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The Contribution of Visual Literacy and Creative Thinking on Writing Skills

Juliaans E.R. Marantika^{1,a)}, Jolanda Tomasouw¹⁾
Pattimura University, Ambon, Indonesia¹⁾
marland_mt@yahoo.co.id^{a)}

Abstract

Visual literacy plays an important role in the development of the student creative thinking especially in the writing skills. Throughout the visual literacy the student can expand their mind creatively which then transferred into the writing skills. The idea of this research based on the visual literacy concept which can be defined as an ability to interpret visual images as well to produce the visual images. Furthermore, the visual literacy can be used to communicate an idea and concept in writing skills. One strategy to enhance this process is visual literacy, which is used to activate or stimulate the cognitive process from the visual materials used. The research method is the correlation method with 20 students as sample from the German Language in the 4th semester batch 2017/2018, which had been selected randomly. This result of the research concludes that the visual literacy and the creative thinking have a significant correlation on writing skills of the student. Related to increasing the student's writing skills, the using of the visual literacy throughout the study process must be implemented to stimulate and improve the cognitive mind of the students.

Keywords: Visual Literacy, Creative Thinking, Writing Skills

Abstrak

Literasi visual memainkan peran penting dalam pengembangan pemikiran kreatif siswa terutama dalam keterampilan menulis. Sepanjang literasi visual siswa dapat mengembangkan pikiran mereka secara kreatif yang kemudian ditransfer ke dalam keterampilan menulis. Ide penelitian ini didasarkan pada konsep literasi visual yang dapat didefinisikan sebagai kemampuan untuk menginterpretasikan gambar visual serta menghasilkan gambar visual. Selanjutnya, literasi visual dapat digunakan untuk mengkomunikasikan ide dan konsep dalam keterampilan menulis. Salah satu strategi untuk meningkatkan proses ini adalah literasi visual, yang digunakan untuk mengaktifkan atau merangsang proses kognitif dari bahan visual yang digunakan. Metode penelitian adalah korelasi metode dengan 20 siswa sebagai sample dari Bahasa Jerman pada semester 4 angkatan 2017/2018, yang telah dipilih secara acak. Hasil penelitian ini menyimpulkan bahwa literasi visual dan pemikiran kreatif memiliki korelasi yang signifikan terhadap keterampilan menulis siswa. Terkait dengan peningkatan keterampilan menulis siswa, penggunaan literasi visual selama proses belajar harus diterapkan untuk meningkatkan pikiran kognitif siswa.

Kata Kunci: Literasi Visual, Berpikir Kreatif, Keterampilan Menulis

INTRODUCTION

Visual literacy is the ability to learn to interpret visual messages accurately and how to make the message. In its development, there are two strategies, including the input strategy, with reading images and output strategies related to writing or interpreting images. Visual itself can foster student interest and can provide a relationship between the content of the subject matter with the real world (Wahyono 2014 and Arsyad 1995: 91). Curtiss (1987: 3; Wileman (1993: 114); Hortin (1983: 99) as cited in Avgerinou, 1997: 282) describe that, visual literacy is a visual statement in one medium and the ability to express oneself with at least one discipline. It entails the ability to; understand the subject matter and meaning within the context of the culture that produced the work, analyzed the syntax compositional and the stylistic principles of the work, evaluated the disciplinary and aesthetic principles of the work, and understood intuitively the Gestalt, the interactive and synergistic quality of the work.

The use of visual learning and literacy ideas to enhance verbal learning is important (Flattley, 1988; Sinatra, 1986) as cited in Stokes 2014, because the visual literacy precedent is verbal literacy in human development, it is the basic literacy in the thought process that is the foundations for reading and writing. For teaching academic writing, Barrata & Jones (2008) as cited in Suryanto (2014: 41) a study to include visual images in their teaching. After six week pilot program, they found that students found the average student performance increased.

Visual literacy is part of the learning strategy. Choosing a good strategy can of course increase learning outcomes. There are many different images of visual literacy as well as various ways of teaching and how to interpret visual literacy. The question that will be asked when looking at the visual can be "What do you see in this photo?" and "What comes to mind when you first see this photo?" Questions like this allow the learner to begin the analysis process. When looking at visuals, learners must be able to see, understand, think, create and communicate graphically, images or other icons. To do all that, students must always observe carefully and to analyze an image requires creative thinking skills.

Guilford explained that creative thinking is divergent thinking, because divergence is closely related to creativity and creative thinking successfully broadens the horizon of thinking that can add to the conceptual wealth. If someone thinks creatively, evaluative and analogical thinking will help creativity because it makes him able to critically assess ideas and use the analogical mind because he is able to see various relationships in a problem (Rahmat, 1998: 74-75)

Smooth thinking occurs when what has been stored (schemata) is used when new, related information enters the mind to reach understanding. By receiving information regularly (either through reading or listening activities), our smooth thinking functions better. The flexibility possessed by a creative mind allows one to overcome the deadlock of the mind and find alternative solutions to overcome the problems faced. People who think creatively can produce new ideas that are original, not yet issued by others. The mind becomes elaborative with more information coming in.

Various stimuli can be a challenge for someone to think creatively. These stimuli can be in the form of other people's ideas, problems that require solutions, curiosity, feelings of doubt, or the emergence of questions. The higher the challenges, the more potential for creative thinking will develop. Exploration actions are needed to begin with the potential that exists through information or knowledge that has been stored. This exploration can be used to choose various alternatives to solve problems before making a decision. The next stage is planning which includes steps to determine and define problems, collect facts that cause problems and actively think. Activity stage is the process of creative thinking itself which arises because of ideas. Review or checking is done after the idea is realized or the problem is resolved to evaluate the choices taken appropriately (Fisher, 1992 in Yatini; 2005: 43)

Finally, we can say that Learning through Visual can improve the ability of creative thinking. Felten (2008: 6) describes that writing is essential to textual literacy, the capacity to manipulate and make meaning component of visual literacy. Other than that Wileman (1993:114) defines visual literacy as "the ability to read, interpret, and understand information presented in pictorial or graphic images.

RESEARCH METHOD

The research aims to find out whether there was a correlation between visual literacy and creative thinking on the writing skills of German. The research method is correlation method. In this case we have three variables such as two independent variables (visual literacy and creative thinking) and one dependent variable is writing skills. The data was collected with two ways: (a) questionnaire to measure creative thinking (contains are 40 statements); and (b) test to measure writing skills. The research sample is German students from the fourth semester of the year 2017-2018 at Pattimura University. Sample consists of 20 students who were selected randomly. The research hypothesis is that there is a significant correlation between visual literacy, creative thinking and writing skills. Then the data will be analyzed using the Pearson Product Moment formula as follows:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

RESULT AND DISCUSSION

The highest score for creative thinking instruments is 167 from the total scores 200 with total statements is 40, while the lowest score is 110. The highest score for writing skill test result is 96 and the lowest score is 29. By using the product moment formula, the calculation results show that the correlation coefficient between creative thinking (variable x) and writing skills result (variable y) is 0.838, while the critical value r is on the table with $sd = 18$ obtained r table = 0.468 so that it is obtained r count $\geq r$ table that is, $0.838 \geq 0.468$. It means that there a significant correlation between creative thinking and German language writing skills by using visual literacy skills.

The results of research state that higher of ability of creatively thinking, confess the higher of writing skill through the visual literacy. In other words, the ability to understand a visual image is important in learning process. The students understand,

then analyze and interpret the picture and describe the pictures in writing essay. The learning activities through the visual literacy are belonging to high-level thinking skills. In the contrary, if the students are well trained they can have the ability to think creatively.

CONCLUSION

Visual literacy is a teaching strategy that contributes to supporting the teaching of foreign languages. Therefore the teacher must be able to choose and/or create visual images well so as to improve learning outcomes. Visual images can be used before teaching, during teaching and after teaching. Interpreting an image requires the ability to think creatively and the ability to analyze well, through the interpretation of students able to put it in writing. A good writing is of course based on the ability to think creatively on the visual image that is interpreted or observed.

The results of the study illustrate that most of the German students who have high creative thinking skills are able to interpret visual images well as it appears on the results of the German writing skills test. It should be added that choosing good visual material is very important in developing creativity and artistic thinking skills. Visual ability has good attractiveness and learning motivation.

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