

Visual Literacy Clues As An Innovative Writing Strategy In Teaching Short Story Among Grade Four Learners

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Abstract: *The purpose of this research study is to find out if visual literacy clues is really effective as an innovative teaching strategy in teaching short story in grade four level. This intends to the teachers as their guide and reference in teaching.*

Keywords: *Innovative, Strategy, Visual literacy clues*

1. INTRODUCTION

Our home is our first school, and our first teacher is our parents. Learning basic skills like writing is one of the important things that a child could learn and can be taught at home first. We all know that learners have different learning capabilities where they will be able to enhance their skills and discover new abilities. Writing skill is a way to express your thoughts and feelings and it has an integral part in the life of an individual.

Just like our Filipino writers, their contribution in Philippine Literary Arts is truly admired by the people reading their piece. Through their writing they can touch the hearts and minds of many. They can also inspire people to write their own piece and in writing a piece of literary art, our creative thinking has an important role.

The Department of Education promotes its quality education for all, there must be no learner left behind, because when it comes to gaining knowledge it must be shared. In the Most Essential Learning Curriculum of the Department of Education, writing short stories was included as part of the lesson in grade four level. Though grade four is an intermediate level, they still struggle when it comes to writing short stories. Hence, some strategies would be integrated by the teachers to engage their learners in a fun learning environment for them to fully understand the process of making a short story.

During the traditional teaching, text presentation is enough to learn the lesson, but now in our modernized learning different strategies should impart for the sake of a better learning process. Through this study, address some of the problems encountered in learning how to write a short story in

grade four by means of visual presentation that will help the learners to cope up with the lesson.

The lesson on how to write a short story was also included in some primary levels like in grade three, so that they had an idea collected from their previous grade level. But the teaching time is not enough for them to be able to master how to write a short story and to recognize the elements of it. Even the teachers have difficulties in teaching writing short stories because some of them are not knowledgeable enough with regards to writing short stories.

According to Moses & Mohamad (2019) the challenges faced by the students' have made it challenging for teachers to teach writing skills. The challenges that are faced by the teachers to teach writing skills include the difficulty to motivate their learners, diverse levels of learners, difficult materials and time constraints to teach the learners. In order to improve a learners' writing skills, more attention must be given by a teacher to teach writing such as giving guidance and feedback. However, Abdullah (2019) studied that the pictures were able to help learners in writing. When learners' were asked to write using only guided words, learners had difficulty because their incompetence in writing was a setback for them as they did not know how to start their writing.

To generalize the problems encountered, the learners have difficulty in constructing a short story with its complete elements especially when it is going to be written in our second language which is English. The learners will need to make up their mind on what they should write or how to start their writing. They can also struggle to a time allotted to them if it was given as an activity which is impossible for them to construct a short story immediately.

Students had a positive perspective on the use of picture series in teaching guided writing. The use of picture series in ESL classrooms enhanced students' motivation and interest

when teachers integrated pictures as teaching aids in classroom activities so that teaching and learning were not monotonous. Majority of the students had gained interest in writing after the treatment. When students gained interest in writing, it would be easy for the teacher to teach writing skill as the learning environment was lively and students showed enthusiasm in the lesson. This later would help them to acquire the skill unconsciously. (Singh, Mei, Abdullah, Othman, Mostafa, 2017) The learners at the elementary level have different learning styles. The learning style inventory has divided the learners into three main groups; visual learners, auditory learners and kinesthetic learners. Post-test analysis leads towards the acceptance of the alternate hypothesis that visual style-based instruction has a significant effect on the academic achievement of the learners. The visual style-based instruction has increased the learning level of the learners (Sultana & Kubra, 2015).

As a researchers observed the difficulties in writing a short story of the Grade 4 learners. The researchers conducted this research to address the problems by determining if using visual clues as a teaching strategy will help the learners to enhance their skills in writing short stories.

To help the learners express themselves, improve their writing fluency and strengthen their vocabulary acquisition. Learners will write to express, discover, record, develop, reflect on ideas, and to problem solve. Grade 4 Learners are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain by utilization of the innovative writing strategies.

Action Research Questions:

This study aims to determine the effectiveness of Visual Literacy Clues as an Innovative Writing Strategy in Teaching Writing Short Story among Grade Four Learners of Ateneo Casa Famiglia for the School Year 2021-2022.

1. What is the level of learners writing skills in short story in terms of:
 - 1.1 focus
 - 1.2 content
 - 1.3 organization
 - 1.4 style
 - 1.5 conversation
2. How effective is the Visual Literacy Clues as an innovative writing strategy in teaching writing short story among Grade Four Learners as revealed by their pretest and posttest mean score?
3. Is there a significant difference between the pretest and posttest mean score?
4. What lesson exemplar in English may be developed based on findings- of the study?

METHODS

This study will examine the effectiveness of visual literacy clues as a strategy to measure the skills of the grade four learners when it comes to writing short stories with complete elements whether it is fiction or nonfiction. More so, this study also investigate the pre-test and post-test of the grade four learners during the utilization of the strategy in the competencies in English 4 subject which will last for about 30 to 60 minutes.

This research study is a one group pretest-posttest experimental research design by determining how visual literacy clues strategy helps the learners to improve their writing skills.

In this study there is one section involved for utilizing the strategy. We will utilize the use of visuals through teaching the grade four learners about short stories, types of short stories (fiction and nonfiction) and the elements of it.

In this study the respondents are purposively selected grade four learners who are enrolled in K to 12 Curriculum at Ateneo Casa Famiglia, one of the private and prominent schools in San Jose del Monte, Bulacan

The Purposive Sampling Technique was used in this study. Since the learners of Ateneo Casa Famiglia were limited as it is only a small school.

The researchers will use educational short clip to help the learners convey information in a better and more convenient way. It is also an add-up during the intervention of the strategy, so that the learners will practice their minds on how to identify the different elements of the short story and to give them more ideas on when and how to start to create their own short story with complete elements. Researchers will also add some activities and assessments to measure if they really understand the lesson by the use of visual literacy clues.

The researchers will integrate the short story writing as a form of pretest and post- test. By the use of rating scale rubric it will measure and shown the differences of the pretest result to the post-test result. Rating scale represents the respondent feedback in comparative form of a particular topic and this scale is used to evaluate the performance of the learners.

Once we have decided what design our research is going to be based on, it is imperative that we continue following the systematic procedure and start working data collection. We also have to decide how we are going to collect data, after having decided what to collect of course. In addition, it is important to mention that we are going to collect data according to how relevant it can be in the research as well as its effectiveness. We have to be aware of all the possible difficulties that there may be throughout the data collection process. So, in order for us to successfully collect proper data, we've got to make sure we already have clear criteria for selection. For this reason, when conducting a research, it's necessary that we take into consideration whether it's authentic

or heuristic, analytic or deductive, so that we can get our research to hold completely accurate data.

The study was subject to the process of some certain ethical issues. The consent letter and proper communication to the head of the school will take into consideration to rest assured that we are in line with the school policies and to have a formal way of endorsing the study. The identities or privacy of the respondents were secured to ensure not to regulate the privacy act of 2012.

In analyzing the data of the respondents, the pretest and posttest will compare. The scoring matrix made was based on our research question to determine the level of learners' writing skills.

The result of this study could be shared and disseminated to the head of Ateneo Casa Famiglia to further reflect on the process of teaching and learning that they had. The said school can endorse this study to the teachers for them to be fully aware with regards to their competencies through their faculty meeting or in the conduct of their School Learning Action Cell.

Through this, it can encourage teachers to conduct an appropriate action on how to improve their pedagogy to help the learners to be more active and focused during the class, and to apply some strategic method to improve their competencies.

RESULTS AND DISCUSSION

To ensure the transparency and accuracy, the data obtained in this analysis thoroughly analyzed and interpreted.

Table 1. The results below are based on the scoring rubrics, it shows a big difference between the scores of learners in pre-test and in post-test.

PRE-TEST RESULTS		POST-TEST RESULTS	
TOTAL SCORES	INTERPRETATION	TOTAL SCORES	INTERPRETATION
41	Needs Improvement	83	Good
45	Needs Improvement	80	Good
38	Needs Improvement	74	Good
42	Needs Improvement	84	Good
32	Needs Improvement	79	Good
45	Needs Improvement	75	Good
68	Poor	72	Good
58	Poor	81	Good
53	Poor	83	Good
54	Poor	78	Good

42	Poor	74	Good
52	Poor	81	Good

Table 2. Pre-test and Post-test Mean Score.

	Pre-test Score	Post-test Score
Mean	47.5	78.67

Table 2 shows the pre-test and post-test scores before and after the implementation of Visual literacy clues as an innovative teaching strategy in teaching short story. It also shows that the presentation of visuals has a big impact in the learner's learning process.

Table 3. The test of significance between the pre-test and post-test in the implementation of Visual Literacy Clues.

N	T-test Value	T-test Critical value	Probability Level	Standard Deviation		Statistical Significance
				PRE-TEST	POST-TEST	
12	9.61	2.201	P<0.0001	9.86	4.053	True

The N pertains to the quantity of learners tested, the t-test value is higher than the critical value which means there is significant difference between the pre-test and posttest mean score.

CONCLUSION

Connected to the results and discussion regards to the effectiveness of visual literacy clues in teaching short story in grade four level there are some conclusions gathered.

1. Some of the learners are very attentive, they have focus on what is in the lesson by the presentation of visuals in teaching.
2. There is one learner who are aware of time of teaching due to the availability of their internet connection.
3. The results of mean score in pretest and posttest shown that the visual literacy clues is effective in teaching short story in grade four. It is a way to fully understand the lesson very well.
4. There is lack of interaction between the teachers and learners in online class modality.

RECOMMENDATIONS

Based on the findings of the study and the conclusion drawn, the following are recommended.

1. Further research is needed if visual literacy clues is a way to cope up the attention of the learners in any other subjects and competencies.

2. The provision for the internet connection is needed for those learners who are not able to attend the class due to the no Wi-Fi and data.

3. Further research regarding the presentation of visual literacy clues is needed to prove that it is really an effective way to teach the learners with full understanding.

4. It is better to have a face to face classes with a compliance to the health protocols.

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