THE EFFECT OF VISUAL THINKING STRATEGIES ON STUDENTS VIEWING SKILLS IN LEARNING ENGLISH AT SMAN 7 KEDIRI IN 2023/2024

SKRIPSI

Presented as a Partial Fulfilment of the Requirement to obtain the Sarjana Degree of English Language Education Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri

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2024

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2023/2024

Approved by the Advisors to be proposed to the English Language

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Date: July 15th , 2024

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THE EFFECT OF VISUAL THINKING STRATEGIES ON STUDENTS

VIEWING SKILLS IN LEARNING ENGLISH AT SMAN 7 KEDIRI IN
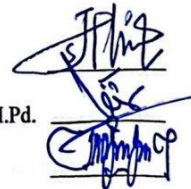
2023/2024

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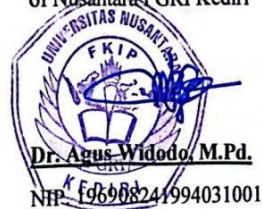Examination Committee of University of Nusantara PGRI

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MOTTO AND DEDICATION

"A life that does not live up to your dreams is not a failed life. Living according to your dreams is not necessarily a successful life. Do the tasks given well."

(Korean Drama, 2521)

Dedicated to:

1. Allah SWT who always gives me an ease and fluency in every steps.
2. My beloved parents, they always gave me mental support.
3. All my best friends, thank you for all help and support.
4. For myself who has successfully pursued this thesis

ABSTRACT

Lisha Ayu Pratiwi: The Effect of Visual Thinking Strategies on Students Viewing Skills in Learning English at SMAN 7 Kediri in 2023/2024. Skripsi, English Language Education Department, Faculty of Teacher Training and Education University of Nusantara PGRI Kediri, 2024.

Key words: Visual Thinking Strategy, Viewing Skills, and Video

Viewing skills are skills occur in the active process of paying attention to and understanding visual media, such as the use of advertising images, symbols, videos, films, sculptures, and paintings or drawings. 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. The problem found in schools, including SMAN 7 Kediri, is that the majority of students are passive students, especially in English subjects because teachers always use teaching methods that seem boring to students. This condition can make students feel bored and produce ineffective results when they have to work on English. Because of all these problems, researchers must improve their teaching strategies which can be realized by using audience skills teaching media.

The aim of this research is to find out whether students have viewing skills with visual thinking strategies using video media when applied in English language teaching both before and after. And to find out whether there is a positive influence from using visual thinking strategies using video media as a teaching method in teaching understanding of viewing skills applied to grade 11 students at SMAN 7 Kediri 2023/2024. The design of this research is a quantitative method. The sample was grades 11-12, totaling 32 students. To find out the results, two data collections were carried out, namely pre-test and post-test with multiple choice questions.

Based on the results of this research, it was found that visual thinking strategies using video media were effective in understanding students' viewing skills. This is supported by the data on differences in learning outcomes of 70.75 on the pretest and 84.50 on the posttest. This is also supported by the results of data calculated using the t-test formula that the t-test value (12,269) is greater than the t-table at a significance of 5% (2,744). So if included in the hypothesis formula, t count > t table, then Ho is rejected and Ha is accepted.

Finally, the author concludes that there is a very positive effect from the use of visual thinking strategies using video media on students' understanding of viewing skills. This strategy helps students understand English better on students' viewing skills. Apart from that, students' ability to understand English becomes much better. The author also suggests that the use of visual thinking strategies using media should not be ignored in English language learning. Teachers must be aware of the benefits of viewing skills using video media and try to apply the activities to improve students' understanding of English

ACKNOWLEDGEMENT

Praise be to God Almighty God because for the abundance of His grace, knowledge, and wisdom the preparation of this thesis can be completed on time. This thesis is prepared as one of the requirements to obtain a Bachelor of Education (S. Pd) in the English Language Education Department, Faculty of Teacher Training and Education University of Nusantara PGRI Kediri.

In choosing the theme of this research which is based on the application of assessment in developing students' viewing skills, what are the obstacles faced during application and how to solve these obstacles. So that students can develop their viewing skills well.

During the process of preparing this thesis, the author felt that he received a lot of guidance, direction, and encouragement both directly and indirectly from various parties. In connection with this, on this occasion the author would like to express his deepest gratitude to:

1. Dr. Zainal Afandi, M.Pd, as the Rector University of Nusantara PGRI Kediri who always provides motivation to his students

2. Dr. Agus Widodo, M.Pd, as Dean of the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri

3. Dr. Khoiriyah, M.Pd as Head of the English Language Education Study Program, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri

4. Dr. Sulistyani, M. Pd as Advisor I and Dr. Khoiriyah, M. Pd as Advisor II who has provided a lot of guidance and direction from the beginning to the end of the preparation of this thesis.

5. All lecturers, staff and the entire academic community University of Nusantara PGRI Kediri who have provided a pleasant lecture atmosphere from the first semester to the last semester.

6. Both parents and beloved family who always provide support both in material and non-material forms.

7. Speakers who are willing to give their time to be a source in writing this thesis.

8. Best Partner and friends of the class of 2020, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, who have provided input and encouragement in completing this thesis.

9. All parties who the researcher cannot write about one by one have helped a lot so that the writing of this thesis can be completed.

Kediri, July 15th , 2024

Lisha Ayu Pratiwi

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CHAPTER I

INTRODUCTION

This chapter explains about background of the problem, identification of the problem, limitations of the problem, formulation of the problem, objective of the research, the significance of the research

A. Background of the Problem

Given that English is currently the language spoken the most across the globe, its importance cannot be downplayed or denied. It is imperative that youngsters receive an education and develop their linguistic skills. Language teacher need to highlight students' watching skills in addition to their speaking, listening, reading, and writing abilities if they want this to become a reality. By pausing, considering, and pondering the pictures they are watching, learners gain the knowledge and develop the abilities required to evaluate and appraise multimedia texts as well as visual texts. Consequently, 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). He takes into account the widespread consensus among

educators that English language teachers ought to shift their focus from reading, writing, speaking, and listening to viewing and demonstrating digital skills. As the fiveth macroskill in language acquisition and education, viewing is a skill that needs to be acquired. Following that, the teachers must acquire the soft skills required to deliver clear teaching. In the context of teaching and learning, digital literacy is very important.

This research is motivated by facts found in the field that English is still a scary and boring subject for most students, especially students at SMAN 7 Kediri. This is because the learning system feels stiff or less interesting for students, so in the learning process, students are less able to grasp the material being taught. In this way, utilizing the latest skills from the independent curriculum, namely viewing skills, can be more effective in the English language learning process by utilizing sophisticated technology that uses visual thinking strategies so that students can understand English by using various technological media, which are currently media that can be used to teach English. So that it doesn't seem monotonous, you can use videos in your teaching. Currently, there are many methods that seem boring to students, especially in learning English, which makes students often feel bored. This problem cannot be separated from the existence of conventional teachers who only use monotonous teaching methods. Conventional teachers referred to here are teachers who do not use creative and interesting techniques in the teaching process. They lack motivation in developing their teaching methods, especially in teaching, especially in English, narrative text material. So there are no

interesting activities in their English class, which creates conditions that can make students bored.

To make English teaching fun so that students don't get bored, there needs to be a fun strategy in teaching. With the existence of an independent curriculum that includes viewing skills as an important skill for teaching English, Maybe there are still a few who only know this skill, because many language teachers do not know viewing skills and are still unfamiliar to students, especially students at SMAN 7 Kediri who have not really learned viewing skills. So the researcher wants to use viewing skills by using visual thinking strategies whose medium is video in teaching English with narrative text material.

Many educators contend that the importance of language and text-based learning should come first and that pictures just serve to obscure the words. Nonetheless, since visual and multimodal texts with images make up the bulk of texts that students access outside of the classroom, it is imperative that we give them the chance to "read"—that is, transmit and distribute—these kinds of texts in the classroom. Furthermore, the majority of these multimodal texts—YouTube videos, infographics, webpages, blogs, and social media sites—combine written text with visuals in a way that neither detracts from nor amplifies the text. 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. The ability to view also aids pupils in learning and in appreciating concepts and experiences that are conveyed visually by others.

It is imperative that students comprehend the significance of comprehending the viewing process in addition to the hearing and reading processes. It is important for students to comprehend that viewers who are effective and active complete these steps: pre-viewing, during viewing, and after viewing or responding.

The unwillingness to switch from conventional to new techniques and the incapacity to use technology in teaching and learning are further barriers that prevent the development of viewing skills. Some educators are unwilling to incorporate digital technology into their classes, while others do not make effective use of technology, which leads to underutilized linguistic resources. Furthermore, the inclination to develop positive media and visual literacy is impeded since they rely more on conventional techniques to teach and practice viewing skills (Carolino & Queroda, 2019). Students' skills will remain undeveloped, passive, and disengaged if these methods continue. The government is committed to improving education in the area, particularly the English curriculum. It seeks to support students in gaining an understanding of viewing as a teachable ability. Still, systemic issues continue to exist.

Therefore, 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).

One obvious improvement is the use of Visual Thinking Strategies in technology-assisted language acquisition, which requires a basic level of literacy and technological proficiency. Because today's students use technology frequently and are not technology naïve, they need graphic and visual aids to support their reading and comprehension, and to assist them in building the meaning of the text. As a result, students apply a variety of critical, reflective, and viewpoint techniques and skills as they understand visual information. With these adjustments, language teachers help students acquire 21st century abilities, such as visual skills, that enable them to participate in broader society. Language instructors, language learners, and prospective language teachers will find value in the research findings. Language teachers can benefit from these findings by considering their students' abilities and utilizing or even modifying research techniques. Alternatively, students should reflect on their perception skills and brainstorm methods to improve them.

Lastly, future educators can create viewing tactics based on the results to design viewing strategies to assist their future students in language acquisition.

Furthermore, people can more easily adjust to schooling thanks to the new talent of viewing, which was taken from technological advancements (Zyam & Umam, 2022). In addition to other macrolanguage abilities like speaking, writing, listening, and reading, viewing skills are also necessary (Mulyadi & Wikanengsih, 2022). In the current world, visual media has become an indispensable aspect of our everyday existence. We are continuously exposed to visual information, whether it is through social media or advertising (Lowella et al., 2023).

Based on the explanation above, researchers assume that viewing skills can be applied to English language learning. However, the application of viewing skills in English language learning using visual thinking strategies is still small, so later in this research, the researcher is interested in conducting quantitative research related to viewing skills that focuses on the use of visual media so that it can make learning easier. English fun. students increasingly like and understand English. Researchers conducted research with the title "The Effect of Visual Thinking Strategies on Viewing Skills in Learning English at SMAN 7 Kediri in 2023-2024."

B. Identification of the Problem

1. In the independent curriculum, the latest skills have been added, namely viewing skills which are very important due to technological developments that require all students to continue to develop and adapt. Technological

developments that require all learning to switch to the auditory system to the visual system in communicating with the media can especially have an impact on learning English which students can understand more and more.

2. Learning English is currently important, especially for high school students who should be fluent considering that learning English is carried out from elementary to high school. but there are still many students who are not fluent in English.

3. To create enjoyable English teaching through viewing skills, as a teacher, you can apply visual-oriented English learning using various technological media.

C. Limitation of the Problem

Based on these problems, the focus of this research is learning viewing skills using visual thinking strategies, which are expected to make English easier for students to understand by taking advantage of today's increasingly sophisticated technological developments.

D. Formulation of the Problem

Is there any significant effect of visual thinking strategies on students viewing skills in learning english SMAN 7 Kediri?

E. Objective of the Research

Aims 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.

F. Significance of the Research

1. This research can be useful for other research related to viewing skills in learning English

2. It is hoped that learning English with viewing skills using visual thinking strategies can make students more understand and interested in learning English.

3. It is hoped that all teachers can implement viewing skills in learning English so that students can learn English in a fun way

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