi Agama Islam, "Pedoman Penulisan Karya Ilmiah" (Parepare: Departemen Agama, 2013), hal. 26.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher wants to established possible cause and effect between dependent and independent variable.

Table 3.1 Pretest-Posttest Design

Pre- Test	Treatment	Post-Test
O ₁	X	O ₂

Where:

O1: Pretest

X : Treatment

O2: Posttest

B. Location and duration of the research

1. Research Location

The location of the research was conducted MAN 2 BARRU. It located in Jln. Cilellang, Lakalitta, Kec. Mallusetasi, Kabupaten Barru, Sulawesi Selatan and the researcher did the research about 45 days including of analysis data.

2. Research Time

This Research had conduct approximately a month (adjusted to the needs of the researcher).

C. Population and Sample

1. Population

The population of this research was eleventh Grade Students' at XI MIA 1 in MAN 2 Barru.

Table 3.2 The population of this research.

NO	Class	Total Students
1	MIA I	21
2	MIA II	18
3	MIA III	20
4	IIS I	19
5	IIS II	17
Total Population		95

2. Sample

According to Sugiyono the sample is part of the number and characteristics possessed by the population. So the sampling technique in this research is *Purposive Sampling*. According to Sugiyono purposive sampling is about sample which proper to the criteria of the class.³² The criteria of the sample was available in experimental class. The sample can be choose for class experiment which is Eleventh Natural Science Class which each number of students are 21 students.

³²Dr Sugiyono Prof., "Metode Penelitian Kuantitatif Kualitatif Dan R&D. Intro (Pdfdrive)," Bandung Alf, 2011.

D. Procedure of Collecting Data

1. Data Collection

Data collection is an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general, there are several methods of data collection techniques, namely.

a. Test

The test as a data collection instrument is a series of questions or exercises used to measure the knowledge skills, intelligence abilities or talents of Eleventh Natural Science MAN 2 BARRU

- 1) Pre-test is an activity to test the level of students' learning writing of the material had been delivered; the pre-test is carried out before teaching activities begin. Before researcher giving the treatment on the first meeting researcher will gave pre-test to students' to identify the students' writing Ability.
- 2) The post-test is the test that the researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvment in English. The smilar test will be given from pretest.

b. Treatment

The researcher gives the treatment to students. This treatment will be conducted for four meetings. The procedure of the treatment as follow:

- 1) The first meeting: The researcher will explain about the Descriptive text material then form permanent groups and show an image through a

projector and each group discusses and writes down information about the image.

- 2) The Second meeting: Students and researchers jointly analyze the pictures that have been shown in the previous meeting and also the researcher will correct students' writing errors in groups
- 3) The Third meeting: The researcher will show another picture and ask students to write down information about the picture shown individually.
- 4) The Fourth meeting: Students and researchers jointly analyze the pictures that have been shown in the previous meeting and also the researcher will correct individual student writing errors.

E. Instrument of the Research

According to Sugiono saying an instrument is a tool used to collect data. It means that instrument are a tool or facilities that are used by the writer to collect the data completely and systematically.³³ Instrument of this research is writing test, students' writing will be analyzed by using assessment rubric below :

WRITING ASSESSMENT RUBRIC

Table 3.3 Classification of Students' Writing Score

No	Aspect	Criteria	Score
1.	Content	• Relevant to topic	4
		• Mostly relevant to topic but lacks detail	3
		• Inadequate development of topic	2

³³ Dr Sugiyono Prof., "Metode Penelitian Kuantitatif Kualitatif Dan R&D. Intro (Pdfdrive)," Bandung Alf, 2011.

		<ul style="list-style-type: none"> • Not relevant to topic 	1
2.	Organization	<ul style="list-style-type: none"> • Ideas clearly stated and supported, well organized (generic structure) • Loosely organized but main ideas stand out, not well organized (generic structure) • Ideas confused or even no main ideas, bad organized (generic structure) • Does not communicate , not organized 	4 3 2 1
3.	Language use	<ul style="list-style-type: none"> • Few errors agreement, tenses, number, word order, article, pronouns of preposition • Several errors of agreement, tenses, number, word, order, article, pronouns of preposition • Frequent errors of agreement, tenses, number, word order, article, pronouns of preposition • Dominated by errors 	4 3 2 1
4.	Mechanics	<ul style="list-style-type: none"> • Few errors of spelling, punctuation, capitalization, and paragraphing • Occasional errors of spelling, punctuation, capitalization, and paragraphing 	4 3 2

		<ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, and paragraphing • Dominated by errors³⁴ 	1
--	--	--	---

(Rubrik: Moh. Choirul Huda, 2017/2018;5)

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, then analyzes the data using statistical methods that have been available.³⁵

1. Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting inferential analysis.

a). Scoring the students' correct answer of pre-test and post-test by using formula:

$$\text{score} = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to

³⁴ Bram, Barli, *Write Well Improving Writing Skills*, Yogyakarta: Kanisius, 1995.

³⁵ Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2014).

understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

b). Classifying the score students' classification as follow:

Table 3.4 Classification of Students' Writing Score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ³⁶

(Score: Shuharsimi Arikanto, 2013;281)

c) Percentage of students' reading score using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: Percentage

F: Frequency

N: Total Number of Students

³⁶Suharsimi Arikunto, *Dasar Evaluasi Pendidikan, Edition Of Revisi (Cet. X, Jakarta: Bumi Aksara, 2011),P.245.*

d). To find out the average score following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} : Mean Score

$\sum x$: The total number of the students score

N : The number of student

e). Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where: S : The standard Deviation

SS : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N : Total number of student³⁷

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

f). The formula used in finding out the difference between students' score in pre-test and post-test following formula:

³⁷Ph. D Rukminingsi, M.Pd, Dr. Gunawan Adhnan,. Ph.D, Prof. Muhammad Adnan Latief, M.A., "Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas," 2020.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

- t : Test of significance
 \bar{x}_1 : Mean score of Pre Test
 \bar{x}_2 : Mean score of Post Test
 SS_1 : Sum square of Pre Test
 SS_2 : Sum square of Post Test
 n_1 : Number of students' of Pre Test
 n_2 : Number of students of Post Test
 1 : Constant number
 2 : Number of class³⁸

T test become very essential test for comparing the two findings result data which has different category of sample and average result.

³⁸Nurvitasasari, "The Use Of Show And Tell (S&T) Method In Teaching Vocabulary At The Second Year Students' Of Juniar High School (Smp) Negeri 4 Galesong Selatan Kabupaten Takalar" (2017).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research deal with the classification of the students' pre- test and post-test. To find out the justification of the question in the previous chapter, the researcher supervised a test that was given twice. A pre-test was given before treatment to know the students' writing skill in analytical exposition text before doing the treatment, while post-test was given after treatment that is knowing the students' writing skill after doing treatment and the result of the post-test of this research can answer the question of this research that aims to find out through using Visual Literacy can improve writing skill students' at MAN 2 BARRU

This research is conducted in writing skill students of MAN 2 BARRU as the location which chosen by the research when its observing, this research is processing by follow some step which also referred to the methodology of research, some of the step beginning from the observation step. After do the observation to make clear which the sample are ready to be experimented, than the researcher again try to creat some of the research planning for using at class.

Student scores on the pre-test The pre-test was carried out before giving treatment. Students were given a pre-test, the researcher found the results of students' writing skills in the pre-test based on aspects of writing before giving collaborative writing whose content, organization, use of language, and mechanics, were analyzed and produced information as in the following table:

Table 4.1 The Students Score in Pre-Test based on scoring rubric of writing

N0	Mastery category	Pre-Test Results	
		Frekuensi	Persen
1	Very good 80-100	0	0%
2	Good 66-79	0	0%
3	Fair 56-65	0	0%
4	Poor 40-55	8	38%
5	Very poor <35	13	62%
Total		21	100

According to the data analysis above there are 13 students 62% got score in very poor, poor category was 8 students or 38% from total students, and the category of fair was 0 students or 0% from total students, while category of good was 0 students or 0% from total students, and the category of very good was 0 students or 0% from the total students.

Based on the explanation above, the researchers found that factors make students' writing skills because of limited facilities that do not support the learning process and educators who are innovative in developing descriptive text materials, students' interest is also a factor that makes their writing skills low.

Table 4.1.1 The Pre Test With the rubric assessment given to students

C	SAMPLE	CRITERIA				TOTAL	SCORE	CLASIFICATION
		CONTENT	Organization	Language Use	Mechanics			
1	STUDENT 1	2	1	2	1	6	37.5	VERY POOR
2	STUDENT 2	1	2	2	1	6	37.5	VERY POOR
3	STUDENT 3	3	1	1	2	7	43.75	POOR
4	STUDENT 4	1	2	2	2	7	43.75	POOR
5	STUDENT 5	2	1	2	1	6	37.5	VERY POOR
6	STUDENT 6	1	2	1	2	6	37.5	VERY POOR
7	STUDENT 7	2	2	1	2	7	43.75	POOR
8	STUDENT 8	2	1	2	1	6	37.5	VERY POOR
9	STUDENT 9	1	2	1	2	6	37.5	VERY POOR
10	STUDENT 10	2	2	2	1	7	43.75	POOR
11	STUDENT 11	2	1	2	2	7	43.75	POOR
12	STUDENT 12	2	2	1	2	7	43.75	POOR
13	STUDENT 13	1	2	2	1	6	37.5	VERY POOR
14	STUDENT 14	2	2	1	2	7	43.75	POOR
15	STUDENT 15	2	1	2	1	6	37.5	VERY POOR
16	STUDENT 16	1	2	1	2	6	37.5	VERY POOR
17	STUDENT 17	2	1	2	3	8	50	POOR
18	STUDENT 18	1	2	1	2	6	37.5	VERY POOR
19	STUDENT 19	2	1	2	1	6	37.5	VERY POOR
20	STUDENT 20	2	1	2	1	6	37.5	VERY POOR
21	STUDENT 21	1	2	1	1	5	31.25	VERY POOR

Based on the result above, the researcher is going to presented the descriptive statistic for the students writing skill using the Visual Literacy explained below:

Table 4.2 Descriptive of Pre-Test

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
Pre-test Result	21	31	50	40,24	4,122	
Valid N (listwise)	21					

Column N represents the sample size, which indicates the number of observations available for the pre-test variable. In this case, the sample size is 21, indicating that there are 20 data points used in the calculation of the descriptive statistics. The minimum column shows the lowest observed value in the pre-test

variable. In this case, the minimum value is 31. The maximum column displays the highest observed value in the pre-test variable. Here, the maximum value is 50.

The mean column represents the average value of all the data points in the pre-test variable. In this case, the mean value is 40,24. The deviation column indicates the standard deviation of the data points in the pre-test variable. The standard deviation is a measure of how spread out the data is from the mean. In this case, the standard deviation is 4.122. Additionally, there is a row labeled "Valid N (listwise)" which signifies the number of cases that have complete data for all variables involved in the analysis. In this instance, the value of 21 indicates that all 21 data points were used in calculating the descriptive statistics. The students' score in post-test Meanwhile:

Table 4.3 Result of Post-Test

NO	Kategori Penguasaan	Hasil Pre test	
		Frekuensi	Persen
1	Very good 80-100	10	47%
2	Good 66-79	9	42%
3	Fair 56-65	2	9,5%
4	Poor 40-55	0	0%
5	Very poor <35	0	0%
Total		21	100

According to the data analysis above, after giving treatment there are 0 students 0% got score in very poor, poor category was 0 students or 0% from total students, and the category of fair was 2 students or 9,5% from total students, while category of good was 9 students or 42% from total students, and the category of very good was 10 students or 47% from the total students.

Based on the explanation about the result of the posttest above, it can be concluded that there is a significance change in students writing skills, it affected by the treatment that given to students by using Visual Literacy.

Table 4.3.2 The Post Test With the rubric assessment given to students

NO	SAMPLE	CRITERIA				TOTAL	SCORE	CLASIFICATION
		CONTENT	Organization	Language Use	Mechnics			
1	STUDENT 1	4	4	3	3	14	87,5	Very Good
2	STUDENT 2	3	3	2	4	12	75	Good
3	STUDENT 3	4	2	4	3	13	81,25	Very Good
4	STUDENT 4	3	3	3	3	12	75	Good
5	STUDENT 5	3	3	3	4	13	81,25	Very Good
6	STUDENT 6	3	2	3	4	12	75	Good
7	STUDENT 7	4	4	3	3	14	87,5	Very Good
8	STUDENT 8	3	3	4	3	13	81,25	Very Good
9	STUDENT 9	3	2	3	2	10	62,5	Fair
10	STUDENT 10	3	3	4	3	13	81,25	Very Good
11	STUDENT 11	3	2	3	3	11	68,75	Good
12	STUDENT 12	4	4	3	4	15	93,75	Very Good
13	STUDENT 13	4	2	3	2	11	68,75	Good
14	STUDENT 14	3	3	2	3	11	68,75	Good
15	STUDENT 15	3	3	4	3	13	81,25	Very Good
16	STUDENT 16	4	3	3	3	13	81,25	Very Good
17	STUDENT 17	3	2	3	2	10	62,5	Fair
18	STUDENT 18	4	3	4	3	14	87,5	Very Good
19	STUDENT 19	3	2	3	3	11	68,75	Good
20	STUDENT 20	3	3	2	4	12	75	Good
21	STUDENT 21	4	3	2	3	12	75	Good

Based on the result above, the researcher is going to presented the descriptive statistic for the students writing skill using the Visual Literacy explained below:

Table 4.4 Descriptive of Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Result	21	63	94	77,19	8,412
Valid N (listwise)	21				

The column N represents the sample size, indicating the number of observations available for the post-test variable. In this case, the sample size is 21, indicating that there are 21 data points used in the calculation of the descriptive statistics. The minimum column shows the lowest observed value in the post-test variable. In this case, the minimum value is 63. The maximum column displays the highest observed value in the post-test variable. Here, the maximum value is 94. The mean column represents the average value of all the data points in the post-test variable. In this case, the mean value is 77,19. The deviation column indicates the standard deviation of the data points in the post-test variable. The standard deviation is a measure of how spread out the data is from the mean. In this case, the standard deviation is 8,412. Additionally, there is a row labeled "Valid N (listwise)" which signifies the number of cases that have complete data for all variables involved in the analysis. In this instance, the value of 21 indicates that all 21 data points were used in calculating the descriptive statistics for the post-test variable.

The improvement of the students' can be explained for the answered according to the score which students get in pre and post test, it can be explained below:

Paired T-Test is a parametric test that can be used on two data between pre and post test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	Pre-test Result - Post-test Result	36,952	9,656	2,107	41,348	32,557	17,536	20	,000

Based on the statistical analysis conducted, the results indicate that there is a significant difference between the pre-test and post-test results. The mean difference of 36.952 suggests an improvement or change in the dataset on average. The standard deviation of 9.656 indicates the variability of the differences around the mean, showing the range of individual responses. The standard error mean of 2.107 reflects the precision of the estimated mean difference.

The 95% confidence interval of the difference, ranging from 32.557 to 41.348, provides a range within which the true difference between the means is estimated to fall with 95% confidence. This range gives us an idea of the level of certainty about the observed difference.

The t-value of 10.100 is a measure of the difference between the means of the paired samples relative to the variability within the sample. With 19 degrees of freedom, which represents the amount of information available for estimating the population parameters, the t-value is calculated.

The significance value (2-tailed) of 0.001 suggests that the observed difference is statistically significant. This means that it is unlikely to have occurred by chance alone. Therefore, we can reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1), which suggests that Visual Literacy can improve students' writing skills.

Thus, the result of analysis the obtained t value $17,536 > 1,720$, which means that Visual Literacy able to improve students writing skills at MAN 2 Barru.

B. Discussion

In learning writing in the classroom there are often many problems that are found so that students cannot improve their writing skills. There are at least two problems that Betty expressed in the journal she wrote. Less proficient writers jump the process of writing by skipping the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is that teachers should teach less proficient writers the writing process. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities.

In the Content aspect, during the pre-test, there were still many who could not directly understand the topic and lacked detail in the explanation, only wrote what they saw, after conducting the post-test, the results began to be relevant to the topic, and even worked out in detail and had meaning or content in visual literacy.

In the Organizational aspect, during the pre-test there were still many who did not understand the structure in writing, and were also still confused about choosing the right words to use in a paragraph, and there was no meaning contained in the writing. After the post-test, the results writing has begun to be organized and directed, even very easy to understand and has an inherent meaning,

Accordance with the opinion of Muhammad Kharizmi in his research that literacy should not only be interpreted as the ability to read and write alone, but has a broader understanding and meaning.³⁹

In the use of language, in the pre-test process there is using very minimal language and inaccurate tenses, after the posttest students begin to realize tenses and improve. In the Mechanics aspect during the pre-test there were several errors in the use of incorrect spelling and a lack of writing skills and student learning attractiveness after the post-test was carried out,

The results were very clear in choosing the use of spelling and students' learning motivation and attractiveness were already visible, as has been researched by Juliaans Marantika and Jolanda Tomasouwf that it needs to be added that choosing good visual material is very important in developing creativity and artistic thinking skills. Visual ability has good interest and motivation to learn.⁴⁰

This implies that the teaching or learning method used between the pre-test and post-test is effective in addressing these areas of improvement. However, it is

³⁹ Muhammad Kharizmi, "Feldpostbrief Des Staatlichen Gymnasiums Dresden-Neustadt," *Jupendas: Jurnal Pendidikan Dasar* 2, no. 2 (2015): 11–21.

⁴⁰ Marantika, "The Contribution Of Visual Literacy And Creative Thinking On Writing Skills."

helpful to know more about the specific teaching strategies or interventions used during this period to provide a more comprehensive evaluation of the effectiveness of the learning process.

In Daru Tunggul Aji's research there is an explanation in visual literacy that needs to be understood is critical thinking. This is because a photograph is a visual message full of interests, in the sense that a photograph designed by a photographer is not only a medium for conveying (visual) messages, but also involves interests related to the audience. Visual material in photos opens up opportunities to be read with a variety of perspectives. Finally, visual literacy is not only the domain of photo reviewers or critics, but also something that must be understood, both for the purposes of creating, designing, and studying photo works. In addition, visual literacy can be used as capital for reading photographic works, both descriptively, interpretively, and critically.⁴¹

In the above research it can be stated that both texts discuss progress and improvement in certain fields. The first text focuses on students' progress in content comprehension, writing organization, language use, and mechanical skills due to effective teaching or learning methods. The second text mentions the need to understand critical thinking in visual literacy to interpret photographs effectively.

The effectiveness of the learning process is emphasized in both texts. The first text shows that the teaching or learning method used between the pre-test and post-test is effective in addressing areas of improvement. The second text

⁴¹ Aji, "Literasi Visual Sebagai Pendekatan Dalam Pembelajaran Fotografi."

highlights the importance of visual literacy as a capital for reading photographic works effectively.

Then The concepts of understanding and understanding are prevalent in both texts. The first text talks about the progress of students' understanding, while the second text discusses the need to understand critical thinking and visual literacy.

There are also strategies and teaching methods mentioned in both texts. The first text refers to effective teaching or learning methods, while the second text talks about the importance of visual literacy for the purposes of creating, designing and learning photographic works.

Both texts show the importance of evaluation or understanding for a comprehensive perspective. The first text shows the importance of knowing more about the specific teaching strategies used during this period for a comprehensive evaluation of the learning process. The second text emphasizes that visual literacy needs to be understood both for reading photographic works and those involving multiple perspectives.

Learning media is one of the important aspects in achieving learning objectives. There are many supporting media to help students in writing. One of them is the Visual Literacy that can help students write a paragraph or essay. Besides that, this media is also useful for writers who can write clearly and not too verbally or theoretically. The Visual Literacy is arguably still very new. This Visual Literacy uses an algorithm to automatically generate articles on any topic. Even add your own quote.

Researchers have used the same method but used different media, the media that has been used by researchers is Visual Literacy Therefore, after giving treatment by applying Visual Literacy gave an improvement writing to students the second years of MAN 2 Barru , The research not only focused to improve writing skill but students' can phraprashing paragraph.

After applying the Vicual Literacy, the students were more easily and confidence to write the text. The students showed much improvement in writing after using Vicual Literacy, the students were able to minimize the mistakes in writing the analytical paragraph.

After giving the treatment and explaining the using of Vicual Literacy the students were finally able to making the sentence to good paragraph. They could easily to write and can search many reference and can be pharaprashing paragraph. It showed that the mean score result of post-test which was higher than mean score of pre-test provided.

Therefore, there was a difference between the students writing skill before and after giving treatment by using Visual Literacy. It showed this strategy can be a supporting aspect for the teacher during teacher English classroom and learning process activity will be more effective since the students can apply this strategy. Besides to make students to good writing in English, of course, they need study more and trying to write some text for getting a good a result at their writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher conclude that visual literacy able to improve students writing comprehension at MAN 2 Barru, it showed the students posttest that obtained mean score 77,19 dimana students with very good category was 10 or %, good category was (or %, fair category was 2 or 9,5% and no students on poor and very poor category anymore, this shows that there is an increase where previously during the pre-test the mean scores were only students 40,24, where very poor category was 19 students and poor category students was 3 or %, and there is nobody at fair, good and very good category. It also can be showed from student's result data that obtained t value $17,536 > 1,720$, which means that Visual Literacy able to improve students writing skills at MAN 2 Barru.

B. Suggestion

Based on the data above, the suggestion offer to:

1. English Teacher

The teacher is suggested to do more teaching by exploit some of the media on how the students get the materials easily.

2. Next Researcher

Next researcher is suggested to do more research which may develop the using of Vicual Literacy of research.

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APPENDICES

PAREPARE

Appendix 1: Administration


**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4037 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**

Kesatu : Menunjuk saudara; 1. Dr. Arqam, M.Pd.
2. Kalsum, M.Pd.


Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Hadi Saputra Harlah
NIM : 19.1300.019
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Visual Literacy to Improve The Studets Writing Skill At XI MIA 1 in MAN 2 Baru

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 26 September 2022



Dipindai dengan CamScanner

Appendix 2: Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id , email: mail@iainpare.ac.id
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : HADI SAPUTRA HARLAH
NIM : 19.1300.019
FAKULTAS : TARBIYAH
PRODI : PENDIDIKAN BAHASA INGGRIS
JUDUL : USING VISUAL LITERACY TO IMPROVE THE
STUDENTS WRITING SKILL AT XI MIA 1 IN
MAN 2 BARRU

1. Pre-Test



1. Describe what the meaning in the picture is.

Make it in the form of an essay with a minimum of 50 words!

2. Post- test



1. Describe what the meaning in the picture is.
2. Analysis of the moral message in the picture.

Make it in the form of an essay with a minimum of 50 words!

After examining the instruments in student thesis research according to the title above, the instrument is deemed to have met the feasibility of being used in the research concerned.

No	Aspect	Criteria	Score
1.	Content	<ul style="list-style-type: none"> • Relevant to topic • Mostly relevant to topic but lacks detail • Inadequate development of topic • Not relevant to topic 	<p>4</p> <p>3</p> <p>2</p> <p>1</p>
2.	Organization	<ul style="list-style-type: none"> • Ideas clearly stated and supported, well organized (generic structure) • Loosely organized but main ideas stand 	<p>4</p> <p>3</p>

		<p>out, not well organized (generic structure)</p> <ul style="list-style-type: none"> • Ideas confused or even no main ideas, bad organized (generic structure) • Does not communicate , not organized 	2
			1
3.	Language use	<ul style="list-style-type: none"> • Few errors agreement, tenses, number, word order, article, pronouns of preposition 	4
		<ul style="list-style-type: none"> • Several errors of agreement, tenses, number, word, order, article, pronouns of preposition 	3
		<ul style="list-style-type: none"> • Frequent errors of agreement, tenses, number, word order, article, pronouns of preposition 	2
		<ul style="list-style-type: none"> • Dominated by errors 	1
4.	Mechanics	<ul style="list-style-type: none"> • Few errors of spelling, punctuation, capitalization, and paragraphing 	4
		<ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, and paragraphing 	3
		<ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, and paragraphing 	2
		<ul style="list-style-type: none"> • Dominated by errors 	1

Appendix 2: SPSS Data

The Students Score in pre-test based on scoring rubric of writing

C	SAMPLE	CRITERIA				TOTAL	SCORE	CLASIFICATION
		CONTENT	Organization	Language Use	Mechanics			
1	STUDENT 1	2	1	2	1	6	37.5	VERY POOR
2	STUDENT 2	1	2	2	1	6	37.5	VERY POOR
3	STUDENT 3	3	1	1	2	7	43.75	POOR
4	STUDENT 4	1	2	2	2	7	43.75	POOR
5	STUDENT 5	2	1	2	1	6	37.5	VERY POOR
6	STUDENT 6	1	2	1	2	6	37.5	VERY POOR
7	STUDENT 7	2	2	1	2	7	43.75	POOR
8	STUDENT 8	2	1	2	1	6	37.5	VERY POOR
9	STUDENT 9	1	2	1	2	6	37.5	VERY POOR
10	STUDENT 10	2	2	2	1	7	43.75	POOR
11	STUDENT 11	2	1	2	2	7	43.75	POOR
12	STUDENT 12	2	2	1	2	7	43.75	POOR
13	STUDENT 13	1	2	2	1	6	37.5	VERY POOR
14	STUDENT 14	2	2	1	2	7	43.75	POOR
15	STUDENT 15	2	1	2	1	6	37.5	VERY POOR
16	STUDENT 16	1	2	1	2	6	37.5	VERY POOR
17	STUDENT 17	2	1	2	3	8	50	POOR
18	STUDENT 18	1	2	1	2	6	37.5	VERY POOR
19	STUDENT 19	2	1	2	1	6	37.5	VERY POOR
20	STUDENT 20	2	1	2	1	6	37.5	VERY POOR
21	STUDENT 21	1	2	1	1	5	31.25	VERY POOR

Descriptive of Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Result	21	31	50	40,24	4,122
Valid N (listwise)	21				

Post-Test based on scoring rubric of writing

NO	SAMPLE	CRITERIA				TOTAL	SCORE	CLASIFICATION
		CONTENT	Organization	Language Use	Mechanics			
1	STUDENT 1	4	4	3	3	14	87.5	Very Good
2	STUDENT 2	3	3	2	4	12	75	Good
3	STUDENT 3	4	2	4	3	13	81.25	Very Good
4	STUDENT 4	3	3	3	3	12	75	Good
5	STUDENT 5	3	3	3	4	13	81.25	Very Good
6	STUDENT 6	3	2	3	4	12	75	Good
7	STUDENT 7	4	4	3	3	14	87.5	Very Good
8	STUDENT 8	3	3	4	3	13	81.25	Very Good
9	STUDENT 9	3	2	3	2	10	62.5	Fair
10	STUDENT 10	3	3	4	3	13	81.25	Very Good
11	STUDENT 11	3	2	3	3	11	68.75	Good
12	STUDENT 12	4	4	3	4	15	93.75	Very Good
13	STUDENT 13	4	2	3	2	11	68.75	Good
14	STUDENT 14	3	3	2	3	11	68.75	Good
15	STUDENT 15	3	3	4	3	13	81.25	Very Good
16	STUDENT 16	4	3	3	3	13	81.25	Very Good
17	STUDENT 17	3	2	3	2	10	62.5	Fair
18	STUDENT 18	4	3	4	3	14	87.5	Very Good
19	STUDENT 19	3	2	3	3	11	68.75	Good
20	STUDENT 20	3	3	2	4	12	75	Good
21	STUDENT 21	4	3	2	3	12	75	Good

Result of Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Result	21	63	94	77,19	8,412
Valid N (listwise)	21				

Paired sample T-Test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Result - Post-test Result	36,952	9,656	2,107	41,348	32,557	17,536	20	,000

Appendix 4: T Table

t Table											
cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appendix 5: Recommendation Letter from IAIN Parepare

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
Alamat : Jl. Amal Iqbal No. 08 Sorong Parepare 91132 tlp 0421 21307 Fax 24465
PO Box 909 Parepare 91104 website: www.iaainparepare.ac.id email: info@iaainparepare.ac.id

Nomor : B.3044/ln.39/FTAR.01/PP.00.9/06/2023 07 Juli 2023
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Barru
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kab. Barru

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Hadi Saputra Harlah
Tempat/Tgl. Lahir	: Parepare, 14 April 2001
NIM	: 19.1300.019
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Kupa, Kec. Mallusetasi, Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kab. Barru dalam rangka penyusunan skripsi yang berjudul "**Using Visual Literacy To Improve The Students Writing Skill At XI MIA 1 In MAN 2 Barru**". Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Juni Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.


Dr. Zulfah, M.Pd.
NIP. 19630420 200801 2 010

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 6: Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

 **PEMERINTAH KABUPATEN BARRU**
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Unru Telp. (0427) 21662, Fax (0427) 21410
<http://zonline.barrukab.go.id> : e-mail : barrudpmtspk@gmail.com Kode Pos 90711

Barru, 11 Juli 2023

Nomor : 380/IP/DPMPTSP/VIL/2023
Lampiran :
Hal : Izin/Rekomendasi Penelitian

Kepada
Yth. Kepala MAN 2 Barru
di-
Tempat

Berdasarkan Surat Dekan Fakultas Tarbiyah IAIN ParePare Nomor : B 3044/In.39/FTAR.01/PP.00.9/06/2023 tanggal 07 Juli 2023 perihal tersebut di atas, maka Mahasiswa / Peneliti / Dosen / Pegawai di bawah ini :

Nama : HADI SAPUTRA HARLAH
Nomor Pokok : 19.1300.019
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : IAIN Pare-Pare
Pekerjaan : Mahasiswa (S1)
Alamat : Dusun Kupa Desa Kupa Kec. Mallusetasi Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 12 Juli 2023 s/d 20 Juli 2023, dalam rangka penyusunan Skripsi, dengan judul :

USING VISUAL LITERACY TO IMPROVE THE STUDENTS WRITING SKILL AT XI MIA 1 IN MAN 2 BARRU

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan menghormati adat istiadat setempat;
4. Menyerahkan 1(satu) eksemplar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

H. MUSTAMIN, S.Sos, M.M
Kepala Dinas,
Kabid. Penyelenggaraan Pelayanan
Perizinan
Pangkat : Pembina, IV/a
NIP. 19670415 198810 1003

TEMBUSAN : disampaikan Kepada Yth.
1. Bapak Bupati (sebagai laporan);
2. Kepala Bappelitbangda Kab. Barru;
3. Kepala Kantor Kementerian Agama Kab. Barru;
4. Dekan Fakultas Tarbiyah IAIN Parepare;
5. Mahasiswa yang bersangkutan;

Appendix 7: Letter of Research Completing



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BARRU
MADRASAH ALIYAH NEGERI 2 BARRU
Lakalitta Desa Cilellang Kecamatan Mallusetasi Kabupaten Barru
Email:man2barru16@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : B-367 /Ma.21.02.02/PP.00.6/07/2023

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri (MAN) 2 Barru Menerangkan bahwa :

Nama : HADI SAPUTRA HARLAH
Nomor Pokok : 19.1300.019
Program Study : Pendidikan Bahasa Inggris
Nama Universitas : Institut Agama Islam Negeri (IAIN) Parepare
Judul Penelitian : **Using Visual Literacy To Improve The Students Writing Skill At XI MIA 1 In MAN 2 Barru**

Bahwa nama tersebut diatas telah melakukan penelitian dalam rangka penyusunan Skripsi di MAN 2 Barru pada tanggal 12 Juli s/d 20 Juli 2023.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Lakalitta, 20 Juli 2023

Kepala MAN 2 Barru



H. Rosnawati Buhari, MM
NIP. 19670916 199303 2 003

Appendix 8: Pre Test And Post Test

Pre test

IKRAM (XI MIA 1)

Many people who saw and heard asking for help but no one helped him just took pictures in a crowd and the person kept asking for help.

Friday 2022

Agus (XI MIA 1)

A person drowned in the sea and asked for help but people who saw no one helped him but only took a photo, so that it would go viral.

2022 JANUARY Saturday

Rian XI MIA 1

"there were five people who shot a person was at sea and asked for help but was not helped first".

Post test

IKRAM (XII MIA 1)

that with advances in technology, a mother can easily search and select pictures of vegetables on her hamper without having to go to the market. This illustrates the convenience and efficiency of shopping online.

Hal-hal yang penting :

Rian
XI MIA 1

This context illustrates how advances in technology have brought positive changes to the way we shop and live our daily lives, and provides insight into how easy it is to get everything we need via a smartphone.

Ayu (XI MIA 1)

The message contained in this context is the ease and convenience of shopping online. With advance technology and the existence of applications or e-commerce platform on mobile phones, all needs, such as buying vegetables, can be met quickly and without the hassle of going to a physical market.

Appendix 9: Documentation



PAREPARE

Appendix 10**CURRICULUM VITAE**

The writer name is Hadi Saputra Harlah, born on April 14, 2001 in Parepare, South Sulawesi. He is the first child of the couple Harlah Latsar and Irma Suryani. He is a student of the English Language Education Program at the Tarbiyah Faculty of IAIN Parepare. His educational background, he started his studies in the new village of Agussalim Parepare and graduated in 2013, in the same year he continued his studies at SMPN 2 Mallusetasi Barru, then continued his studies at MAN 2 Barru and graduated in 2019. During college, he was active in several organizations namely LIBAM, DEMAM and SEMA. Finally, he completed his final assignment with the thesis title "Using Visual Literacy to Improve the Students' Writing Skill at XI MIA 1 in MAN 2 Barru" in 2023.

