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Research Article

Enriching the Teaching of the Appropriate Use of Graphic Organizer through Guided Visual-Imagery

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Abstract

Innovative pedagogical approaches need to be tested as it potentially affects teaching and transforming learners into competent individuals. In the works of literature, little to none focused on enriching classroom discussion pertaining to graphic organizer. This study evaluated the efficacy of guided visual-imagery as an innovative strategy in teaching the appropriate use of graphic organizer in text reading among the grade 6 learners of Alcantara Central Elementary School ─ Alcantara, Cebu. There were two groups ─ experimental and controlled group ─ with 15 respondents each. This study utilized the quasi-experimental research design. The results displayed an equal mean (18) in pre-test for the two groups. The posttest result showed one-point differences between the controlled groups mean (21) and the experimental groups mean (22). The results between the two groups were found to be insignificant with *p* value of 0.7 in pre-test and a *p* value of 0.4 in post-test using the 0.05 significance level. This result demonstrated that not all new strategies postulated in a topic would make a significant difference. This study established that when teaching high average students about the appropriate use of graphic organizer in text reading using either a traditional teaching method or a guided visual imagery, the students will retain the same knowledge of the subject. It is recommended that further study can be instituted in order to validate the findings of this study.

Keywords: Guided Visual-Imagery, Graphic Organizer, Quasi-experimental, Innovative Pedagogical Approaches

Introduction

The capability of the students to comprehend their lessons will set to ascertain the degree of their performance and capacity to learn and adopt to different teaching strategies. Teachers are then obligated to apply innovative strategies to achieve a learning process that is free-flowing and the methods being used are conducive to learning (Subramani & Iyappan, 2018). That includes strategies that promotes student learning with the use of technology to professionally create customized instructional material necessary for the lesson that which addresses the academic needs of the modern students – not solely dependent on the textbooks alone (Ottenbreit-Leftwich, 2010). This approach can be implemented to help determine whether or not they are effective to enhance their learning, primarily focusing on the comprehension skills of the learners. In the literature, students tend to learn and participate more in a lesson when a teacher utilizes a strategy that steps outside the boundary of conventional methods of teaching, especially ones that are imaginative and engaging, thus, the necessity to harness methods that conforms to innovative approach also goes with the lesson's objectives. However, none used visual-imagery in discussing ordinary topic like the appropriate use of the graphic organizer. This study assessed the effectiveness of guided visual imagery in discussing graphic organizer.

There are several topics relevant to this study that use visual-imagery as a teaching and text reading strategy. Azkalia (2018) defined visual imagery as a reading technique in which readers understand a text through analysis of text's verbal codes (visual language/writing) and nonverbal codes (visual objects). By allowing learners to read more strategically, graphic organizers improve reading comprehension. According to Woolley (2010), when verbal and visual processes are combined, children significantly more involved in reading as they make better use of existing knowledge. As a result, successful readers are imaginative and skilled at extracting and organizing information from complex texts. Visuals, in particular, improve the pleasure of reading a text, foster and promote love towards reading in general and visual content, and affect how much time readers are prepared to spend in reading. These are extremely advantageous to hesitant readers (Hibbing 2003).

Visual imagery has been shown in studies to develop comprehension in reading and memory. Gambrell & Jawitz (1993) and Sadoski (1983) conducted studies

on learners on fourth to sixth grade that using visual imagery will have positive outcomes. Numerous studies have revealed that encouraging kids to visualize text while they read enhances their comprehension, ability to infer, predict, and recall what they have read. Gambrell & Bales (1986) discovered that slow readers are unable to make or employ visual imagery when trying to understand the texts. These researchers discovered this as the most important element in distinguishing between good and poor readers. Visual learning, according to Slavin (2011), is one of the most efficient ways to instruct children in comprehension skills. Assisting learners with topic organization allows them to better understand the texts for information like the facts, main ideas, opinions supporting details, contradictions and comparisons. As stated by Keene & Zimmerman (1997), to improve reading effectiveness, learners are encouraged to establish rapport on what they read.

In this study, guided visual imagery operationally defined as a strategy used in teaching appropriate use of graphic organizers in text reading to give a better way in presenting or reading the story with images where the learners or the readers can store information in memory, organize information, remember text, and most especially enhance their reading comprehension. Guided imagery, as stated by Hart (2008), is a method that uses narratives or stories to influence the patterns and images created in mind and can be delivered by a practitioner, an audio, visual, recording, video, or by an individual. The technique of associating verbal information with pictures is known as guided visual imagery (Lajeunesse et al., 2021). As a result, when learners create images, they can recall ideas more easily as they have visual representation that aid in relating to the text. By using mental images rather than words and thoughts, learners' inferential thinking is strengthened. Learners are able to see the characters, be a part of the setting, and participate in the actions, which helps them feel more connected to the material. It's like being in a movie, bringing the words on a page to life and allowing them to understand and connect with the text. Visual imagery can be used before, during, or after reading. Individuals, small groups can be taught. Because learners must be able to mentally visualize what is happening in the story. Thus, visualization is an important component of comprehension.

Compared to other techniques in reading such as scanning, skimming, and taking notes, learning through visuals or images aids learners in understanding sections more efficiently. A teacher can help his or her students develop an altered state of mind that is focused towards multi-sensory visions that the body sees as real by applying guided imagery strategies. Children become actively involved in the learning process when guided imagery is used as a teaching strategy, and their minds serve as the primary source of understanding.

This study assessed the utilization of guided visual imagery as a strategy in teaching the appropriate use of graphic organizers in text reading among Grade 6 learners. Moreover, this study highlighted the importance and productiveness of the application of guided visual imagery as a strategy to measure the learner's reading comprehension skills.

Research Questions

This study determined the effectiveness of guided visual imagery as a strategy in teaching the appropriate use of graphic organizers among grade 6 pupils. Furthermore, this study elicited essential information in answering these questions.

1, What is the result of both groups of respondents on their pre-test?
   1.1. Experimental Group
   1.2. Controlled Group
2. What is the result of both groups of respondents on their post-test?
   2.1. Experimental Group
   2.2. Controlled Group
3. Is there a significant difference between the post-test and pre-test scores of the experimental and controlled groups?

Literature Review

This section listed the various essential references and works of literature that will provide substantial claims about the significance and relevance of the construct of this study. The researchers carefully select the various highly refereed, scholarly created articles, manuscripts, and journals based on the basic tenets of inclusion criteria.

In the study of Praveen et al. (2013), the use of graphic organizers has an impact on middle school or ESL learners who have developed better comprehension skills. The study emphasized the significance of graphics as organizers of information when understanding passages for main ideas, facts, supporting details, opinions, contradictions and comparisons. This article investigates and suggests various types of graphic organizers for improving texts

comprehension. ANOVA was utilized to predict the differences in performance between the experimental and controlled groups. The results displayed that learners in experimental group performed better in control group to all five types of reading questions. Thus, graphic organizers are useful for reading questions that require identification of the main idea, locating supporting details, dealing with vocabulary, critiquing between opinion and fact, and inferring. Furthermore, the utilization of graphic organizer in reading sessions did not directly stimulate learners to form their own graphic organizers for the texts' read and they fully grasp. This enhances the creativity of the learners. This literature is important in supporting the current study's potential results and findings especially in using graphic organizer.

The senses of having pictures in the mind are involved in visual imagery. The deep-rooted adage, a picture worth thousands of words, may elucidate why visual imagery improves understanding. According to Azkalia & Riyan (2018) that visual imagery strategy expects readers to develop mental images of the text. Images that emerge as a result of the power of the visual means are referred to as visual imagery. This image has the effect of making the reader imagine they have seen the object. As a result, learners that will practice the use of visual imagery will be able to easily visualize the objects. Moreover, the study of Damayanti (2013) defined visual imagery as pictures generated through sight. These images stimulate the sense of sight, making unseen things appear to be seen. Visual imagery has the ability to visualize the object coming from memory. Thus, visual imagery defined as the strategy that human can use to imagine, see, and see all unseen things from the memory as if it were seen. Visual imagery can be defined as anything that can be tested or experienced by a human being as if they have seen or experienced them in real life through a depiction in memory (Bartolomeo, 2015).

During this time of the pandemic, doing research on a specific strategy is vital (Perez et al., 2022). Teachers should find a remedy for how to deliver quality instruction in modular instruction (Cabello, 2022; Riconalla et al., 2022). At times, students procrastinate (Olleras et al., 2022) because of losing interest in the subject matter, especially Math. A guided visual-imagery strategy can ignite the interest of the students to share their knowledge regarding the topic. However, during this time, parents are the ones accomplishing the tasks (Abucejo et al., 2022) of the students, especially the science activities in the module. If the students are having challenges in understanding math concepts, they can take advantage of the online resources if they have strong internet connectivity (Bahinting et al., 2022). Learners should continue learning even if there is an unprecedented event occurred such as the pandemic which hinders the quality of education being forwarded to them (Ando et al., 2022). This study can be a manifestation that there is always a way to deliver a topic in the most engaging way possible.

For a variety of reasons, guided visual imagery techniques aid relaxation. They use distraction, like so many other strategies, to divert child's attention away from what's bothering them and toward something else. In essence, the tactics constitute a nonverbal or direct instruction. Images that tell stories are impactful than texts or words that are lengthy and detailed. The human eye prefers visual forms to written/verbal forms (Aygün & Abacı, 2014; Bedson, 2005). With the use of these forces, the messages will be more effectively taken by the audience or spectators. Messages, stories, and meanings are stored in the illustrations and other visual images such as paintings and photos. Further, one of the self-regulating strategies which has been studied for its ability to boost Perspective Memory deficits is visual imagery. While constructing an image is not a metacognitive regulation strategy in and of itself, it can be argued that using it to proliferate awareness of the intention to be performed and to plan when to answer. Everyone has good metacognition from their own mental images which could possibly affects performance (Pearson et al., 2011). Guided imagery can be a helpful tool when it is being introduced to children regarding mindfulness. It is a meditative technique that utilized imagination and visualization to bring out connection with the mind and body. Because children are naturally imaginative, they can easily access this healing process. It's an excellent manner to bond with the children as they can learn to listen to their innermost intelligence and link with their own soothing power.

Moreover, this strategy can help with a multiplicity of concerns, and its progression can be suited to the specific necessity of every child. All children may benefit from its ability to reduce stress, however, it also aids on more specialized difficulties such as illness, problem with sleeping, anxiety in taking tests and fear in going back to school. Lastly, it improves managing mechanisms, build self-confidence, foster ingenuity, and strengthen our resistance. Thus, a guided visual imagery strategy helps strengthen the understanding of the students throughout their reading comprehension of the text and picture being shown to them. It can help the teacher to integrate independent

learning with her students as they will reflect their selves on the visuals and that could help them in creating them to be imaginative on their self.

The works of the literature above provided significant understanding and perspectives about the construct of the study. Further, it encapsulated the different studies pertaining to the strategy which is the Guided Visual Imagery. It is also indicated the importance of testing a strategy to the topic appropriate use of graphic organizer which in literature more studies are encouraged to be initiated to elevate and enrich the teaching-learning process. This study is paramount to opening doors of discovering strategies that make the classroom conducive for learning.

Methodology

This section entails the methodology of the study. This is quantitative research utilizing a quasi-experimental research design.

Participants

There were 30 pupils from Grade 6 class. They were grouped into two- the controlled group (15 participants) and the experimental group (15 participants). The sampling lasted for a week of discussing the topic- The Appropriate Use of Graphic Organizers in Text Reading.

Statistical Tool of the study

The study utilized the Mean and Two-tailed T-test using the Statistics Package for Social Sciences (SPSS).

Mean. The mean was used to describe the pre-test and post-test results.

Two-tailed T-test. The two-tailed t-test is widely used in making critical points of a distribution area a sample is greater than or less than a certain range of values. This is used in proving the acceptance and rejection of the null hypothesis. This can also be used in the different statistical analysis comparing two sets of values. This tool was essential in examining the significant difference of the strategy which is visual imagery in teaching the appropriate use of graphic organizer.

Procedures

A letter of communication was made and sent for approval to the office of the school principal. Once the letter is approved, the researchers informed the participants of their voluntary participation in the study. The ethics were followed religiously. The researchers divided the participants after receiving their confirmation to take part in the study. Each group was composed of 15 respondents. The first 15 learners belong to odd numbers while the other half are even. After that, the administration of pre-test followed. The pretest was made and administered by the subject teacher. The instrument used in the study went through face and content validity (Cabello & Bonotan, 2021). The controlled group discussed the topic of The Appropriate Use of Graphic Organizers in Text Reading in the traditional manner, whereas the experimental group used Guided Visual-Imagery as a strategy for learning the lesson. Then, the post-test's administration commenced. The post-test was also created and assisted by the teacher. The data gathered will be subjected to appropriate statistical tests set in this study. A flow chart was developed to have a clear picture of how the gathering of data be conducted.

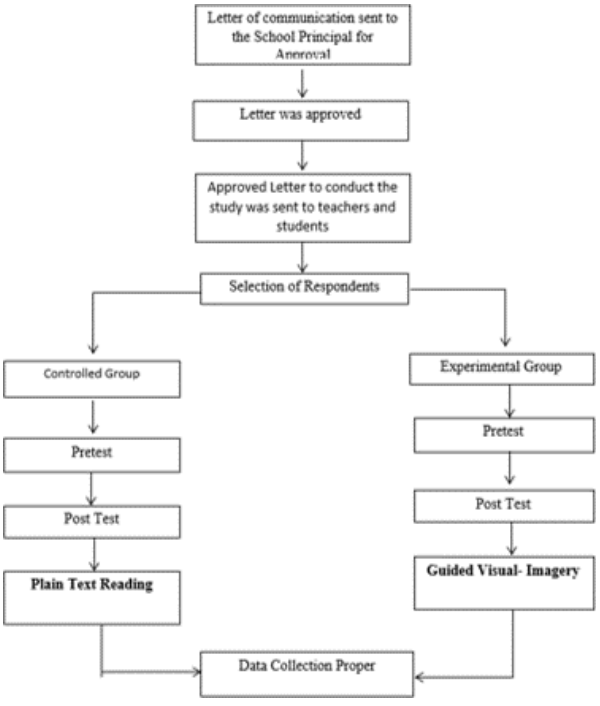

Figure 1. *Data Collection Flowchart*

Ethical Considerations

Throughout the study, the researcher adhered to ethical principles. They maintained the highest level of objectivity in the discussion and analysis of findings. Other authors' contributions to this study were acknowledged in any part of the published articles and

highly referred journals using the APA 7th edition referencing system. According to Bryman and Bell (2007), respondents can decide to withdraw his/her participation in the study anytime. The researchers recognized the importance of protecting respondents' privacy, anonymity, and dignity while participating in the study. The researchers also ensured that the information gathered from the respondents was kept as private as possible. During the research, the respondents were not harmed or abused, both physically and psychologically.

Results and Discussion

This section addressed the research questions posed in this study through discussions and substantiation from various peer-reviewed articles.

Research Question #1

1. What is the result of both groups of respondents on their pre-test?
   1.1 Controlled Group
   1.2 Experimental Group

Table 1. *Pretest Results of the Two Groups*

Respondents	*Pretest (Controlled Group)*	*Pretest (Experimental Group)*
1.	18	20
2.	10	18
3.	19	19
4.	19	19
5.	10	18
6.	17	17
7.	18	21
8.	17	19
9.	20	15
10.	19	18
11.	14	19
12.	21	18
13.	22	18
14.	22	18
15.	19	15
Mean	18	18
SD	3.72	1.60

Table 1 displays the scores of the controlled and experimental groups. Highest score gained in controlled group was 22 and 10 was the lowest score, with an overall average of 18 and a standard of 3.72. While the experimental group had the highest score of 21 and the lowest score was 15, with an overall average of 18 and the standard deviation of 1.60, respectively. The data gathered shows, 47 percent of the respondents in the controlled group got below 75 percent as set by the Department of Education. Meanwhile, in the experimental group, 60 percent of the respondents scored below 75 percent.

As shown on the results of both groups, this implies that the students lack knowledge of the topic- Use Appropriate Graphic Organizers in Text Read. The results of the study conducted by Smith et al. (2021) underscored that background knowledge impacts differently on stronger and weaker readers. It is supported by the study of Siddiek et al. (2013) that prior knowledge activation requires pre-reading activities. With this it is important to set a very good activity in enticing and arousing the interest of the learners and in providing a background of the topic. In this way, the learners will be able to capture the message of the topic.

The results of the two groups demonstrated that these students have a limited understanding on the appropriate use of graphic organizers. This could be a database used to determine what kind of treatment we should use to fill this void. To effectively elaborate the topic, it is necessary to employ a variety of instructional approaches. Learners can understand and absorb complex concepts in this manner, allowing them to concretize their understanding of the topic

Research Question #2

2. What is the result of both groups of respondents on their post-test?
   2.1 Controlled Group
   2.2 Experimental Group

Table 2 shows the data on the scores of the controlled and experimental groups were provided using the standard method of utilization of guided visual-imagery as a strategy in teaching the use of appropriate graphic organizers in reading the text. The results show that control group's mean is 21 and its standard deviation is 2.57, with a top score of 23 and a lowest score of 17. Meanwhile, the experimental group had a highest score of 25 and a lowest score of 17, with a mean of 22 and its standard deviation of 2.25. As a result, regardless of the strategy used, both groups demonstrated progress in the way they understand or comprehend text reading.

Table 2. *Results of Post-test of the Two Groups*

Respondents	*Posttest (Controlled Group)*	*Posttest (Experimental Group)*
1.	20	25
2.	15	22
3.	22	23
4.	23	23
5.	17	23
6.	21	20
7.	20	25
8.	19	22
9.	23	17
10.	22	20
11.	18	22
12.	23	23
13.	23	21
14.	23	22
15.	23	18
Mean	21	22
SD	2.57	2.25

Both the control and experimental groups obtained almost comparable scores, implying that whether the teacher used traditional teaching or a guided-visual imagery technique, the students received nearly equal absorption of knowledge or understanding of the topic about text reading. According to Praveen & Rajan (2013), the purpose of graphic organizers is to comprehend texts for primary ideas, facts, supporting information, opinions, comparisons, and conflicts, as well as to study and propose various kinds of graphic organizers for better text comprehension. According to Bernhardt (2010), that by using these visual organizers, students would be able to better organize and remember details from selected stories, which would enhance their overall reading comprehension in these key comprehension skills.

It can be concluded that there is no difference between the use of the new technique and the one that uses the traditional method of instruction. Moreover, the new method did not indicate to the pupils a greater level of learning in the discussion of this subject.

Research Question #3

3. Is there a significant difference between the post-test and pre-test scores of the experimental and controlled groups?

Table 3. *The Test of Difference Between the Scores in Pretest and Posttest*

Group		*n*	*df*	*t-value*	*p-value*	*Alpha*	*Interpretation*	*Remarks*
Controlled	Pretest Posttest	15	14	0.427935	0.67521	0.05	Not Significant	Accept the Null Hypothesis
Experimental	Pretest Posttest	15	14	0.914093	0.37614	0.05	Not Significant	Accept the Null Hypothesis

**Significance level is at p≤0.05*

Table 3 showed the test of important difference between the scores in pretest and posttest of the controlled and the experimental groups. It can be seen from the pretest that the result has a *p*-value of 0.67521 and that an alpha of 0.05 is required for the hypotheses to be accepted. As a result, the pretest does not significantly differ. The posttest of two groups with the *p*-value of 0.37614 led to the acceptance of the null hypotheses given the alpha being established in the analysis. A *p*-value obtained from the posttest of the two groups indicates an insignificant difference.

As shown on the results, the two groups' post-test and pre-test results have insignificant difference. This implies that students who take the test without the necessary preparation have attained the same level of understanding as students who took the test. The table implied that the topic should be presented by the used of guided visual imagery to support the lesson further and that is also effective in explaining the topic in a way that students can absorb the lesson. According Karsa (2022), that using visual imagery strategy showed that students easier to understand the text presented by combining their perception and memory, so that understanding stored in their long-term memory. It can be concluded that visual imagery strategy can facilitate students and teachers because students more easily understand the text.

Therefore there is no significant difference between the post-test and pre-test scores of the experimental and controlled groups. It can be concluded that visual imagery strategy can facilitate students and teachers because students more easily understand the text. Students can learn with or without the need to improvise the use of guided visual imagery in the teaching and learning process.

Conclusion

To challenge the traditional method of teaching sixth-grade students to read text, the Visual-Imagery strategy was implemented. This study demonstrated that this technique did not produce a statistically significant difference. Additionally, the topic can be

discussed using the conventional method of instruction. Meanwhile, it is recommended that additional research on the same strategy and subject is carried out using a different group of respondents. Teachers may opt to utilize the traditional way of teaching the use of appropriate graphic organizer in text read or with the use of guided-visual imagery. Lastly, improve the use of appropriate graphic organizer in text read or with the utilization of guided-visual imagery based on the learner's level of understanding and interest. This can also be tested in different set of sample in the other school to verify its findings.

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