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RESEARCH ARTICLE

INTEGRATED LITERACY LEARNING AND CRITICAL THINKING ABILITY TO DESCRIPTIVE WRITING SKILLS

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Abstract

The article aims to look for the influence of the integrated model of literacy learning and critical thinking ability to the writing skills of descriptive paragraph of elementary school students. This research was conducted in the fourth class of Sekolah Dasar Negeri Harapan Jaya VIII Bekasi Utara. The study design used an experimental method with treatment based on level 2 x 2. Analysis of the data using analysis of variance 2 paths. The results from this study are ; (1) there are different skills in writing descriptive paragraphs of elementary school students who learn to use the integrated model of visual literacy and integrated of reading literacy learning. (2) There is an interaction between the integrated model of visual literacy learning and integrated reading literacy learning on the skills in writing descriptive paragraphs of elementary school students. (3) Skills in writing descriptive paragraphs of elementary school students who have critical thinking abilities who use the integrated model of visual literacy learning are higher than students who have high thinking abilities who use the integrated model of reading literacy learning. (4) Skills in writing descriptive paragraphs of elementary school students who have low critical thinking abilities who use the integrated model of visual literacy learning are lower than students who have low critical thinking abilities who use the integrated model of reading literacy learning.

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Introduction:-

Theoretically, writing is one of the language competencies which is a very complex activity. Zulela, MS explains that writing is a series of processes in the form of a person's activities to express the contents of the thoughts, feelings, opinions, attitudes of writers to be understood by others. Writing is a competency that every student must have [1].

Reading and writing skills become very important in education especially in primary schools. on the other hand among many problems faced in basic education, one of them is about basic literacy (reading and writing) where today's students' lack of interest in reading and writing.

Basically, the abilities and skills of students would have been improved, if the learning process was interested and enjoyable methods. Good learning is when a teacher is able to make students actively and enthusiastically in learning. Reading and writing must all be fun [2]. This would be achieved if the teacher did not dominate the class

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and was able to make the lesson challenging, stimulate creativity to find and be able to make students feel enjoyable and very enthusiastically about the materials which they were learning. The following explanation could be the solution have been offered to overcome such problem faced as describing above.

Drake and Burns (2004) stated that there are three important learning integration models mastered in classroom learning such as multidisciplinary integration, interdisciplinary integration and transdisciplinary integration practiced in a variety of treatments to be able to serve all the needs of students according to their interests [3]. Learning integration is a learning model that helps students develop an in-depth understanding of building systematic knowledge and simultaneously train students' critical thinking skills. The results of other studies are very important to note is in research conducted by Fitzgerald and Shanahan concluded that [4]. The constructivist perspective on literacy learning concludes that reading and writing are interrelated because they both involve the active construction of how to acquire knowledge and utilize the thought process which is a representation of knowledge. The previous research explaining that the integrated model of literacy learning and critical thinking skills is very helpful for students in improving reading and writing skills. As stated in the research conducted by Erwinawati (2017: 56-57) under the title application of literacy learning models in student writing essays, shows that writing skills are increased by using literacy learning models [5].

According to Paivio's dual coding theory, verbal information and visual information are processed in various cognitive subsystems; verbal system and image system. Words and sentences are usually processed and encoded only in the verbal system, while images are processed and encoded both in the imaging system and in the verbal system. Thus, high memory responsiveness for visual image information and the effect of increasing memory from images in text are ascribed to the advantages of double coding compared to single coding in memory [6].

Schnotz and Bannert proposed an integrative model of understanding text and images (visual displays) which give more emphasis to representational principles. Representation is an object or event that supports something else. Text and visual display are external representations. In other words, understanding texts and images is the construction of mental representations that are oriented towards the task of the learner to find effective ways of constructing meaning [7]. Text and visual display is based on a different sign system. The fundamental difference between the different sign systems was introduced by Peirce as quoted by Schnotz (2002) the differentiation between symbols and icons [8].

Visual literacy is the ability to create visual messages and to read messages in visual communication; to understand, interpret, and, finally, to evaluate one's visual environment [9]. In line with that, Wileman in Sunarni, (2018) defines visual literacy as the ability to read, interpret, and understand information presented in pictorial or graphic images [10]. Bleed as quoted states that students need to become visual literacy because visual literacy is an integral part of how we work, entertain, communicate, and educate [11]. Visual literacy can be seen as a set of skills that can help people think critically about visual information. The priority of our brain's attention is on the wavelength of color, light, darkness, movement, shape and depth. Simple enough to attract the brain's attention with changes in movement, contrast and color. Fiske and Taylor (1984) in Saputra, M. A. D. I. (2008) suggest that the best way to get information into the brain is a concrete picture of life. A number of neurology scientists conclude that 1). The brain has a bias for attention to contrasting and new things, 2) 90 percent of the brain's sensory input is from visual sources, and 3). The brain has an immediate response to symbols, icons, and simple images [12]. Research conducted by Sri Sunarni (2018) with the title through learning visual literacy on students' writing abilities, suggests that visual literacy can improve students' learning motivation and writing abilities [13]. Mullins, K., & Mullins, K. (2016) conducted a study entitled the relationship between reading comprehension skills and critical thinking skills on students' writing descriptive text skills, explaining that there was a strong relationship between reading skills and critical thinking skills on students' writing skills [14].

Based on the explanation above writing skills are the ability to express ideas, opinions, and feelings to others through written language. Jabrohim (2001) says that in the process of writing, students are trained to use their brains and reason at the same time as quoted [15].

Paragraphs according to John Langan (2011: 38) are a set of sentences that describe an idea or topic [16]. Another opinion is according to Zaenal and Amran (2009: 115) A paragraph is a group of sentences that develop a logical subject [17].

Descriptive paragraphs are painting or photographing objects or atmosphere with words. The description text according to Kosasih (2006) in Farrar, R. (2010) is an essay describing an object with the aim that the reader feels as if he saw the object depicted himself [18].

According to Ennis (1985) in Amalia (2014: 1012) indicators of critical thinking skills developed focus on groups: focusing questions, asking and answering questions, identifying assumptions, analyzing arguments, identifying terms and considering definitions, considering whether sources are reliable or not, make and determine the results of consideration, observe and consider observational reports, determine an action, induce and consider the results of induction, and interact with others [19].

Learning integration is a learning model that helps students develop an in-depth understanding of building systematic knowledge and simultaneously train students' critical thinking skills. Learning that provides a combination of facts, concepts and generalizations in one matrix or another model such as a detailed map or hierarchy. Integration learning also guides students' efforts to find patterns of cause and effect that require teachers to have the skills to ask questions that guide students to think critically in the learning process so students can and are able to contract their own knowledge with the topics they are learning. This learning integration is part of an integrated adaptation learning model from his theory Fogarty (1991) in Farro, etal. (2017) [20].

According to Paivio's dual coding theory, verbal information and visual information are processed in various cognitive subsystems; verbal system and image system. Words and sentences are usually processed and encoded only in the verbal system, while images are processed and encoded both in the imaging system and in the verbal system. Thus, high memory responsiveness for visual image information and the effect of increasing memory from images in text are ascribed to the advantages of double coding compared to single coding in memory [21].

Visual literacy is the ability to create visual messages and to read messages in visual communication; to understand, interpret, and, finally, to evaluate one's visual environment according to Schunk, Dale H. (2012) [22]. In line with that, (Wileman in Schellenberg, J. (2015b) defines visual literacy as the ability to read, interpret, and understand information presented in pictorial or graphic images [23].Bleed as quoted by Schellenberg(2015) states that students need to become visual literacy because visual literacy is an integral part of how we work, entertain, communicate, and educate. Visual literacy can be seen as a set of skills that can help people think critically about visual information [24].

The steps of visual learning integration in the form of literacy integration in the learning process include; in (Farro Durrotul Qorri'aina, Samsi Haryanto, 2017) (1) observing the media object image (2) observing the environment around the school related to the subject matter (3) reading learning resources such as textbooks, worksheets, notebooks, etc. (4) gathering information through observation sheets (5) analyzing information (6) discussing in groups (7) presenting the results of discussions (8) asking and answering questions and (9) concluding (10) presenting written discussion reports (11) displaying discussion reports in the school library. The learning process of integration of visual literacy in the classroom refers to the material and teaching materials that are adapted to the theme and adjusted to the psychological state of students in receiving learning [25].

Research problem formulation as follows: (1) Is there a difference in the skills of writing paragraphs description of students who are taught with visual literacy learning and students who are taught by using reading literacy learning integras?; (2) Is there an interaction effect between the literacy learning integration model and the ability to think critically on writing paragraph description skills?; (3) Is there a difference in the skills of writing paragraphs description of students who are taught using the integration model of visual literacy learning and students who are taught using the integration model of reading literacy learning that has high critical thinking skills?; (4) Is there a difference in the skills of writing paragraphs description of students who are taught using the integration model of visual literacy learning and students who are taught using the integration model of literacy learning who have low critical thinking skills?

Research Methods:-

The method used in this study is an experimental method with treatment design by level 2 x 2. The experimental method can be interpreted as a research method used to look for the effect of certain treatments on others in controlled conditions. This research has a Treatment by Level 2 x 2 design, as in the following table 1.

Table 1:- Research Designed Treatment by Level 2x2.

Critical Thinking Ability (B)	Integrated Model of Literacy Learning (A)
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	Visual (A ₁)	Reading (A ₂)
High (B ₁)	A ₁ B ₁	A ₂ B ₁
Low (B ₂)	A ₁ B ₂	A ₂ B ₂

Students are categorized into the group of high critical thinking skills if the score is in the range of 27% the highest score and students are categorized into the group of low critical thinking skills if the score is in the range of the 27% lowest score. Taking each of the 27% upper and lower groups is based on the Guilford book quoted by Arikunto, (2010) So that each class obtained a sample size of 10 students. Sampling results obtained by 4 (four) groups, namely (1) the first group is a group of students who have high critical thinking skills given the integration model of visual literacy learning (A1B1), (2) groups of students who have low critical thinking skills provided the integration model of visual literacy learning (A1B2), (3) the third group is a group of students having high critical thinking skills given the integration model of reading literacy learning (A2B1), (4) the fourth group is a group of students who have low critical thinking skills given the integration model of reading literacy learning (A2B2). The sample grouping matrix can be seen in the table below.

Table 2:- Many Samples for each group.

Critical Thinking Ability (B)	Integrated Model of Literacy Learning (A)		Total
	visual Literacy (A ₁)	Reading Literacy (A ₂)	
High (B ₁)	10	10	20
Low (B ₂)	10	10	20
Total	20	20	40

The level or level of difficulty of the problem is the opportunity to answer right or wrong at a certain level of ability that is usually expressed by the index (Arifin, 2011: 134). To calculate the level of difficulty of the questions from a test the following formula is used:

$$\text{Difficulty rate} = \frac{\text{Mean}}{\text{Maximum score set}}$$

The criteria for the difficulty level of items can be seen in the following table:

Table 3:- Interpretation of Problem Difficulty Index.

Index	Difficulty Index
0,00 – 0,30	Difficult
0,31 – 0,70	Medium/moderate
0,71 – 1,00	Easy

Formula research that: (1) The main effect hypothesis: The main effect hypothesis is: the hypothesis about the effect of variable treatment (X1)of the dependent variable.(2) Hypothesis interaction effect: The interaction effect hypothesis is only one, namely the hypothesis of influencethe interaction of variable treatment (X1) with the attribute variable (X2) on the variablebound.(3) Simple effect hypothesis: The simple effect hypothesis depends on the number of data groups or theories fromattribute variable, because this hypothesis is a hypothesiscomparing between 2 groups of data. For the 2 X 2 experimental design,the maximum number of hypotesis simple effects is 4 pieces. Simple effect analysisis a further test of the interaction effect hypothesis.Therefore, if in hypothesis testing the effect of interaction is not testedSignificantly, a simple effect analysis is not recommendeddone / continued.

Results And Analysis:-

The data of this study were grouped into eight groups of data, namely: (1) score writing skills paragraph description of students who use the visual literacy learning integrated model (A1), (2) score writing skills descriptive paragraphs of students who use the reading literacy learning integrated model (A2), (3) score of paragraph description writing skills of students who have high critical thinking ability (B1), (4) score of the students' Writing skills descriptive paragraph who have low critical thinking ability (B2), (5) score of the students' Writing skills descriptive paragraph who have high critical thinking skills using the integrated model of visual literacy learning (A1B1), (6) score of the students' skill in writing descriptive paragraphs who have high critical thinking skills using the integrated model of reading literacy learning (A2B1), (7) score the students' skill in writing descriptive paragraphs who have low critical thinking skills which using the integrated model of visual literacy learning (A1B2), (8) score the students' skill in writing descriptive paragraph who have low critical thinking skills by using the integrated model of reading literacy learning (A2B2).

Table 4:- Results of Two-Way Variance Analysis.

Source of Variance	Df	SS	MS	F _{calculation}	F _{table}
					$\alpha = 0,05$
Between Groups	3	17847,88	5949,29	20,56 **	4,11
In Groups	36	10417,89	289,39		
Between A	1	1651,22	1651,22	5,71 **	4,11
Between B	1	1946,02	1946,02	–	–
Interaction A x B	1	14250,64	14250,64	49,24 **	4,11
Reduced Total	39	28265,77			

Information:

** = significant

df = (degree of freedom)

SS = Sum of Squares

MS = Mean Square

Hypothesis testing in this study was conducted using two-way analysis of variance and continued with tukeytest, if there is an interaction in testing. Two-way analysis of variance was used to test the main effect and the interaction effect between the literacy learning integrated model and the critical thinking ability of the students' writing skills of descriptive paragraph scores. By using the two-way ANAVA table the results obtained are as in table 4.12 below.

Based on the results of the analysis of variance (ANAVA) the two paths above, can be explained:

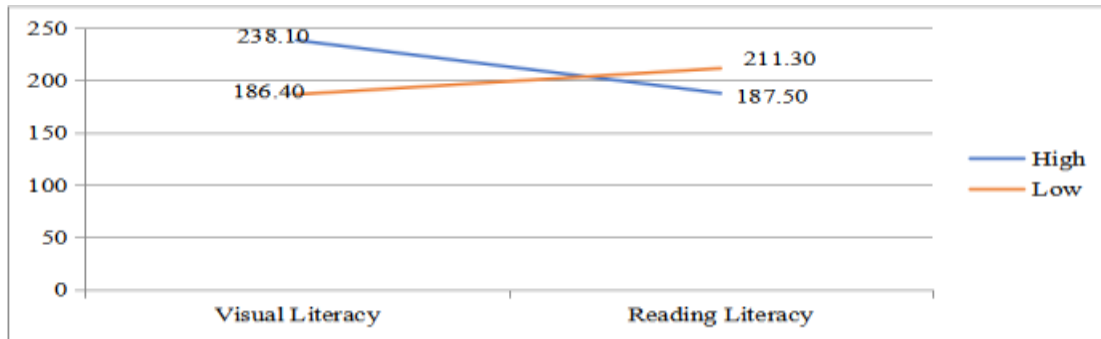
4.2.1 Differences in skills in writing descriptive paragraphs between Groups of Students Using the Integrated model of Visual Literacy Learning and Groups of Students Using the Integrated model of Reading Literacy Learning.

Based on the analysis of the variance of the two paths at the significant level $\alpha = 0.05$, obtained F-count = 20.56 and F-table (0.05; 1: 36) = 4.11. The summary can be seen in table 4.12 and the calculations can be seen in the appendix, obtained F-count > F table then H₀ is rejected so H₁ is accepted.

It can be concluded that there are differences in writing skills in paragraph descriptions between groups of students who use the integrated model of visual literacy learning and groups of students who use a significant integrated model of reading literacy learning. In other words, the integrated model of visual literacy learning ($\bar{Y}_{A1} = 212.25$) is higher than the integrated model of reading literacy learning ($\bar{Y}_{A2} = 22.50$). This means the research hypothesis which states that the skills of writing paragraph descriptions of students who use the integrated model of visual literacy learning is higher than the skills of writing paragraphs of description of students who use the integrated model of reading literacy learning is acceptable.

4.2.2 Interaction between Literacy Learning Integrated model and Critical Thinking Ability to Students' Skill in Writing Descriptive Paragraph

Based on the analysis of the variance of the two paths about the interaction between the literacy learning integrated model and the ability to think critically on the score of the students' skills in writing descriptive paragraphs, it can be seen in the two line calculation table above, that the price of F-count interaction = 49.24 and F-table (0.05; 1 : 36) = 4.11, obtained F-count > F-table then H0 is rejected so H1 is accepted. The conclusion is that there is an interaction between the literacy learning integrated model and the ability to think critically on the students' skills in writing descriptive paragraph. The interaction between literacy learning integration models and critical thinking skills to writing descriptive paragraph of students' skills can be seen in the following figure.



Picture1:- Visualization of interaction between integrated model of literacy learning and critical thinking abilities in their effects on students' skills in writing descriptive paragraphs. With the testing of these interactions, it is necessary to further test further.

Further tests are intended to find out about: (1) differences in the score writing skills of paragraph descriptions of students who use the integrated model of visual literacy learning and who use the integrated model of reading literacy learning for groups of students who have high critical thinking skills (A1B1 and A2B1); and (2) differences in scores of paragraphs writing skills in students' description of students who use the integrated model of visual literacy learning and who use the integrated model of reading literacy learning for groups of students who have low critical thinking skills (A1B2 and A2B2). A summary of the results of further tests with tukey tests on the 2 groups of data compared can be seen in table 4.2 below. The calculation can be seen in the appendix.

Table 5:- Summary of Tukey Test Calculation Results.

No	Compared Group	Df	Q _{calculation}	Q _{table}
				α = 0,05
1	A ₁ B ₁ with A ₂ B ₁	4: 10	9,41 **	4,33
2	A ₁ B ₂ with A ₂ B ₂	4: 10	4,63 **	4,33

Information:

** =Significant

The differences in the writing skills of descriptive paragraphs of the students using the integrated model of visual literacy learning and students using the integrated model of reading literacy learning in groups of students who have high critical thinking ability.

Students who have high critical thinking ability influence the writing skills of paragraph description description with the integration of literacy learning models. This is proven based on the results of further tests using the tukey test the results are as follows:

Table 6:- Compared Group A₁B₁with A₂B₁.

No	Compared Group	Df	Q _{calculation}	Q _{table}
				α = 0,05
1	A ₁ B ₁ with A ₂ B ₁	4: 10	9,41 **	4,33

Information:

** = Significant

Skills of writing descriptive paragraph of students who have high critical thinking skills by using the integrated model of visual literacy learning (A1B1) compared to scores of the skills of writing descriptive paragraph of students who have high critical thinking skills by using the integrated model of reading literacy learning (A2B1), obtained Q count = 9.41 and Qtable (0.05; 4: 10) = 4.33. Thus, Q count is greater than Q table, so H0 is rejected, it can be interpreted that there is a significant difference in the score writing skills of the paragraph description of students who have significantly higher critical thinking skills between the integrated model of visual literacy learning with the integrated model of reading literacy learning. In other words, students who have high critical thinking skills using the integrated model of visual literacy learning ($\bar{Y}A1B1 = 238.10$) are higher than those who have high critical thinking skills by using the integrated model of reading literacy learning ($\bar{Y}A2B1 = 187.50$) to the score of the skills of writing descriptive paragraph.

Thus, the research hypothesis which states that the the skills of writing descriptive paragraph of students who have high critical thinking skills by using the integrated model of visual literacy learning is higher than the the skills of writing descriptive paragraph by using the model of reading literacy learning integration can be accepted.

Differences in Writing Skill of Descriptive Paragraphs of Students Using the Visual Literacy Learning Integrated model and Students Using the Reading Literacy Learning Integrated model in Groups of Students Who Have Low Critical Thinking Ability

Students who have low critical thinking skills influence the the skills of writing descriptive paragraph with the integration of literacy learning models. This is proven based on the results of further tests using the tukey test the results are as follows:

Table 7:- Compared Group A₁B₂ with A₂B₂.

No	Compared Group	Df	Q _{calculation}	Q _{table}
				$\alpha = 0,05$
2	A ₁ B ₂ with A ₂ B ₂	4:10	4,63 **	4,33

Information:

** = Significant

The skills of writing descriptive paragraph of students who have low critical thinking skills by using the integrated model of visual literacy learning (A1B2) compared to scores of the skills of writing descriptive paragraph of students who have low critical thinking skills by using the integrated model of reading literacy learning (A2B2), obtained Q count = 4.63 and Qtable (0.05; 4: 10) = 4.33.

Thus, Qcount is greater than Q table, so H0 is rejected, it can be interpreted that there is a difference in the score of the skills of writing descriptive paragraph that students who have significantly lower critical thinking skills between the integrated model of visual literacy learning with the integrated model of reading literacy learning. In other words, students who have low critical thinking skills using the integrated model of visual literacy learning ($\bar{Y}A1B2 = 186.40$) are lower than those who have low critical thinking skills by using the integrated model of reading literacy learning ($\bar{Y}A2B2 = 211.30$) to the score of the skills of writing descriptive paragraph. Thus, the research hypothesis which states that the skills of writing descriptive paragraph of students who have low critical thinking skills by using the integrated model of visual literacy learning is lower than the skills of writing paragraphs of student description by using the model of reading literacy learning integration can be accepted.

The general objective of this research is to obtain a more complete picture of the effect of the integrated model of literacy learning and critical thinking skills on paragraph description writing skills. Based on the analysis of the variance of the two lines in the Inter-A line, it was found that the F-count was 5.71 greater than the F-table (0.05; 1: 36) = 4.11. This shows that the score of students' paragraph writing skills scores there is a significant difference between the integrated model of visual literacy learning with the integrated model of reading literacy learning.

This difference is shown by the average score of the skills of writing descriptive paragraphs of students who use the integrated model of visual literacy learning of 212.25 and the average score of the skills of writing descriptive paragraphs of students who use the integrated model of reading literacy learning of 199.40. This means that there are differences in the scores of the skills of writing descriptive paragraphs of students who use the integrated model of visual literacy learning and who use the integrated model of reading literacy learning.

Previous research conducted by Rosmawati said that the results of her research showed the average score of students increased sharply from the first evaluation to the second evaluation, from 65.25 to 85.50. In addition, there are 80% of the percentage range between the first evaluation and the second evaluation, which are 20% and 100%, respectively. From qualitative data, researchers found that both teachers and students said that pictures were the right medium for teaching and learning paragraph writing skills (Rosmawaty, 2013). Overall, from the findings it can be concluded that by using pictures, the achievement of Primary L1 students in writing paragraphs is greatly improved [26].

Integral models of visual literacy learning allow complex information to be presented in the form of images, explore information and develop cognitive abilities to communicate data and concepts. Levie and Lentz in Mackay, T. (2014) Visual learning helps learners integrate new knowledge. Visual literacy is the ability to interpret, use and create visual media to improve processes, decision making, communication, and learning [27]. According to Cowen in Škobalj, E. (2018) The integrated model of visual literacy learning makes it easier for learners to understand concepts and improve memory and strengthen information [28]. Datchuk, S. M. (2016) learning integrated model that is practiced in a variety of treatments to serve all the needs of students in accordance with their interests, namely multidisciplinary, interdisciplinary and transdisciplinary integration [29].

The results of the analysis of the two-way variance on the Interaction A * B line found that the Fcount interaction was 49.24 greater than the F table (0.05; 1: 36) = 4.11. This means that there is a significant interaction effect between the literacy learning integrated model and critical thinking skills on the students' writing paragraph description skills. Because there was a significant interaction effect, it was followed by a tukey test for the two experimental design cells.

Strengthened by previous research conducted by Decoda. (2015) the results of the hypothesis test obtained by Thitung 4.29, while Ttable 1.70. So, it can be concluded that the model of problem-based learning supported by serial media has a significant effect on the level of 95% because of Thitung > Ttable (4.29 > 1.70). Thus, the use of the model of problem-based learning assisted by the media of serial images has an effect on the writing skills of students' explanatory texts in grade VIII of SMP Negeri 12 Padang [30].

Paivio in the double coding theory says that the high memory responsiveness for visual image information and the effect of increasing memory from images in text are ascribed to the advantages of double coding compared to single coding in memory [31]. Understanding texts and images is a mental representation construction oriented to the task of the learner to find effective ways of constructing meaning [32]. Visual rhetoric is an important aspect that can be developed into various kinds of discourse, [33]. Visual literacy can be developed in a variety of discourses and texts.

The results of the Turkey test on the score writing skills of paragraphs of description of students who have high critical thinking skills obtained value of Q-count = 9.41 greater than Q-table (0.05; 4: 10) = 4.33.

This means that there are differences in the scores of paragraphs writing skills in the description of students who use the integrated model of visual literacy learning and who use the integrated model of reading literacy learning for groups of students who have high critical thinking skills. Thus, it can be concluded that the average score on writing paragraphs of description skills of students who have high critical thinking skills, the group of students who use the integrated model of visual literacy learning is 238.10 higher than the group of students who use the integrated model of reading literacy learning of 187, 50.

Various research results show that the integrated model of multiliteration-based literacy learning is proven to play an important role in improving students' ability to complete communication, problem solving, and thinking skills in accordance with 21st century student competency needs. The findings of this study are in line with Greenleaf et.al in [34]. Similarly, research conducted by Supriadi (2016: 208) illustrates the results of Indonesian language learning of students who are taught using the 4P formula method and have emotional intelligence towards higher Indonesian language scores (A1B1). Many respondents n = 13 after calculating the average value = 89.38; Mo = 85; Me = 88; s = 3.76; s² = 14.12 min = 82, max = 100 and range = 18. And Indonesian language learning outcomes of students who are taught using the mind mapping method and have emotional intelligence towards high Indonesian (A2B1). Many respondents n = 13 after statistical calculations obtained an average value = 69.69; Mo = 70; Me = 70; s = 2.34; s² = 5.47; Min = 64; Max = 75; and range = 11 [35].

The results of the tukey test on the writing skills scores of paragraphs of description of students who have low critical thinking skills obtained value of Q count = 4.63 is greater than Q table (0.05; 4: 10) = 4.33. This means that there are differences in the scores of paragraphs writing skills in students' descriptions using the integrated model of visual literacy learning and those using the integrated model of reading literacy learning for groups of students who

have low critical thinking skills. Thus, it can be concluded that the average score of writing paragraphs description skills of students who have low critical thinking skills, the group of students who use the integrated model of visual literacy learning is 186.40 lower than the group of students who use the integrated model of reading literacy learning of 211, 30.

Supriadi (2016: 206) explained that the learning outcomes of Indonesian students taught using the mind mapping method and have emotional intelligence towards high Indonesian (A1B2). Many respondents $n = 13$ after statistical calculations obtained an average value = 69.69; $Mo = 70$; $Me = 70$; $s = 2.34$; $s^2 = 5.47$; $Min = 64$; $Max = 75$; and range = 11 and Indonesian language learning outcomes of students who are taught using the mind mapping method and have low emotional intelligence towards Indonesian language (A2B2). Many respondents $n = 13$ after statistical calculations obtained an average value = 58.62; $Mo = 53$; $Me = 57$; $s = 4.56$; $s^2 = 20.76$; $Min = 50$; $Max = 69$; and range = 19

Conclusion:-

Based on the results of the analysis and discussion that have been described in this study, the following findings can be obtained:

The difference in the skills of writing descriptive paragraph, between the children who follow the integrated model of visual literacy learning with children who follow through the integrated model of reading literacy learning.

Empirical evidence through this study shows that the scores of writing paragraph descriptions in elementary school students in students who learn to use the integrated model of visual literacy learning are higher than students who learn to use the model of reading literacy integration learning. Thus, efforts to improve the writing skills of elementary school student descriptive paragraphs by paying attention to students' critical thinking abilities, can be pursued by providing a Model of Visual Literacy Learning Integration as an Indonesian language learning process in elementary schools.

The effect of the interaction between the literacy learning integrated model and the ability to think critically on writing paragraph description skills.

Based on a statistical analysis of elementary school students, skills of writing deskriptive paragraph which is influenced by two independent variables in this study, namely, the integrated model of visual literacy learning and critical thinking skills has the effect of interaction.

The improvement of writing skills in descriptive paragraph of elementary school students who have high critical thinking skills through the integrated model of visual literacy learning.

Empirical evidence through this research shows that for students who have high critical thinking skills, writing skills in descriptive paragraph of students who learn to use the integrated model of visual literacy learning integrated into Indonesian language learning in elementary schools is proven to be higher than students who learn to use the literacy learning integrated model read. Thus, efforts to improve the writing skills in descriptive paragraph of elementary school students by taking into account students' critical thinking skills, can be pursued by using the integrated model of visual literacy learning as a learning process that is integrated in the Indonesian language learning process in elementary schools.

The improvement in writing skills in descriptive paragraph of elementary school students who have low critical thinking skills through the integrated model of reading literacy learning.

Empirical evidence through this research shows that for elementary school students who have low critical thinking skills, writing skills in descriptive paragraph of students who learn to use the integrated model of reading literacy learning integrated into Indonesian language learning in elementary schools is proven to be higher than students who learn with the integrated model visual literacy learning. Thus, efforts to improve the writing skills of elementary school student descriptive paragraphs by taking into account students' low thinking abilities, can be pursued by using the integrated model of reading literacy learning as a learning process that is integrated in the Indonesian language learning process in elementary schools.

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