

## **An Optimization of Language Learning in Writing Through E-Learning: Encountering Covid-19 Pandemic**

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### **Abstract**

In response to the current situation of the pandemic covid-19 outbreak which has been affected worldwide, this study examines the opt on online learning for writing skill, and to assess the development of the writing task. It draws the data from an English as a Foreign Language (EFL) student's writing documents, and marking documents of three experienced English teachers' using the "Analytical Marking Scheme". A qualitative approach was employed where the data was obtained during the online supervision of the student's final project (TA) by integrating visual images into her writing project. The participant is in her final year at English Department, Politeknik Negeri Padang who focuses on writing brochure as her TA. The findings of this study show that there are two major progresses found in the writing documents of the first draft to the final draft. First, the content of the writing has been improved as seen from the variation of vocabulary used within. The essay has been organized well where the ideas are developed, and the information shared is logical and complete. Second, even though there is still a few errors occurred in grammar, punctuation, and spelling, they have no influence on the idea conveyed. The student is able to adjust into the online learning, and increase her writing performance by utilizing the visual images given. The findings suggest that there should be more innovative learning designs to accommodate the needs of online learning. Since this type of learning is challenging for both teachers and student, teachers need to be able to put their role as facilitator to establish more engagements with the student, and to trigger the student to be more autonomous in learning.

Keywords: analytic evaluation; e-learning; pandemic; visual image; writing

### **Introduction**

Recently, since several months ago, the spreading of covid-19 disease has been affected worldwide. In responding to the interim guidance on the novel coronavirus issued by WHO to all

countries, the Ministry of Health (MoH) of the Republic of Indonesia has taken serious actions to enhance response efforts for this disease, thus physical distancing is considered as the best breakthrough to slow down its spread and overburdening healthcare system. Physical distancing measures are regulated, schools and workplaces are closed for certain duration of time, movement of people and mass gatherings are restricted, and isolation and quarantine are enforced (“Social distancing,” 2020). Including into this key concern is Education System, on how to carry out and to shift the education system from face-to-face interaction in the classroom, into e-learning conducting at home (“Coronavirus disease (COVID-19) technical guidance: Maintaining Essential Health Services and Systems,” 2020; “WHO Timeline - COVID-19,” 2020). To accommodate this shifting of this traditional teacher-student relationship, many educational institutions take lesser effort for its implementation since some of them have been applying e-learning simultaneously with in-classroom method or known as blended learning. This is in line with the Industrial Revolution (IR) 4.0 in terms of education which challenges the education sector in utilizing the developing technologies (Bonciu, 2017). In addition, since the students at this generation are so much into technology, so they have been aware and fully acknowledged this e-learning system (Hussin, 2018; Kozinski, 2017).

Needless to say, English Department as one of developing majors at Politeknik Negeri Padang (PNP) has also been synchronizing its teaching-learning method by implementing this e-learning into its education system. Even though language learning has its own character, e-learning application into teacher and student relationship is considered adequate since it promotes independence and individuality of the learners, and provides autonomous learning solutions for the learners (Roziwicz, 2015). As a matter of fact, the four skills in language learning; Speaking, Reading, Listening, and Writing require amount of practices and feedbacks; a constant application of knowledge perceived. This continual practices constitute the student to acquire the theory, understand, and remember, and then practice recall until it becomes an intrinsic part of the thinking pattern (Mohammadi, Ghorbani, & Hamidi, 2011). Practices in language learning can transform information into process. Hence, the effective use of online activities facilitate these language learners to practice knowledge and then receive immediate feedback from their teachers assisting these learners to improve learners’ language learning skills (Ahmadi, 2018; Mohammadi et al., 2011). In spite of its technical limitations where the teachers and the students have little knowledge and less experience in using internet and computer, this e-learning establishes the engagement; motivation of students in attending the class to learn which are essentials for learning.

It can be assumed that this shifting of learning from the traditional to e-learning can develop the language learning process. Notably for this study, it can develop the students’ writing task by integrating visual images into their texts. Teachers as facilitators and supervisor can do frequent evaluation on the student’ writing on certain agreed time for the feedback. Put it simply, the variation in teaching method by establishing e-learning has been facilitating the students to make their critical thinking process noticeable (Montaño-González, 2017). Previous studies acknowledged that this strategy has become a significant factor in stimulating and helping the learners of second or foreign language to be successfully in their learning. Like wise, in educational setting, academic writing stresses on generalization and classification concerning a situation, problem, or theme with logical or hierarchical relations among points (Rausch, 2015, p. 6). Thus, designing appropriate strategy, adapting and applying them to become effective teaching method can lead up the learners to be responsible in their own learning development, and consequently be autonomous in their learning (Kumaravadivelu, 2001; Montaño-González, 2017).

Thereupon, the research question for this study is: What is the impact of the optimization of language learning in writing skill through e-learning by integrating the student's writing with visual image?, and How this visual image can improve the student's writing skill?. The limitation of this study is on the writing skill of the student, particularly on their final project which is one of the compulsory requirements to graduate. It is due to the aim of this study that is to develop and assess the language learning of the students, particularly in writing skill which has been optimized through online learning. Hence, this study can be considered significant theoretically and practically for the EFL learners regarding to their mastery in writing skill. By carrying out this study, it is expected there will be an alternative technique (state of the art) for teaching and learning of writing besides the traditional setting. It is where the teachers become a facilitator by equipping the students with varied opportunities to improve their writing skill, and the students become more autonomous, enthusiastic, and responsible in their own learning. Integrating the teaching-learning process with other types of supporting tools like audio, and/ or audio visual would be adequate through e-learning for other researches in the coming future.

### **E-learning and language teaching**

It has been several years since the Industrial Revolution 4.0 has been initiating, educational sector has become apparent into the modern life of learning system in higher education. Within this time, the use of information and communication technology has been increased tremendously (Cai, 2012; Jabeen, Shazi Shah Thomas, 2015). Students at higher education institution at the age between 18 -23 year-old or known as Generation-Z (Gen-Z) are the biggest consumers of technology, and have become aware and fully involved in this e-learning process as it has become undoubtedly significant to the education (Junco & Mastrodicasa, 2016; Kozinski, 2017; Solak & Cakir, 2014). Technological advancements has transformed and shifting the mode of learning, and the relationship made between the teachers and the students. By having this change, teachers can develop their teaching strategies to be more interactive, on how to create open ended learning environments focusing on student-centered education as an effective mode of teaching and learning (Cai, 2012; Jabeen, Shazi Shah Thomas, 2015; Liu, Lee, & Furdyna, 2005). This new learning mode is a response to the needs of the globalized era where the learners are in line with the technology to develop and to make use of a range of accomplished competencies, skills, and identified source and knowledge (Fisk, 2017; Hussin, 2018; Lasse, 2019; Sariyani, Yaningsih, & El Khairat, 2020).

Nevertheless the establishment of this e-learning use in English language learning is undeniable, and several studies have determined the benefits obtained in utilizing this e-courses, there is a few study still argues on its drawback (Abouchedid & Eid, 2004; Virginio, Porta, & Cellario, 2004). The implementation of this e-learning on the language learning has shifted the pedagogy carried out by the EFL teachers where previously concerns on teacher-centered strategy. At present, it turns to student-centered strategy focusing on accommodating linguistic sensitivity and improving listening comprehension and ability of expression, and depends on the student's frequent practice in order to enable students to master English in a short period (Cai, 2012, p. 843). It is because the environment occurred during this online learning facilitate the learners to perform and produce well as as it consists of: (1) authentic activities within context; (2) multiple points of views and abundant information (3) benchmark expert's performance and thinking; (4) cooperative construction of knowledge; (5) opportunity for practical reflection; and (6) coaching and allow for clarification (Liu et al., 2005).

With regard to the advantages, few studies highlight that this language e-learning is a communicative tool that can increase the engagement, attendance, and motivation of students, and reduce the burden on the students where they can study at their own pace. It can support the students on their knowledge-building task (González, 2010), assist them to focus on their learning by applying a ‘learning by doing’ approach, and encourage them to become autonomous learners (Cai, 2012; Mohammadi et al., 2011; Rosell, 2020). Hence, its flexibility, accessibility, and convenience simplify the learners in accessing material needed for their task at any place and any time (Ali, 2008). Students can create and develop highly simulative and rich interactive collaboration between the teachers and the students relationship by exchanging views on the topic being discussed and/ or assigned than what they experience in the traditional one (Ali, 2008; Ghaffari & Emami, 2011). Concurrently, they can have a greater control on their learning process as well (George-Palilonis & Filak, 2009; McCombs & Vakili, 2005; Rosell, 2020). Significantly for the slow learners, where they need requisite time to understand the lesson within the traditional setting find this e-learning provide them potential benefit in terms of fostering their reflection and information processing, and overcoming the temporal and spatial restrictions (Ghaffari & Emami, 2011; Westberry, 2009; Zakarneh, 2018). Zakarneh (2018) in her study stated that this e-learning has become an adequate tool for testing and evaluation compare to the traditional setting, and she confirmed within the study that this e-learning has given a positive impact of the four skills of language learning in enhancing performance the students’ in English.

Despite its advantages, a few experts came up with the drawbacks of this new established language learning. New pedagogical skills and a high expense for both teachers and learners, and learners’ motivation and self-discipline became the concern (Al-Maqtri, 2014; Virginio et al., 2004). This self-discipline and motivation became the highlight also by Al-Maqtri (2014) in his study referring to learners’ lack of motivation in carrying out this mode of learning. Students mostly engaged in online quizzes and checked their attendance instead of handed in their assignment on the due time. As pointed out by Solak & Cakir (2014) in their study that there was no significant different on the effect between the modes of learning. To their view, hybrid learning and enhanced content and materials could be more effective and improve the learners’ performance rather than carried out one mode of learning. Likewise, the unavailability of internet connection both for the teachers and the students, the vulnerable security of information systems which halted the institution’ e-learning system made the purpose of the e-learning could not be achieved (Al-Maqtri, 2014; Ramim & Levy, 2006; Solak & Cakir, 2014).

### **Visual images to support writing task**

Out of four skills in learning English, EFL learners consider writing is a challenging skill to be learned since writing is intricate and complex task comprising more components than other skills like creativity, analyzation, presentation, and technique (Harmer, 2007). Writing encourages the learners to use accurate part of grammar in expressing their ideas, feeling, and opinion. Since it is a progressive activity, that prior to write, the learners should think of what to write, how they write their ideas down, and re-read their writing whether it needs some revision or correction to make sure that their readers would understand the sentences written (Baker, 2015). Therefore teachers are expected to be creative and innovative in teaching writing to make their learners can get the idea in writing.

Several studies highlighted that one of the strategy that can be applied is by integrating visual aids into the writing lesson (Laraswati & Suhartono, 2016) as visual images can stimulate comprehensive linguistic production. These visual images can activate and sharpen learners’

memorization of new vocabulary or structures, critical thinking skills in organizing and developing their ideas, evaluating, synthesizing, and analyzing on a topic to be written (Baker, 2015; Patesan, Balagiu, & Alibec, 2018; Rao, 2007). The images as authentic materials, particularly the ones referred to thematic topics which are meaningful to the students can enhance the students' writing to be more creative and rich in vocabulary used in communicating their ideas to the readers. Simultaneity, the support of these images make the learning becomes easier and interesting for the students (Baker, 2015; Laraswati & Suhartono, 2016; Shabiralyani, Hasan, Hamad, & Iqbal, 2015) and Thomas & Keinders (2010) agreed that these visual aids are powerful tool in terms of disseminating knowledge in teaching writing as they can help teachers to clarify and coordinate accurate concepts to the students, and create effective, engaging, motivating, and more concrete environment for the students to learn. Being guided in carrying out their writing task, is one of the effective factors where these students can improve and assist themselves in pre-writing process; formulating abstract ideas, or assumed as media. The three steps taken of pre, whilst, and post in writing significantly can improve their writing starting from drafting to finalizing, in terms of quantity and quality as they become more aware on details they should put into their writing (El Khairat & Sariyani, 2018; Lan, Hung, & Hsu, 2011; Murray, 2012).

On the contrary, not all students and higher institutions are well-trained with this enculturation process. Although mostly the students in this 21st era are known as the consumers of technology advancement, and have easy access to visually literate, they have challenges in interpreting images and graphic critically into nonverbal communication (Dukchak, 2014; Metros, 2008; Metros & Woolsey, 2006). Needless to say, higher education high official also seem to impede this enculturation process as they assume the tradition they have in the past era is sufficient for the learning modes within their institution (Metros, 2008). Encouraging teachers to concern on the visual literacy of their students as part of the officials in the higher institution should be done first to make the enculturation process running well (Dukchak, 2014; Metros, 2008)

### **Methodology**

Qualitative approach was applied as the research design by treating around the topic as potential data (Dornyei, 2007; Hyland, 2016). As this study merely concerns on the student' writing document, the data was taken from first-hand information through email correspondence. The data was collected from the supervision on the semester sixth (final year) student' Final Project (TA) at English Department, Politeknik Negeri Padang. The current situation forced the supervision process carried out through online platform.

The participant of this study was chosen as she focused on writing a brochure for her TA's topic. She is in Level A2-Basic User based on the Common European Framework of Reference (CEFR) standard for her language proficiency level. To ensure research ethical practices, human consent as the approval of taking the data from her was conveyed prior to the implementation of the study (Mackey & Gass, 2005). Participant was also informed the procedure of this study sent through email in order to right her needs and concerns. The participant was voluntarily participated, and also deserved to withdraw her participation at any phase of the study.

The data was collected in the period of three months (end of May to August, 2020) referring to some stages carried out in the process of writing where on each stage, the participant engaged in an activity to construct her writing (Richard & Renandya, 2020), to revise so the texts became readable and meaningful (Urquhart & McIver, 2005), therefore the students' writing ability can be defined clearly (Ghalib, Thikra K. Al-Hattami, 2015). The data was in the form of writing documents; text samples; collections of naturally produced samples of writing (Hyland, 2016, p.

4), and marking documents on the participant' writing from three teachers using Brown (2004) Analytical Writing Scale for rating the writing composition. The teachers were coded as Rater #1, Rater #2, and Rater #3 in order to maintain teachers' anonymity. Aforetime, the topic for this writing task had been agreed between the participant and the researchers.

For data analysis, Brown (2004) Analytical Marking Scale was applied to assess the participant' skill and knowledge of the components of writing task. There were four writing documents to be analyzed by three raters. This analytic scale was in the form of marking schemes and scoring rubrics (Nahla, 2001, p. 113), prepared prior to the research (Latief, 2009) as a useful guides for the raters to evaluate the quality of students' written response" (Khatib & Mirzaii, 2016; Nahla, 2001, p. 113; Razi, 2005). The scoring rubrics consists of five parameters, where each representing the quality of different components, namely; Organization (Introduction, Body and Conclusion), Content, Grammar, Punctuation, spelling and mechanics, and Vocabulary. Each of this parameter has five value levels starting from "Not acceptable, Acceptable, Good to fair, Very good to good and Excellent to Very good". From the scores of the mastery of the writing components, the students writing is predicted (Latief, 2009, p. 2). They were one document from the beginning of the study before integrating the participant' writing with visual images, two documents after integrating the writing process with the visual images, one document gathered at the end of the study.

Preliminary, the participant was asked to provide a writing document without having visual images as the stimulus, and handed in to the researchers. Then, throughout the whole process of learning, the participant was facilitated with visual images related with the topic agreed previously to give the students maximum help in developing her writing skill. Within this learning process, the participant was required to provide two more documents of her writing based on the schedule time, and handed in as well. Subsequently, the last writing document was collected at the end of the study. In total, there were four writing documents assessed by each rater. Then, the assessments made on each of writing document from the three raters were compared in order to evaluate the achievement made by the participant in accordance to the proficiency in writing as stated by Brown (2004). The data from the three raters was displayed in table and remarks, then was analyzed and interpreted descriptively (McDonough & McDonough, 1997) by the researchers.

## Finding and Discussion

This study was set to assess the development of the student's writing task by integrating visual images into her writing project. The findings were obtained from the raters' vignettes on four participant' writing documents. The first draft was written before being introduced to visual images, the second to the four writings were after being facilitated by these visual images. These findings addressed the research question whether this innovative learning design can accommodate the needs in teaching and learning of writing for both teacher and student.

### Marking result of participant 1st writing document

Table 1 below illustrates the markings from the three raters of the 1st participant' writing document before integrating it with the visual images

Table 1. Raters' Vignettes on the 1st draft of writing document referring to Analytical Marking Scale

| Analytical Scale for Writing Task | Rater #1<br>Rate | Rater #2<br>Rate | Rater #3<br>Rate |
|-----------------------------------|------------------|------------------|------------------|
| Organization:                     | Good to Fair     | Good to Fair     | Acceptable       |

|                                      |                   |                        |                   |
|--------------------------------------|-------------------|------------------------|-------------------|
| Introduction, Body and Conclusion    |                   |                        |                   |
| Content                              | Good to Fair      | Very Good to Good      | Good to Fair      |
| Grammar                              | Very Good to Good | Good to Fair           | Very Good to Good |
| Punctuation, spelling, and mechanics | Good to Fair      | Excellent to Very Good | Good to Fair      |
| Vocabulary                           | Good to Fair      | Good to Fair           | Acceptable        |

As table 1 shows, the bottom line of this 1st participant' writing document referred to the three raters' marking documents for all marking criteria is in the rate of "Good to Fair". The idea of this essay is delivered clearly. As a whole, both Rater #1 and Rater #2 agree that this writing is in "Good to Fair" mark whereas Rater #3 has different opinion, and marks it in varied rate from "Acceptable" to "Very Good to Good" range.

For the first criteria 'Organization; Introduction, Body and Conclusion', Rater #1 and Rater #2 states that this document is quite logical to convey the essence of the essay, even though some ideas aren't fully developed regarding to diction' problem. The sequences are not consistently used, and it gives the positive impact to the rate of its content. On the other side, Rater #3 gives lower mark for this criteria. In her view, it is in the range of "Acceptable" as the ordering of ideas is not managed well. It can be seen inadequate effort at organization of ideas of what the participant attempted to write down on the assigned topic.

For the second criteria 'Content', two out of three raters value the writing in "Good to Fair" range. There are ideas which have not been developed well. The writing only consists of broad ideas and yet elaborated into details. In contrast, another rater; Rater #2 states that this writing has addressed the topic given even though the paragraphs aren't divided exactly right. Some ideas are not completed as they miss a few points to specify.

For the third criteria 'Grammar', the three raters have different perception as well where two of them consider this 1st document in the rate of "Very Good to Good" and another one in the rate of "Good to Fair". The Rater #1 and Rater #3 highlight some grammar problems within the document, how ever they do not influence the communication of the writing. They agree that grammar used is appropriate in this circumstance. In contrast, Rater #2 states that the grammar errors in this document are apparent, especially in organizing compound and/ or complex sentences and phrases which can affect the communication. Besides that fragment or run-on-sentences are also present in the document as the impact of the grammatical errors made.

For the fourth criteria 'Punctuation, spelling, and mechanics', there is a significant difference of perception among the Rater #1, #2 and Rater #3. The first and the latter raters believe that the writing is in the rate of "Good to Fair" as some errors are found particularly in punctuation, and spelling. Meanwhile, Rater #2 thinks out that this writing has used general writing convention correctly where punctuation is used properly, and needed capitals are arranged well.

For the last criteria 'Vocabulary', it is in the range of "Acceptable" to "Good to Fair" rate. Nevertheless the marks given by the three raters are slightly different, it can be seen from the writing that the perception of the raters are almost similar. They comply that it has lack variation of vocabulary usage seen from the repetition made on several words. Therefore the idea is expressed poorly, and not developed well.

### Marking result of participant 2nd and 3rd writing documents

Table 2 below illustrates the raters' remarks on the 2nd and 3rd participant' writing documents after being facilitated by visual images in order to assist her in broadening her writing. Whilst Figure 1 shows the visual images used in assisting the participant arising her interest, curiosity, and motivation to obtain and provide in depth information which correlates and coordinates accurate concepts regarding to the topic given.

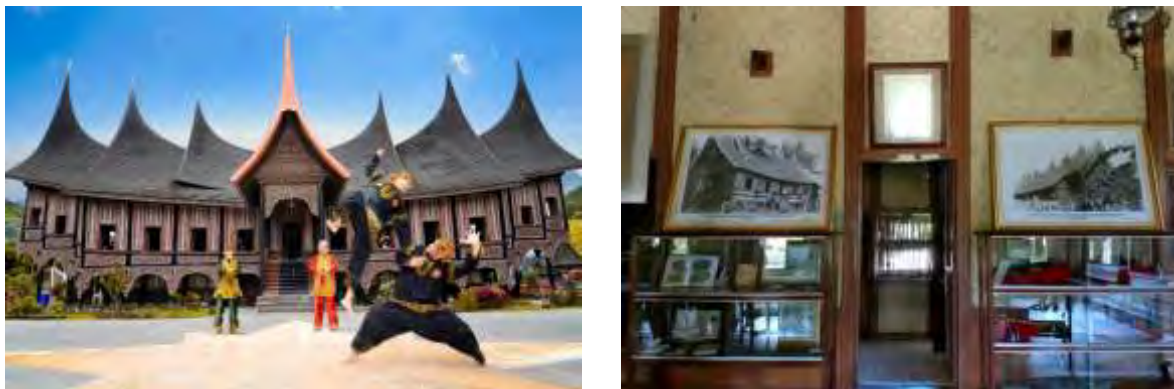


Figure 1. visual images used

Table 2. Raters' vignettes on the 2nd and 3rd draft of writing documents referring to analytical marking scale

| Analytical Scale for Writing Task               | Rater #1          | Rater #2               | Rater #3          |
|---|-------------------|------------------------|-------------------|
|   | Rate              | Rate                   | Rate              |
| Organization: Introduction, Body and Conclusion | Very Good to Good | Very Good to Good      | Very Good to Good |
| Content   | Very Good to Good | Excellent to Very Good | Good to Fair      |
| Grammar   | Very Good to Good | Excellent to Very Good | Very Good to Good |
| Punctuation, spelling, and mechanics            | Good to Fair      | Very Good to Good      | Very Good to Good |
| Vocabulary                                      | Very Good to Good | Very Good to Good      | Very Good to Good |

In short, it can be seen significant improvement on the 2nd and 3rd writing documents, particularly on the latter. In term of 'Organization' the raters come to an agreement that both of the writings are in the rate of "Very Good to Good". By simply providing meaningful visual images, the sequences made within the documents are established, correlated, and coordinated among each other. They have been developed well which consist of some elaborated ideas. The information shared has been elicited, explained, and communicated. Hence, by integrating the visual images into the writings bring the knowledge to a conscious level in the form of an organizational structure. Undoubtedly, these images assist the participant in processing and restructuring information within the writing.



In term of ‘Content’, the mark given by the three raters are varied; “Good to Fair”, “Very Good to Good” and “Excellent to Very Good”. The ideas are fully and thoroughly developed also bring the essay into its purpose for persuading people at the same time. It is in accordance with Rater #1 view that the content of both documents have conveyed the message they want to achieve by expounding ideas systematically and in more detail. Whereas, Rater #3 indicates that even though these writings have been elevated in processing and restructuring the information, there is a few points are still missed to be fully developed. Remarkably, Rater #2 gives the highest mark on these two documents among the three raters. She thinks that these documents have complete and logic conclusion as the content is well-related and associated with the visual images chosen. These images have made the text becoming more concentrated, compact/ concise, coherent, and comprehensible.

Despite a few grammar problems occurred within the writings, as recognized by Rater #1 and Rater #3, Rater #2 points out that these errors are insignificant as they do not influence the communication of the ideas. The texts have been written on appropriate language use where words, sentences, and grammar have been transferred into written forms. Thus Rater #2 identifies the two documents in the rate of “Excellent to Very Good”, higher than Rater 31 and Rater #3 in the rate of “Very Good to Good”.

In term of ‘Punctuation, spelling, and mechanics’, Rater #1 indicates lower mark compare to the other two raters. The punctuation, and spelling errors in these documents are determined to be able to distract readers even though they do not interfere with the ideas. Rater #2 and Rater #3 acknowledge that there is no spelling errors, and only a few errors found in the usage of punctuation mechanics such as commas, colons, and semi colons. The ideas have been expressed in a clear and understandable way grammatically and orderly.

In term of vocabulary, the three raters recognize a noteworthy increase on the vocabulary usage in both of writings, how ever there are still a few of repetitions made. Therefore, they value both of these writings in the rater of “Very Good to Good”. They highlight important points of the topic by using appropriate vocabulary which is not wordy. This vocabulary usage automatically affects the whole message and function of the essay.

#### Marking result of participant 4th writing document

Compare to the previous writing documents: 2nd and 3rd, this 4th writing has a slight improvement in all criteria. Since the writing is a thinking process, the participant has been through a few number of revision process to review the writing since the 1st document before finalizing it in this 4th document. In this 4th document, images and text have been synchronized, it can be seen from the wide range of relevant but complex vocabulary used. Nonetheless, when it compares to the 1st writing prior to integrate the images and the text, this last document has increased significantly. There is an integration on to overall writing performance, adn skill development as the impact on the engagement of images and the texts.

Table 3: Raters’ Vignettes on the 4th writing document referring to Analytical Marking Scale

| Analytical Scale for Writing Task                     | Rater #1<br>Rate          | Rater #2<br>Rate          | Rater #3<br>Rate     |
|---|---------------------------|---------------------------|----------------------|
| Organization:<br>Introduction, Body<br>and Conclusion | Excellent to Very<br>Good | Excellent to Very<br>Good | Very Good to<br>Good |

|                                      |                        |                        |                        |
|--------------------------------------|------------------------|------------------------|------------------------|
| Content                              | Excellent to Very Good | Excellent to Very Good | Very Good to Good      |
| Grammar                              | Excellent to Very Good | Excellent to Very Good | Very Good to Good      |
| Punctuation, spelling, and mechanics | Excellent to Very Good | Excellent to Very Good | Excellent to Very Good |
| Vocabulary                           | Excellent to Very Good | Excellent to Very Good | Excellent to Very Good |

As the final remarks, as shown in Table 3 above, all the raters mostly find compelling improvement in participant's writing result. The #1 and #2 raters categorize the writing's organization at "Excellent to Very Good" scale. They come up with the same opinion that the idea is fully developed as well as the arrangement of its item in the writing organization. Although Rater #3 gives different opinion, but the scale of "Very Good to Good" brings the same thought about participant's writing organization upgrade.

In terms of content, two raters perceive the participant's ability should be marked as "Excellent to Very Good". A complete thought can be observed in the writing result with some minor mistakes, but basically it does not lessen the whole message delivered by the essay. Another rater then considers it as "Very Good to Good" scale writing category since there are missing items in some points. However, the visual image clearly assisted participant to build the idea of each paragraphs.

According to Rater #1 and #3, the scale for grammar is in the range of "Very Good to Good". Though few grammar problems are presence, but they do not affect the process of transferring idea from the writer to reader. On the other hand, Rater #2 looks on the enhancement of grammatical application should be placed at "Excellent to Very Good" scale because errors can be accepted regarding to the process of improvement.

Finally, all raters agree that punctuation, spelling, mechanics and vocabulary of the writing must be put in the range of "Excellent to Very Good" scale. The writing is arranged in correct English conventios and well organize margin of paragraph. There are no spelling errors occur in the essay, and all raters cannot find any problem in the use of punctuation. Furthermore, variety of vocabulary choices has enhanced significantly. The raters are on the same consent where this participant used varied diction and vocabularies by assisting with visual images provided during process of writing.

## Conclusion

The result of study clearly shows that visual images have genuine benefit to assist students in writing process in terms of processing and restructuring ideas and information. The improvement of whole aspects in writing convinced the effectiveness of image as writing visual aid. Even though dictionary still has crucial roles, the integration of images into writing text is proven adequate in developing ideas and examine the critical thinking of student in writing composition. Indeed, images bring the content become more complete and the messages are thoroughly delivered. Furthermore, this integration can also encourage student's creativity to find new vocabulary by which automatically affect the result of writing' product as can be seen in the analytical table progress. Nevertheless of a few grammar errors found within the writing document, the result shows that there is a significant progress made.

Above all, by integrally blended the images into the language learning process, particularly in writing can facilitate the learning to be more meaningful and authentic. The student is stimulated, motivated, and focused in carrying out her writing project. In other words the integration of images and technology into the learning process, when appropriately chosen and designed can make the student' acquisition and learning improve. Thus, integrating other aids like audio, and/ or audio visual which are designed into a meaningful close-to-real life concepts and ideas can be made into further research which are beneficial and expected to lead to learning development.

#### Declaration of conflicting interest

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