

# Students' Voices on the Implementation of Visual Text Analysis Approach in Critical Reading Class

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**Submission date:** 30-Apr-2020 01:39PM (UTC+0700)

**Submission ID:** 1311912335

**File name:** JURNAL\_CRITICAL\_READING\_ok.docx (186.87K)

**Word count:** 6117

**Character count:** 34043

## Students' Voices on the Implementation of Visual Text Analysis Approach in Critical Reading Class

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### ABSTRACT

This research was conducted on investigating students' perception on how the implementation of visual text analysis approach elevate their critical thinking and drawing the strengths and the weaknesses of this approach in critical reading class for EFL college Students. To convince those two research goals, descriptive qualitative approach with document analysis technique was implemented. Series of document obtained from interview and questionnaire. In addition, during the class, the students were given materials dealing with types and functions of logical fallacy (bandwagon, ad hominem, red herring, straw man, genetic fallacy, appeal to believe, and appeal of authority) which implemented in authentic texts (memes, posters, and comic strips) retrieved from social media (Facebook and Instagram). The result showed that the implementation of VTA approach is beneficial and fruitful in escalating students' critical thinking, further it was also joyful to have such kind of class for they have a better insight of how to interpret a text beyond the textual feature. In addition, the VTA approach combined with content of logical fallacy also contributed a great deal of logical reasoning understanding which deliver to avoiding and minimizing them easily vulnerable from viral hoaxes mainly in the SARA issues.

**Keywords;** VTA, Logical Fallacy, critical thinking

### ABSTRAK

Penelitian ini dilaksanakan untuk menginvestigasi persepsi mahasiswa pada pelaksanaan pembelajaran mata kuliah *Critical Reading* dengan menggunakan pendekatan Analisis Teks Visual untuk meningkatkan kemampuan berfikir kritis, dan sekaligus menggambarkan kekurangan dan kelebihan dari pelaksanaan pendekatan ini yang diaplikasikan pada pebelajar bahasa Inggris untuk penutur asing. Untuk mengetahui jawaban dari kedua pertanyaan tersebut, penelitian ini menggunakan pendekatan kualitatif dengan metode analisis dokumen. Untuk mendapatkan data maka alat berupa interview dan kuesioner di terapkan pada penelitian ini. Selanjutnya, selama kelas berlangsung para siswa diberikan materi yang berkaitan dengan tipe dan fungsi dari logical fallacy (*bandwagon, ad hominem, red herring, straw man, genetic fallacy, appeal to believe, and appeal of authority*) yang digunakan pada analisis teks otentik (*meme, poster, dan comic strip*) dan diunduh dari berbagai platform media sosial (*Facebook and Instagram*). Hasil penelitian menunjukkan bahwa implementasi pendekatan VTA dalam kelas Critical Reading sangatlah bermanfaat dan bermakna dalam peningkatan kemampuan berfikir kritis mahasiswa. Selanjutnya, hal ini juga sangat menyenangkan untuk memiliki kelas dengan model pendekatan VTA. Selain itu, pendekatan VTA yang dikombinasikan dengan konten *Logical Fallacy* juga berkontribusi besar pada pemahaman berlogika sehat yang berdampak pada sikap bijaksana untuk meminimalisir kepercayaan terhadap berita bohong yang viral terutama pada berita yang berkaitan dengan isu SARA.

**Keywords;** VTA, kegagalan berfikir, berfikir kritis

## **INTRODUCTION**

The issue of literacy and critical thinking is the major issue in almost developing countries in the globe, mainly in Southeast-Asia countries. Here, the most problematic issues in education includes equity and quality due to some different factors like deficiency of qualified teachers, minimum ICT engagements, minimum textbooks availability, and so on (Sadiman : 2004). As the result, people not only find difficulties towards good educational accesses but also impediment in elaborating their skill<sup>33</sup>. In fact, a qualified teacher must present a joyful learning to elevate students' life skills as well as critical thinking skills. However, the problem of enhancing and enacting critical thinking still become the concerns of many experts around the world even in the developed countries (in some USA states like Florida, Pennsylvania, Chicago) (Terenzini et.al; 1995, Julie & Martha; 2004). Indonesia is one of the countries that put a high concern on literacy and high order thinking skill in the school curriculum. Governments believe to make Indonesian better is through an integrated education where knowledge is elaborated with character building, and this can be achieved by incorporating HOTS (higher order thinking skill) in the every subject. In the digital era, the Y generation or known as digital natives are required to be more aware in utilizing, accessing, and processing digital technologies due to any information can be obtained and available undeniably. In fact, this condition utilizes great impacts on many aspects like education, e-commerce, and so on. In term of education, the Y generation inclines to acquire information from digital sources better than learning by reading on printed textbooks (Weiler, 2005).

Nowadays, people tend to communicate by using more visuals than ever before, for example, using emoticons and specific symbol which functions to represent specific feeling or particular term. In this term, somehow people seem to backwards in the 3000BC when the first time Egyptians communicated with hieroglyph. This, then, asserts the shift of new forms of literacy by balancing between words and images (Brumberger, 2011). Literally, this literacy called as visual literacy which goes beyond the medieval concepts of productive skills, reading and writing (Tillman 2012). In other words, this literacy evolves the learning process from concrete to abstract due to symbols are the representation of message that actualized in nonverbal preceding verbal symbol (Sinatra, 1986).

Generally, visual texts are in the form of memes, posters, murals, gravity and so on. Those are made to convey meaning without inserting too much textual features like words, sentence, or even only punctuation. In fact, visual texts deliver some messages, for example, satire, critic, entertainment, persuasion, and even slander and hoaxes. Therefore, it requires a thorough understanding of visual texts and wise attitude in reacting towards the intended message. To habituate students with visual text, therefore, it is crucial to incorporate them in learning process notably in critical reading classes. In addition, Stokes (2002) argued that the visual encouragements in pedagogical processes elevate the learners' visual skill committed with the verbal, reading, and mathematical skill developments. Visual encouragements employed not only to initiate students' sensitivity in grappling the message but also to intensify understanding and avoiding bias. This research established to investigate students perspective leaning on the critical reading class

via visual text that concerns on the logical fallacy by implementing visual text analysis approach. In spite of that, this research explored their voices regarding the strengths and the weaknesses of the VTA implementation as well.

## REVIEW OF RELATED LITEATURE

### 1. Critical Reading and Critical Thinking

In the millennial era, people tend to express their idea creatively via mediated text which contributes easiness to be accessed by other around the world. This, then, require audience (readers/users) wise is advised to avoid some misconceptions. Critical thinking is one of the skills required to understand, interpret, and decision making. This skill includes some elements and stages, therefore <sup>17</sup> comprehend it an open minded point of view is a must be elaborated. Basically, Readers comprehend the printed text by retrieving from their memory prior experiences and conc<sup>9</sup>pts that are rooted in the reader's culture (Applegate, Quinn, & Applegate, 2002). Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion (Rhodes; 2010). In this research, to examine students' critical thinking skill is by using the rubric adopted from Rhodes (2010) as follows.

Table 1. the Critical Thinking Rubric

	<sup>1</sup> Capstone 4	Accomplished 3	Developing 2	Beginning 1	Unacceptable 0
<b>Identification and explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is not stated.
<b>Collection of Information</b>	Information taken from source(s) is sufficient to develop a comprehensive analysis and synthesis	Information taken from source(s) is sufficient to develop a coherent analysis and synthesis	Information taken from source(s) is insufficient to develop coherent analysis and synthesis	Information taken from source(s) is insufficient to develop any analysis and synthesis.	No source information is provided.
<b>Recognition of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts before presenting a point of view	Identifies own and others' assumptions and several relevant contexts before presenting a point of view	Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa). Identifies several relevant contexts before presenting a point of view.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts before presenting a point of view.	Shows no awareness of present assumptions. Does not identify contexts before presenting a point of view.
<b>Evaluation and Synthesis of Information</b>	The evaluation of information is thorough, taking into account the	<sup>32</sup> evaluation of information is sufficient, taking into account some	The evaluation of information is incomplete, not taking into account	The evaluation of information is simplistic, obvious, or has limited	No evaluation of information is provided.



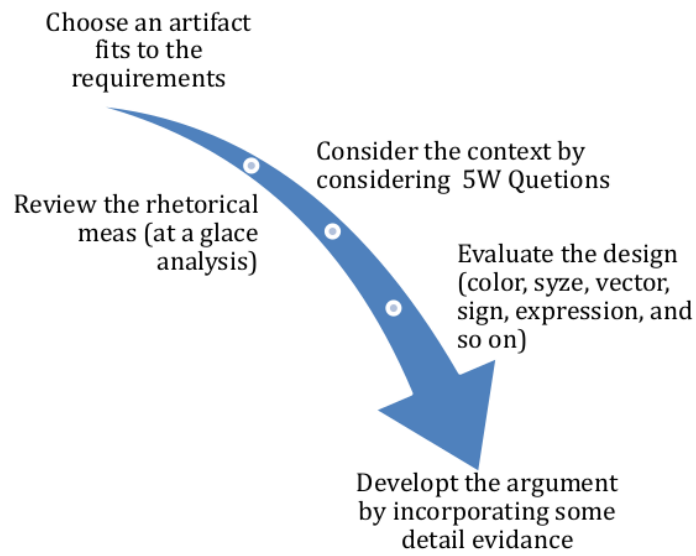
	4 complexities of an issue, while acknowledging limits and synthesizing other points of view.	1 complexities of an issue, while acknowledging some limits and synthesizing other points of view.	the complexities of an issue.	relevance.	
4 Conclusions and related outcomes	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	No conclusion is provided.

The table above functions to measure students' critical thinking by examining the indicators towards students' analysis during the individual oral review. The highest score is 20 while the lowest score is 0.

## 2. Visual Literacy and Visual Text Analysis

In Indonesia, digital literacy is the responsibility of universities as the primary elements in digital literacy movement, where it mostly taking place in a public speaking forum and the youth is principal target of digital literacy with school as the best partner to avoid hoaxes, fake news and forth (Kurnia & Astuti; 2017). This means that to incorporate students with digital literacy need a holistic systematic collaboration particularly through education. To promote this digital literacy, schools are to insert some contents through visual literacy due to in higher education, visual literacy is as important as textual literacy in nowadays era where the Y generation is digital natives (Bleed, 2005). Further, visual literacy is crucial since it significantly contribute on enhancing verbal learning by implementing its ideas and strategies in learning processes, fundamental on reading and writing skill (Flattley, 1998; Sinatra, 1986). This term begins for seeing comes before words where the students look and recognize a thing before speaking. Those arguments proved that the usage of visuals in teaching generate a greater degree of learning.

In this present research to comprehend students visual literacy researcher incorporate visual text analysis as the tools to generate intended meaning as well as corresponding the arguments through logical fallacy. Visual text analysis is a practical approach to investigate various types of visual communication, for example, TV commercials, classroom layouts, drinks packaging and so on. Further, this approach can be mix along with other methods such as content analysis and interviews (Ledin & Machin; 2018). This approach contribute a great deal of benefits due to some reasons; 1) students can determine particular reading unless they understand objects in an image are organized, 2) students can learn how to read, analyze, interpret the message in visual texts, 3) students can communicate the multiple sign system rather than only focus on the oral and written communication (Albert; 2009). In detail visual text analysis is carried out by corresponding on some aspects like vectors, size, volume and use of color, body language and expression, sign and symbols. Below are the stages of analyzing a visual text adapted from Newbold (2015).



**Figure 1. the steps of doing visual analysis (adapted from Newblod, 2015)**

The figure above represents one stage of learning process in critical reading class where students have to read a visual text and grab the message. Students have to actually follow the procedure to avoid misconception and be able to deliver argumentation based on the theory of logical fallacy.

### 3. Logical Fallacy

In delivering idea, opinion and even argumentation, sometimes, people prone to make a fallacy in term of incorporating evidence or reasoning. Fallacy means error in delivering reasoning, the way to render an explanation or argumentation orderly. Further, a condition when flaw presented within argument as logical, accurate, and make a sense but need to be corrected is known as logical phenomena (Skene; 2011). In general, speaker committed to a fallacy because they convince the argument they deliver is actually good argument.

In this research, among tens type of logical fallacy the researcher only examines 7 types to simplify the learning process, and above all, this is meant to avoid students found difficulties in analyzing the visual texts. The seven types of logical fallacy include ad hominem, bandwagon, straw man, red herring, genetic fallacy, appeal to believe, and appeal of authority. The descriptions below is adapted from Skene (2011), web.cn.edu, and cogsci.rpi.edu, the details are as follow;

a. Ad Hominem

This is a statement or attack against the person speaking and not the argument itself The Ad Hominem Fallacy is committed when someone rejects a belief or argument based on its source. For example, I believe too many woman are too materialistic. When searching for a mate, their primary concern is often whether the guy has money –or at least more money than the other alternatives. This seems wrong to me! What do you think?

-Barney

b. Bandwagon

This kind of logical fallacy refers to a condition where a phenomena is regarded correct just because many others do the thing so (Skene; 2011). Further, it is also known as a condition when a person ignores or weakens the original argument by disregarding the evidence is called as Bandwagon. The original argument is replaced with an overstated, misrepresented, or simplified version; the weakened or simplified argument is then attacked, proven faulty and dismissed.

c. Straw Man

This is committed when a person ignores or weakens the original argument by disregarding the evidence. The original argument is replaced with an overstated, misrepresented, or simplified version; the weakened or simplified argument is then attacked, proven faulty and dismissed. A Straw Man argument attacks something by attacking a helpless caricature of that something: it often distorts the original by exaggeration.

d. Red Herring

This fallacy attempts to distract the audience from the relevant issue by introducing a nonrelated or trivial argument. In general, the premises seem related to the conclusion, but they really aren't in other word, it is a fallacy as it misses the point, and is talking about a different issue. This logically fallacy, intentionally, employed as a tactic of evasion (so it relates to: dodging, weaving, beating around the bush, tap dancing, though while these are all defensive tactics, the red herring is a bit more aggressive, in that it attempts to lead you astray)

e. Genetic Fallacy

The genetic fallacy is the claim that, because an idea, product, or person must be wrong because of its origin. "That car can't possibly be any good! It was made in Japan!" Or, "Why should I listen to her argument? She comes from California, and we all know those people are flakes."

f. Appeal to Emotion

An emotional appeal concealing what should be a logical issue during a debate. This fallacy occurs when a writer or speaker tries to use emotion merely for the sake of getting the reader to accept what should be a logical conclusion, the argument is a fallacy. This appeal to emotion obviously seems misplaced, and the argument is irrelevant to the question of whether or not he did the crime.

g. Appeal of Authority

Appealing to an authority is a fallacy, it occurs when one tries to support their claim by citing an authority who is not an expert in that field, or by citing an anonymous authority whose field of expertise or research cannot be verified (checked). A Fallacious Appeal to Authority is committed when someone accepts a belief or argument based on an inappropriate appeal to authority. This fallacy can be easily detected due it contains inappropriate Authority (According to my dad ...), unidentified authority (Experts agree ...), and appeal to masses (Everybody knows ...)

## METHOD

This research was set out towards 26 English foreign language students in a public university in Jombang, East Java which attending a prerequisite subject, critical reading class. This research focused on the qualitative method with document analysis approach, while in data processing an inductive data method was adopted to decode and analyze the raw data. A set of questionnaire (*Appendix 1*) and deep interview uphold in obtaining the data towards students' perception of the implementation visual text analysis approach in examining logical fallacy in factual texts they retrieved from social media. Further, the interview was conducted by giving them open ended questions (*appendix 2*). Generally, the research narrowed into these two questions; 1) how is the implementation of visual text analysis approach in improving students critical thinking by analyzing logical fallacy from factual texts?, 2) what are the strength and weaknesses of the implementation of visual text analysis approach in improving students critical thinking by analyzing logical fallacy from factual texts?. Initially, this research was conducted by giving them some materials dealing with logical fallacy and visual text analysis approach. This functioned to improve students' critical thinking skill in analyzing factual text retrieved from social media. The process was conducted within one and a half months (6 meetings as planned in the basic course outline), at the end of the process; the students are interviewed and asked to fill the questionnaire dealing with the process, strength, and weakness of the implementation VTA approach in critical reading class. Over all, Students involved in this research are in the fourth semester; therefore, it is considered that they are in intermediate level of English Proficiency.

## FINDING AND DISCUSSION

### 1. Students' Perspective On the VTA Implementation

The result shows that, initially, students think reading on a visual text is burdensome due they have to organize the argument as well as the evidence by attempting the messages through deep and holistic analysis. This is conducted by considering two major things, elements of visual text that assessed by incorporating Visual analysis and the intended meaning by implementing the 5 elements of critical thinking. Furthermore, the visual text also must be confronted with the definition, types and function of logical fallacy to measure the fallacies and reasoning. By the end of the first half semester students have already reviewed about 5 memes with different logical fallacies. At this point, they changed their assumption into a positive conviction and found that VTA approach is very beneficial and fruitful. Meanwhile, the rests said that this learning process is joyful. However, few of them regard this process is challenging as well as confusing. The descriptions are as follows;

#### Data 3PSP5

'I think this critical reading class is good and give me more understanding in analyzing visual texts, knowing and avoiding logical fallacy. Even more, I feel troublesome at first because I have to find a text that I want to review by myself. Later, I found it is very beneficial, I can know how to give good reasoning when I speak with my friends'



**Data 6PSP6**

'In the first time, when my teacher invited us to arrange and agree on the course policy, I feel challenged to fulfill the requirement to get an A score by attaining all task including present an individual oral review of logical fallacy 5 times. On the other hand, I was also curious about the types and functions of logical fallacy.'

**Data 11PSP10**

I joined this course by keeping my concentration in the right tracks. Sometime, I feel confuse, challenge, and stressful. All those negative feeling haunted me. It was like riding on a rollercoaster when your feeling is mixed in every second just because of the tension. In spite of those awful feeling, I also believe that this class is fruitful.

Based on the illustration of the data above, it is obvious that by joining this critical reading class the students experienced a new teaching method, elevating critical thinking as well as pursuing a new insight in how to deliver a logic reasoning.

**2. Students' View on The Strengths and Weaknesses of VTA Implementation**

Visual text analysis approach works on analyzing the text beyond the textual feature, it more likely to focus on the hidden meaning by examining almost the whole aspects in a text. This approach concerns on interpreting a text from the composition of written text, color meaning, font size, picture dimension and so on. For example, a banner of a political campaign could deliver a different meaning based on the audience perception just by looking at its proportion, or a monthly grocery flyer can effectively invite thousands buyers for its attractive presentation and the placement of discount notification. The fact of the audience interpretation correspond to the copyright's message is in line with their manner towards text which reflect critical thinking, this then demanding the audience visual literacy to jump into the concussion as well as their attitude over it by using critical thinking skill. Bringing visual literacy in the pedagogical process contributes many benefits in term of

In term of escalating students' critical thinking in visual literacy, lecture invited students to retrieve meme, poster, and comic strip to be reviewed from its logical fallacy by using VTA approach. Conversely, students echoed their view that, instead of some valuable contribution they can take from the process, this class also have some weaknesses that might be reviewed for the next critical reading class process. They think that the limitation of the theme during finding meme, analyzing it based on the type and function of logical fallacy, and analyzing the meme based on the VTA approach is demanding enough for most of them (meme with SARA issue) are printed in Bahasa, nevertheless, they have to find a meme in English texts. Furthermore, another problematic issue is defining the types and functions of Logical Fallacy a bit confusing due to the indicators from one logical fallacy to another is quite close. In order to portray those conditions, the data below is representing the participant's voices.

**Data 5WKP12**

'it is amazing to have such kind of class, opening my insight in critically reading the banners, advertisements, information, and so on so forth due to all the components must be viewed from many angles to see the exact meaning. However I found it is ambitious to have a critical reading class where students have to review an English meme with SARA issue for most of the meme I retrieved are in BAHASA, even it is done in Wednesdays, a tiring practice. Another thing that make this class beneficial as well as confusing is the difficulty in recognizing the types of logical fallacy properly even though it contributes a lot in my critical thinking skill, which for some of my friends are troublesome.'

**Data 7WKP18**

'The problem is only I hardly ever found a meme with content SARA issue with English text in the Indonesian context. On the other side, finding a meme with English text with SARA issue but not for Indonesia context is much easier. if the lecture asked me to find a meme with content SARA issue with BAHASA text then I'll find it not just one but hundreds.'

Furthermore, another problematic issue is defining the types and functions of Logical Fallacy a bit confusing due to the indicators from one logical fallacy to another is quite close. To clarify the confusion of the participant, below is the representative of the data.

**Data 8WKP 22**

'It is confusing for me to difference the type of logical fallacy, but it is also joyful analyzing a picture with VTA approach. This opens my understanding that a picture is made of many components to deliver the message. Sometime I trapped in one type of logical fallacy but when I read indicators of others logical fallacy I got lost, as the result, it makes me doubt to stand in one specific type of logical fallacy. I think need more practice to master it.'

**Data 10 WKP24**

'Distracting!!! How I can come to my decision in one type of logical fallacy is reading the indicators many times to ensure myself. I guess I need more than a week to analyze a poster until I am truly ready to have an individual oral review.'

In addition, based on the analysis of the raw data it can be concluded that students believe the major drawbacks of the VTA implementation in reading class is (1) difficult to find a meme with English text that contain SARA issues, (2) hard to classify the type of logical fallacy, and (3) the duration of analyzing the meme is too short, and sometime they also feel tough to consult with lecture due to the strict schedules.

On the hand, this research also revealed some advantages of the VTA implementation in critical reading class. Students believe that it contribute a lot in elevating critical thinking skill by applying 5 stages before they come to the

conclusion (analysis, evaluation, explanation, perspective taking, and synthesizing). Furthermore, they also benefited a better insight of how to interpret and deliver good logic reasoning. Unconsciously, their understanding in many other field rises along with their ability in examining a printed visual media for they have to see a picture from the composition of color, sign and symbol, and etc. Most importantly, they pursue deepen understanding deals with SARA issues released on social media and be able to avoid hoaxes or fake news. Moreover, by analyzing a text by using VTA and logical fallacy, they can directly adapt to their own real experience dealing with delivering reasoning. To draw students' perspective dealing with the benefits they gain from the VTA implementations are as follow;

**Data 12 STP12**

'I commonly hear the elderly said to this or don't do that just because the great grandparents also do that or just simply it is forbidden without any logical reasoning. I do believe what parents said is commonly true and whatever they do just for the children better future. But later I realized that the 'Javanese belief with their magical words JARENE MBAHMU BIYEN' is no longer suitable for one thing happened or made must be for a reason. From logical fallacy, then, I know a term Genetic Fallacy, Appeal to believe, and Appeal of Authority that reflect that condition.'

**Data 20STP22**

'I never knew before that I once experience delivering a logical fallacy and became a victim of one's logical fallacy. It happened when my classmates and I went to the central downtown then I ride my motorcycle on the pavements which actually the facility for pedestrian and disables to walk through. She asked if it is OK to ride there, then without feeling guilty I answered '*halah liyane lo yo podo ae. Penting cepet lah*'. After learning material of logical fallacy then I know that it is kind of bandwagon logical fallacy.'

**Data 25STP26**

'I just realized that the usage of specific font size, style, and color are reflecting a meaning. Now on, I really interested to read a visual text rather than a really written text for it deliver thousands meaning based on the readers interpretation from different perspectives. I think learning experiencing on analyzing a visual text lead me to be more creative in interpreting them. Nice'

In addition, students argued that due to the technical implementation of the class is outside the routine schedule, it give them more flexibility in attending the class to present the review. Meanwhile, another echoed they benefited with the implementation of this approach for it soaring their self-esteem, confidence, and give positive encouragement. Overall, most of them infer that VTA approach definitely pursue deepen understanding deals with SARA issues released on social media and be able to avoid hoaxes or fake news.

**Data 15STP18**

'Viral news and hoaxes is increasing lately. Majorly the news related to politics which address one's religion or belief. I'm so bored with that kind of news for this field lead to discordance, luckily VTA helps me 'enjoying' on reading them. Due to the component of VTA, I no longer contaminated and extremely stand in one sides, nevertheless I do interested for I can guess the intention and hidden messages inside a poster and so on. In facts, it opens my eyes to be more aware of hoaxes and viral news and think logic.'

**Data 24 STP26**

'Bravo. I don't have to come on time early in the morning to start my typical day for I can present my review at any time based on the appointment with the lecture. Even though that means we have to compromise the schedule and lining in a long queue, but I think it such a good relief for I can do my best during individual presentation'

**CONCLUSSION**

By the end of the semester, it is known how students visual literacy grows by the implementation of VTA combined with logical fallacy for it is conducted in a good atmosphere. Generally, among the 26 participants stated different perspective which represents the process, strengths and the weakness of the VTA implementation. Conversely, some students believe that the employment of VTA was challenging for they have to be critically differ the type and function of each logical fallacy during the oral review. Meanwhile, very few think that it was also confusing and stressful for they cannot easily recognize the classification of logical fallacy from the text they retrieved and due to the restriction of the theme makes the availability of the factual text with SARA issue is limited. However, the class conducted outside the class where students can demonstrate their ability in examining a factual text in an individual oral review dealing with the material they concern, make the process more joyful, beneficial and fruitful for the students. Students believe it is joyful for they can have an "outside class" where they are free to set the time when they can review the factual text, moreover, this also regarded beneficial and fruitful due to contributing a better insight of how to make a good reasoning without any failure. Furthermore, in spite those two weaknesses; the most prominent benefit can be pursued from this approach is the students' manner regarding the viral news. Students believe that hoaxes can be minimized by examining the text holistically via VTA approach where it also includes some stages of critical thinking; analyzing, evaluating, explaining, perspective taking and synthesizing. In line with that, students do believe that unity in diversity can be achieved by considering the heterogeneity of the society, moreover, they can be more critical in responding an information from news, advertisement, poster, and so on mainly in SARA issue.



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#### APPENDIX 1

By filling out this questionnaire, you are taking part in research being conducted by lailatus saadah ([lailaamilud.stkipjb@gmail.com](mailto:lailaamilud.stkipjb@gmail.com)) and Masriatus Sholikhah ([masriatus.stkipjb@gmail.com](mailto:masriatus.stkipjb@gmail.com)), who are teaching on critical reading class 2016 A. The purpose of this questionnaire is to collect information for describing students' critical thinking in logical fallacy through reading meme in social media. Your participation is voluntary, any information you provide will be confidential and your name will not be used.



1. In your opinion, what is the message of the meme? Elaborate.
2. In your opinion, does the meme convince proper logical reasoning? Why (not) elaborate your reasoning?
3. If it is wrong (or right), then how will you react? Elaborate.
4. Have you ever found someone failed in logical reasoning? What was it, when was it happened, and how did you react? Elaborate.

#### APPENDIX 1

By filling out this questionnaire, you are taking part in research being conducted by Masriatus Sholikhah ([masriatus.stkipjb@gmail.com](mailto:masriatus.stkipjb@gmail.com)), who is teaching on critical reading class 2016 A. The purpose of this questionnaire is to collect information for drawing students' voices on the implementation of VTA analysis in improving students' critical thinking in logical fallacy through reading meme in social media. Your participation is voluntary, any information you provide will be confidential and your name will not be used.

1. How is the implementation of VTA approach in improving your critical thinking by analyzing logical fallacy in meme with SARA issues?
  - a. Confusing
  - b. Joyful
  - c. Fruitful and beneficial
  - d. Challenging and full of pressure
  - e. Other (mention)
2. What benefit (s) you can pursue from the implementation of VTA in critical reading class?
  - a. Able to analyze the text holistically (text, sign and symbol, and color)
  - b. Able to evaluate the text holistically (text, sign and symbol, and color)
  - c. Able to understand the text holistically (text, sign and symbol, and color)
  - d. Able to analyze, interpret and understand, evaluate, and mentioning evidence (text, sign and symbol, and color) from different perspectives.
  - e. Other (mention)
3. What is (are) the weakness (es) on the process of critical reading class by implementing VTA approach towards meme contains of SARA issues?
  - a. It is hard to find meme of English text with SARA issues
  - b. It is Confusing to classify the type of logical fallacy
  - c. It is difficult to consult with the lecture
  - d. There are a lot of task to do in a relative short time.
  - e. Other (mention)
4. What is (are) the strength (s) on the process of critical reading class by implementing VTA approach towards meme contains of SARA issues?
  - a. The class is very flexible
  - b. It rises self-esteem, confidence, and encouragements
  - c. It soars the understanding towards SARA issues and able to be more anticipative towards HOAXES.
  - d. Be able to interpret, analyze, and evaluate all sorts of issues to avoid logical fallacy
  - e. Other (mention)
5. Pen your ideas, critics, and suggestions on the VTA implementation in order to much better in the future.

## **APPENDIX 2**

Questions delivered during interview session

1. What do you think of the VTA implementation in critical reading class with SARA issues and logical fallacy?
2. Do you think this approach contribute you positive think? In what way?
3. Is there any strength that affects you the most in the VTA implementation? How?
4. Is there any weakness that manipulates you in the VTA implementation? Mention it.
5. Please contribute some ideas, suggestions, and critics to make the VTA implementation much better in the future.

# Students' Voices on the Implementation of Visual Text Analysis Approach in Critical Reading Class

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