

Strategies in Teaching Descriptive Text for Students with Visual Learning Style

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Abstract

This study focuses on the analysis of teacher strategies in teaching descriptive writing text by using a visual learning style. The purpose of this study is to describe the strategies used by teachers teaching writing descriptive text. This research was conducted qualitative that involving one of the English teachers of SMA 2 Bangkinang. In teaching writing, the teacher should be able to attract the students' attention and the teacher also has to be creative. The teacher should choose a strategy that can involve the students to write independently, especially in writing. One of the strategies that the teacher can use in teaching a descriptive text is visual learning style. Visual learning style will help the students to organize and generate their ideas easily, especially in writing a descriptive text. This strategy also makes students active and feels motivated in writing.

Keywords: Teaching Strategies, Descriptive Text, Visual Learning Style

Introduction

Writing plays a significant role in human existence. It is connected to social interaction in which people share their thoughts, knowledge, and feelings with one another. Writing skills are necessary in practically every area of life in the age of globalization, including those related to education, society, the economy, and technology. People may interact and integrate with people from all around the world thanks to this period.

Through writing, people may be able to connect with someone who are not present in front of them physically. Additionally, writing is a skill that enables individuals to express and share their ideas with others. Additionally, writing is increasingly essential for students' success both academically and professionally, as it is still used even after they graduate and enter the workforce.

However, in practice, students continue to struggle with writing descriptive paragraphs. They struggle with grammar and lack the confidence to choose a topic and to expand their ideas and terminology. Additionally, kids have trouble producing descriptive texts since they have to remember and describe things in a particular order. Because of these issues, students often find it difficult to write descriptive texts. They consequently become bogged down in the writing process.

Teachers are required to be able to prepare strategies to help students solve their difficulties in the learning process. However, the exercises that have been employed by teachers fall short of helping pupils become more engaged in the writing process. The learning style technique is one of the methods a teacher might employ to teach writing. According to (Kuo & Huang, 2015), one of the elements affecting a student's performance in learning a foreign language is their learning style. It can be said that learning styles accompany students' learning processes and become an integral part of them.

The term "learning style" describes how a student like to learn (Rogowsky, 2015). It suggested that each student has unique learning characteristics. They learn in a variety of methods; some students chose to learn by doing, others preferred to learn by listening to others, and the others wanted to learn by

observing. Given the way that children learn, it appears crucial to use instructional techniques that encourage learning.

Therefore, it could be better if the teacher realizes that each student has a different style of learning. Maximizing these styles are necessary to optimize students' learning strategies. There are three common types of students' learning style which are audio, visual and kinaesthetic (Kuo & Huang, 2015). Visual students are willing to learn a language through seeing some visual aids like picture, colorful books, videos, etc. Moreover, audio students are willing to learn a language through listening to the teachers' speech, and they like to have some audio product as a media of learning such as song, teaching audio etc. Meanwhile, visual learning style students preferred to learn something by doing it.

Writing is one of the language skills that is essential in social life. Through writing, people can share information, thoughts, ideas, and feelings with others. Moreover, writing also allows people to carry out interaction, communicate, and persuade others Mehr (2017). However, writing is not a simple matter for foreign language learners. It is considered as one of the most difficult skills to be mastered. People need the ability of writing so that they can share and convey meaning to others.

In term of ability and knowledge Siddiqui, Khan, & Aftab (2018) asserted that knowledge and ability is capability in doing something which is given by Allah. Moreover, it has also been mentioned that education in Islam is aimed to attain ability to do something and ethic. It means that education in Islamic value is really important to achieve a capability of doing something and it also emphasizes on students' manner. Thus, people should have a good capability with good manner and ethic. Additionally, Islam also arranges the obligation for seeking knowledge as a manifestation of the importance of having knowledge and becoming a knowledgeable person.

As it has been asserted by Setiawan (2020), that Allah will raise people who have knowledge. It means that Allah gives privileges for someone who has knowledge and spread benefit for other people from their ability. Writing Ability is the capability of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey Handayani & Johan (2018). Further Writing Ability means the person uses words as coins and the rules of grammar, punctuation and to some extent use acceptable composition ways and methods.

In other words, writing ability means the way someone convey their thoughts, idea, and feeling through words or in the written form by following the correct grammar, punctuation, and structure. Based on this statement, it can be concluded that writing is a complex process. Writing is a continuous activity that has more than one step, but it needs steps. The most important in writing is process not a product.

In making good writing, the following must be considered. According to (Brown, 2007), there are five things that writers need to pay attention to in making a good writing, namely content, organization, grammar, vocabulary, and mechanics.

a. Content

Content is that which comes from the ideas and topics that the author of the message elaborate in their writings. The author must develop knowledge related to the topic. In this study, students are required to be able to develop topics in descriptive texts.

b. Organization

Organization is the way students form their ideas. Therefore students need to pay attention to the structure. In this research students were asked to write descriptive text. There are two generic structures of descriptive text that is identifying and description.

c. Vocabulary

In selecting and using vocabulary and each Sentences are important in writing. In descriptive text term writing descriptive text, students need to know some vocabulary relating to the adjectives of people, things and animals' character, appearance, and personality.

d. Grammar

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it makes writing more meaningful.

e. Mechanic

Mechanic means how the students write. Paragraph is a combination of some sentences which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. All of the aspects above for instance organization, content, vocabulary and mechanic are the components of writing.

Description or descriptive etymologically derived from word describe. Describe means to draw, to create an image about an object like things, people, place, and animals so that the reader could have a visual appearance around the object Dirgeyasa (2015). In other words, descriptive text is a text that is aimed to describe something clearly so that the reader can feel and imagine what the text is about. In this research, people can be described in term of their appearances, personalities, and characteristic. Moreover, animals can be described in term of the appearances, uniqueness, and characteristic. The last, things can be described through its shape, and characteristic. Thus, it can be interested that different object could be described with different aspect and context. It depends on the types of thing being described.

In addition, descriptive text is a kind of text that is written to identify and describe a particular person, place, animals, and thing. Bullock & Goggin (2013) asserted that descriptive text is explain to the readers about the writer sensory experience how something looks, sounds, tastes. It indicates that everything that happen in life can be described in written form and it depends much on people personal perspective. The writer transfers how their feeling in term of looks, sound and taste of something in written form.

Learning strategy is learning activity that the teacher and students must be done in order to achieve learning objectives effectively and efficiently. Similar with the above opinion, Dirk and Carrey also said that learning strategy is a set learning material and procedures that are used together to increase result of students' learning.

There are two points that we must understand from the definition above. The first that the learning strategy is a plan of action including the use of methods and power in learning. Second that strategy designed to achieve the determined or specific goals. So, we can understand that the learning strategy is a plan of activities and methods that designed to achieve the determined goals. The goal of this activity is to get synergy that two people is certainly better than one (Ramayulis, 2006 : 110).

Teacher has a big role to make their students success in learning. Therefore, more strategies in teaching process are needed. These are some strategies in teaching English that can be used to teach young learner. Cathy and robert argued that strategy in teaching is used to make the learning environment come alive make the lesson learned last beyond the next test (Cathy, 2000 :). Here researcher defines strategy which is as action designed to achieve in the theoriest, but especially it is pracitice way of maximizing teacher enthusiasm which is for increasing the students englis learning motivation.

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Each student has different ability in comprehending a material or a topic. It depends on the way they learn the topic or material. The students have their own way or style in learning. (Willingham, 2015) asserted that learning style can be interpreted as the way someone deals distinctively with different learning tasks. Hence, there is a general acceptance that the manner in which individuals choose to or are inclined to approach a learning situation has an impact on performance and achievement of learning outcomes.

In light of, most of the students use different style to comprehend the same topic during the learning activity. As an illustration, some of students prefer to write some notes while the teacher explaining the topic. Others tend to listen carefully what the teacher has said. Moreover, some students also prefer to

practice directly what they have learnt. The way the students learn the topic has become their own style in receiving information.

The term learning style has been defined by some experts. According to (Willingham, 2015) learning style is a person's preferred way of learning. It seems to indicate that everyone may have different style of learning, and it depends on their preferred way of learning.

The similar description is also asserted by (Chang, 2015) that learning style as an individual preference or habitual ways of processing and transforming knowledge. Thus, it can be inferred that learning style refers to the way someone to receive the topic or material that being learnt. Then, people may have different preferred way of learning.

Since everyone has various learning style, learning style takes the essential component to the learning environment. (Frsench, Cosgriff & Brown 2007) asserted that the students' styles while learning are shown by students in the salient and formal classroom whether they are visual, auditory, or kinaesthetic learner. Specifically, (Rogowsky & Calhoun, 2015) mentioned that there are three common types of learning styles which are auditory, visual, and kinaesthetic.

Moreover, each learning style has its own characteristic in term of the way of learning. Besides, (Willingham, 2015) bounce a common and widely learning style used by students such as visual, auditory, and kinaesthetic. Regarding to this theory most people hold a dominant and preferred learning style however some of people have a mix even balance blend of the three learning styles above. Hence, it is essential to pay attention to those three learning styles.

a. Visual Learning Style

One of learning styles is visual learning style. Students who have visual learning style are preferred to learn something or to build new concept through visual aids such as pictures, diagrams, flowcharts, and symbol. People with visual learning style prefer to see the world by constructing and remembering image. Thus, Deporter & Hernacky as cited in (Untoro, 2016) said that visual learners would prefer reading, observing, and display of the data visual aids and they like learning through written material. It indicates that visual learning observe the material well through some media that could they see like written material, pictures, and etc. Moreover, students who have visual learning style and being taught by giving instruction with visual aids will perform better with appropriate topic. Teaching strategy used for teaching visual learners could include demonstration, pictures, videos, and diagrams (Ibrahim & Hussein 2016).

Some keyword that can be used to get visual learner pay attention during the class such as see, look, imagine, observe, and search. Furthermore, Deporter and Hernacky as cited in (Untoro, 2016) asserted that students who have visual learning style are not easily being disturbed by noisy so they can learn while listen to others noisy around them. Finally, it can be inferred that visual learning style refers to the way the students learn something by seeing or maximizing eyes to process the information.

Based on this reason, the visual learners will learn better through some visual aids. In the context of classroom teaching activity, providing students with colorful instructional material will give them some advantages since they love learning by seeing.

b. Auditory

Learners Students who have auditory learning style like listening. They are dominant in maximizing their ears during their learning process. These learners have highly developed auditory skills and are generally good at speaking and delivering information. (Brown, 2007) asserted that auditory learners are preferred to learn new concept through listening to the lecturer. Besides, (Ibrahim & Hussein, 2016) mentioned that attending lecturer, tutorials, and group discussions are absolutely essential for auditory learners. It implied that auditory learner achieve the material well by listening to audio or having some oral discussion. In more detail, Deporter and Hernacky as cited in (Untoro, 2016) asserted that the auditory learners tend to think in word rather than picture. They learn best through verbal lecturing, discussion, and listen to what other people said. In other words, auditory learners prefer to learn by listening to audio or other verbal means.

c. Kinaesthetic

Learners kinaesthetic learning style is related to the body movement. Students who have kinaesthetic learning style like learning with move, practice, touch, and demonstrate. They will feel better when the learning activity involves physical movement. Besides, (Ibrahim & Hussein, 2016) asserted that kinaesthetic learners learn through doing. Additionally, Deporter and Hernacky as cited in (Untoro, 2016) underline that kinaesthetic learners tend to learn through doing, moving, and touching, and they commonly express themselves through movement.

They also have good sense of balance and eye-hand coordination. Moreover, kinaesthetic tend to remember several things though interacting and moving. They like to use their finger while reading. However, the kinaesthetic learners do not have good handwriting. Furthermore, kinaesthetic learning style can be inferred to the way a learner gathers the information through moving and interacting. Since psychomotor is very essential for kinaesthetic learners, teachers should provide the appropriate learning activities which involve some physical movements.

Furthermore, it can be inferred that there are several types of learning style such as auditory, visual, and kinaesthetic, learners. Auditory learners prefer to learn through listening, and visual learners prefer to learn through seeing. Meanwhile, the kinaesthetic learners like learning by doing, touching, and moving. This study centers on auditory and visual learning style since these two learning styles more dominant in learning writing as it has been mentioned in the previous session.

Therefore, they are easily being disturbed by noisy since they learn better by listen to audio or people. Furthermore, it can be interpreted that the auditory learner optimizes their ears for processing and gathering the information. They like learning through listening. Thus, in teaching and learning activity teachers need to pay attention to some instructional media and method that can promote them to learn better through listening. Providing verbal discussion will help auditory learners to perform and learn the material well as long as they could listen to others opinion through discussion.

Methods

This study was conducted by using descriptive qualitative design. Jacobs and Razavieh (2002: 425) say: the qualitative inquirer deal with data is in the form of the words, rather than numbers and statistics. It means qualitative research tend to analyze their data inductively. Qualitative research tends to collect data in the field at the site where participants experience the issue or problem under the study. The data of this study were the results of teachers' interview based on teaching writing descriptive text. The researcher took the data on 14-26 October 2022.

The source of the data was taken from one English teacher and one class of tenth grade students at Senior High School 2 Bangkinang. The instruments used for collecting data were observation, interview, and document analysis. The techniques of collecting data were observation, interview, and document analysis. The technique used in this study was based on the procedure proposed by Jacobs and Razavieh (2002) including:

1. Preparing the data for analysis: involve transcribe interviews and transcribe recording of conversation or utterances of English teacher.
2. Familiarizing and Organizing: This step is to obtain a general sense of the information and to reflect on its overall meaning.
3. Coding and Reducing the Data: Coding is developing concepts from the raw data. The researcher started to classify the data one by one when all the switch expression in English teaching and learning process. Then, reducing data means summarizing, choosing the main things, focusing on the important things, and finding the topics and the forms.
4. The next step in data analysis involves making an interpretation or meaning of the data.

Results and Discussion

Based on the analysis of the teacher's strategies in teaching writing descriptive text for tenth grade students at Senior High School 2 Bangkinang, findings of this study can be presented as follows: It was found that the teacher used visual learning strategies in teaching writing descriptive text at Senior high school, they are the teacher makes a lot of symbols and pictures in notes, material summaries, presentations and when explaining in front of the class. teachers use tables and graphs that can help students to deepen their understanding of learning materials, such as mathematics or natural sciences. Teacher Using picture books, so students can easily remember and understand the information or material described. The teacher adjusts the picture according to the child's age, so that the knowledge and material absorbed by the child remains balanced. Teacher Using video, as a learning medium.

In learning English, writing skill was a very complex activity for students' senior high school because there are some difficulties faced by students, they were vocabulary, grammatical generating ideas, so those make students lazy to learn writing text. The role of a teacher was very important in overcoming these problems such as the teacher should be creative in choosing the materials and able to stimulate the students' interest.

The teacher needs to manipulate some strategies to support the teaching and able to implement all competencies in the lesson plan well. For the students at Senior high school 2 Bangkinang, writing is considered as the most difficult skill. But the students are interested in the English writing class because the teacher can help students to write well with her strategy.

Teacher made her students understand how to write and able to implement all competencies in the lesson plan well. Therefore, almost all students can write well and confidently by their own writing. The research aimed to identify the teacher's strategies in teaching write descriptive test and her reasons for the strategies. The data analysis showed that visual learning strategies by the teacher's

Besides, there were the strengths and weaknesses of teacher's strategies in teaching writing descriptive text. This strategy used by the teacher in teaching writing text involves four aspects. First of all is the students' interest of teaching learning process to be more active and more enjoyable. Using image, the students can stimulate the imagination of a student that they like to tell about the image sees so that it is hoped that the student will be able to write suitable to the image.

Besides, the teacher's body language or teacher's expression also becomes important in attracting students' attention to be more focused and concentrated while learning. Because the teacher as a role model in class so that each behavior is very influential in helping them write well. Secondly, the students' idea of writing was getting better. This strategy helped the students brainstorm the ideas of their writing they write by optimizing some sources of professional knowledge for teachers, books, internet, or their friend and discussed classroom.

The teacher gave only one key word then students observed it to develop their ideas. This strategy was helpful for students in facing difficulties finding ideas for writing. Thirdly, students used more vocabulary in their writing. Using this strategy can also enrich the students' vocabulary. They can get it by reading and listening their friends' assignment when correcting and presenting assignments in front class.

Lastly, the students organized the text easily. Making a draft helped students in organizing the text. It could also prevent the failure of generic structures of text they would write. In this case, students are given to modify testing to better understand writing descriptive text. From looking for generic structures, correcting incorrect text according to generic structures, and making descriptive texts well. The teacher's role in this strategy not only helps students but facilitates students if there are deficiencies. This greatly minimizes errors in learning.

Conclusion

In teaching writing, the teacher should be able to attract the students' attention and the teacher also has to be creative. The teacher should choose a strategy that can involve the students to write independently, especially in writing. One of the strategies that the teacher can use in teaching a

descriptive text is visual learning strategy. Visual learning strategy will help the students to organize and generate their ideas easily, especially in writing a descriptive text. This strategy also makes students active and feels motivated in writing.

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