

UNIVERSITY STUDENTS' PERCEPTIONS OF USING VISUAL INSTRUCTIONAL MEDIA IN WRITING CLASSES: A NARRATIVE INQUIRY

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ABSTRACT: Writing is a fundamental skill in English language learning, yet it remains one of the most challenging aspects for students to master. In response, visual instructional media have increasingly been integrated into writing classes to support engagement and improve outcomes. Despite this, limited research has explored university students' perceptions and experiences with such media in writing instruction. This study aims to fill that gap by examining students' perception of using visual instructional media in their writing class, focusing on past experiences, current usage, and future implications. This research employed a qualitative approach using narrative inquiry to capture the detailed experiences of two English education students at the one of private university in Indonesia. Data were collected through semi-structured interviews via Zoom meeting and analyzed using thematic analysis to identify patterns in the students' narratives. The interviews explored how participants engaged with visual media over time and how these experiences influenced their perceptions and learning processes in writing classes. Results revealed participants found students' perception of using visual instructional media significantly enhances the effectiveness of writing classes in both cognitive and affective aspects. Cognitively, visuals helped students understand abstract concepts, organize ideas, and write more creatively. Affectively, visuals boosted confidence, motivation, and engagement in class activities. Overall, the study highlights the potential of visual media to enhance engagement and improve writing performance, as reflected in students' perceptions on past experiences, present practices, and future implications. However, given the study's limited scope, further research is encouraged to investigate the long-term effects of visual media integration on students' writing development and academic achievement. Given the study's limited scope, further research is needed involving more diverse contexts should involve student populations across various educational settings to enhance generalizability. Moreover, exploring how visual media can be adapted for different disciplines and educational levels would offer deeper insights for curriculum development and teaching innovation.

Keywords: students' perceptions, visual instructional media, writing class

INTRODUCTION

Writing is particularly complex as it requires organizing thoughts into coherent text (Inayah et al., 2022). Strong writing skills are crucial, especially in academic contexts, as they reflect students' ability to express their understanding and mastery of content (Sarifah & Apsari, 2020). To support students in developing writing competence, teachers often rely on instructional strategies, including the use of media to make learning more engaging and effective. Instructional media, particularly visual media, have been shown to play a significant role in enhancing student engagement, comprehension, and creativity in writing classes (Purnamasari et al., 2021).

While numerous studies have explored the effectiveness of visual media in improving writing outcomes most of these studies focus on learning results rather than exploring students' perceptions and experiences, particularly at the university level. Understanding students' perceptions is essential, as it shapes their attitudes, motivation, and responses to instructional methods. Students' past experiences, current engagement, and future expectations toward media use can offer valuable insights for instructional improvement.

Many studies have examined the use of visual media in writing classroom. (Harisma et al., 2019) investigated the impact of project-based learning with visual media on the writing skills of tenth-grade vocational students in Cimahi. (Winola, 2021) aimed to understand how teachers use instructional media in the classroom, identify challenges they face, and explore the strategies they employ to overcome these problems. (Al Fauzi et al., 2024) investigated seventh-grade students' perceptions of visual literacy in English language learning at a middle school in Jember, Indonesia. (Santoso & Sholihah, 2017) research to evaluate students' writing skills using visual media of students of Muhammadiyah University of Metro.

From these previous studies, the researcher wants to develop existing theories and research related to the topic of this study. Despite these insights, limited research has specifically examined students' perceptions with visual instructional media in writing classes. Understanding their past experiences, current perspectives, and future implications can provide valuable insights into the effectiveness of visual instructional media in supporting writing development. This study aims to bridge this gap by investigating students' perceptions using visual instructional media in writing classroom. This evaluation is crucial for both teachers and students, as it helps determine whether the developed learning media effectively achieves its intended learning objectives and enhances the overall writing learning experience.

METHOD

This research used a qualitative approach, specifically narrative inquiry. A qualitative method captures the personal and human aspects of life experiences and presents them narratively (Abrar, 2019), allowing for deeper contextual understanding (Bolkan et al., 2020). Narrative inquiry is a key way to understand how people see the world (Connelly & Clandinin, 1990).

The participants in this study were two undergraduate students enrolled in the bachelor's degree program in English Language Education, Faculty of Education, at the one of private university in Indonesia. Two participants, referred to by the pseudonyms Yasmin and Sarah. At the time of the research, both participants were in their sixth semester of study. The selection process prioritized specific eligibility criteria, ensuring that participants had prior experience in an academic writing course. Both participants had successfully completed the compulsory writing course. Additionally, the researcher considered their academic performance in the writing course, with both participants achieving an average grade of B+, which indicated their proficiency in academic writing and further justified their selection. Moreover, their willingness to participate and share their experiences was a key factor in their selection, ensuring meaningful engagement in the study.

The interviews were conducted online via Zoom meeting, scheduled based on mutual agreement. Each session lasted around 30–45 minutes. During the live session, participants completed a Microsoft Word document containing 11 open-ended questions, guided by the researcher. This approach allowed for immediate clarification, follow-up questions, and richer data through both written and verbal responses. The interview questions were translated into Bahasa Indonesia to ensure clarity and ease of understanding. They were structured based on Dewey's theoretical concept of the three-dimensional narrative inquiry space (Clandinin & Connelly, 2000), temporality considers past experiences, present perspectives, and future implications with visual instructional media in writing classes.

For data analysis, the researcher used thematic analysis (Braun & Clarke, 2006) to identify patterns and themes. This common method in qualitative research helps turn complex data like interviews into meaningful insights (Lochmiller, 2021).

FINDINGS

This chapter presents the findings of the study based on the thematic analysis process, which follows (Braun & Clarke, 2006) steps approach. The findings are organized according

to the themes that emerged from the data analysis, providing a comprehensive understanding of the participants' perspectives.

1. Past Experience on the Students' Perception of Using Visual Instructional Media in Writing Classes

Table 1. Summary of Findings on Past Experience

Topics	Focus of Perception	Participants' Quotes
Past Experiences	Cognitive Perception Non-visual methods were rigid and limited holistic understanding Focus was mostly on technical accuracy and structure.	Sarah: "The learning process felt rigid and rather boring due to the lack of visual stimulation." Yasmin: "It could get boring, especially when the materi

	<i>al was long or hard to visualize.”</i>
Affective Perception Monotonous and uninspiring. Decreased motivation and creativity.	<i>Sarah:</i> <i>“I was also less motivated to explore ideas creatively... more rigid and overly structured.”</i> <i>Yasmin:</i> <i>“Altho ugh it took longer. When I started using visual methods, I felt more excited.”</i>

In conclusion, the findings from students’ past experiences indicate that non-visual instructional methods were generally perceived as rigid, monotonous, and less supportive of

holistic understanding. From a cognitive perspective, students acknowledged that while conventional strategies such as reading and note-taking helped them grasp technical aspects like structure and accuracy, these methods failed to facilitate deeper comprehension of narrative flow and broader contextual meaning.

Sarah noted that instruction without visual aids felt “rigid and rather boring,” indicating that while she could grasp formal structures through sample texts, she struggled with bigger-picture concepts like flow and narrative context. Her comments highlight how text-based learning promoted accuracy but did not fully engage her understanding of coherence or meaning.

“Before I experienced instruction that actively used visual media, the approaches typically focused more on lectures, reading texts, and conventional writing exercises. One of the advantages was that I could understand writing structures quite well through the sample texts provided. However, the downside was that the learning process felt rigid and rather boring due to the lack of visual stimulation. Without the help of visual media, I often had difficulty understanding context, flow, or distinguishing between parts of a writing structure such as narrative”

Yasmin described a similar experience, explaining that routines based on reading and rewriting helped her focus, but became monotonous. She admitted it was difficult to catch key points or visualize abstract material when relying solely on text-based exercises.

“Before I started using visual media, I usually studied just by reading books or notes, then rewriting them to understand better. I think that method had its strengths, it helped me focus on reading and gradually understand the material. But the downside was that it could get boring, especially when the material was long or hard to visualize. I got tired easily and found it hard to catch the key points”

From an affective perspective, the absence of visual stimulation contributed to feelings of boredom, reduced motivation, and restricted creativity. Students felt constrained in their ability to explore ideas more freely, resulting in writing that was overly structured and less expressive. The monotonous nature of traditional approaches not only dampened enthusiasm but also hindered the development of innovative thinking in writing tasks.

Sarah articulated feeling “less motivated to explore ideas creatively” because past instruction emphasized rigid structures and excessive textual information. She recognized in hindsight that this made her writing overly technical and restrained, restricting expressive and innovative aspects of her work.

“I felt quite burdened by the previous methods because I had to process a lot of textual information without visual support. I was also less motivated to explore ideas creatively. Those methods made me focus more on technical aspects than on ideas or story flow. This somewhat influenced the way I write, more rigid and overly structured. But now I realize the importance of varied approaches, including the use of visual media”

Yasmin similarly felt “tired and bored” when exposed primarily to non-visual strategies. Despite developing patience and detail-oriented habits through these methods, she described them as uninspiring compared to learning experiences that integrated visual tools. She noted feeling “more excited” once she began encountering visual media, which made materials easier to grasp and more stimulating.

“When I used non-visual methods (like just reading texts or taking notes), I often felt tired and bored. On the other hand, it did help me become more patient and detailed in my reading, although it took longer. When I started using visual methods, I felt more excited because the material became easier to understand and more interesting. I also grasped the main ideas faster. From using both methods, I’ve learned more about my own learning style. In terms of writing, I now prefer to create clear writing with a logical flow, highlight the key points, and if possible include visuals to make it easier to read. But I still tend to focus too much on small details, a habit I picked up from the old method.”

These affective reactions highlight how non-visual instruction, while discipline-building, often resulted in monotony and emotional detachment from the writing process. Students recalled being less eager to engage, showing the importance of variation and stimulation through more interactive methods.

2. Present Experience on the Students’ Perception of Using Visual Instructional Media in Writing Classes

Table 2. Summary of Findings on Present Experience

Topics	Focus of Perception	Participants Quotes
Current Experiences (Visual Media Integration)	Cognitive Perception	
	Visual media support understanding of structure, cohesion, and idea organization.	Sarah: <i>“Visual media like slides, infographics, and moodboards help me understand and coherence and narrative structure more quickly because I can see the concepts visually.”</i> Yasmin: <i>“Using slides and mind maps makes it easier to grasp key</i>

	ideas and organize my thoughts , which improve s how I structur e my writing. ”
Affective Perception Higher engagement, creativity, and confidence. Helps address writer’s block and boredom.	Sarah: “I feel more enthusia stic and creative when using visual media.” Yasmin: “I usually feel more confiden t because I can explain things more clearly and interesti ngly.”

The findings suggest that students' current experiences highlight the positive and transformative role of visual media in writing instruction. From a cognitive perspective, visual tools such as infographics, slides, charts, and mind maps significantly supported students' ability to comprehend abstract concepts, strengthen textual cohesion, and structure narratives more effectively. Both participants emphasized that visual media enabled them to organize ideas with greater clarity, thereby improving the overall quality of their writing. They also demonstrated flexibility in choosing specific types of visual tools according to the objectives and contexts of their academic tasks, indicating that visual media were not used randomly but rather strategically to maximize learning outcomes.

Experiences with visual media in writing classes play a significant role in shaping students' cognitive engagement and understanding. Sarah explained that she frequently encounters visual media such as PowerPoint slides with images and infographics, short videos on writing techniques, and moodboard templates for brainstorming. She shared that these tools are especially useful when new material is introduced, as they allow her to quickly grasp concepts like coherence, cohesion, and narrative structure through direct visual representation.

"Currently, I often encounter various visual media such as PowerPoint slides with images or infographics, short videos about writing techniques, and moodboard templates for brainstorming ideas. These are used fairly regularly, especially when introducing new material. Such media help me understand concepts like coherence, cohesion, and narrative structure more quickly because I can immediately see their visual representation."

Yasmin also highlighted her positive experiences with visual media, particularly PowerPoint slides and brainstorming tools like mind maps and idea diagrams. She noted that these are often used when starting new topics or introducing new ideas. For her, visual media make main points clearer, help organize ideas, and support her in visualizing the structure and flow of a text. As a result, she feels that her writing skills have improved because she can more easily follow and build logical text organization.

"I really enjoy using visual media like PowerPoint (PPT) slides and sometimes visual brainstorming like mind mapping or idea diagrams. These media are used quite often, especially when starting a new topic or introducing a concept. I find visual media really helpful because they make it easier to understand the key ideas. For example, PPTs present main points clearly and concisely, while brainstorming helps me organize my ideas. This has improved my writing skills because I can better visualize the structure and flow of a text"

From these narratives, it is clear that both Sarah and Yasmin view visual media as helpful tools that enhance their understanding of writing concepts and strengthen their ability to structure and develop their writing. Visual representations make abstract ideas more concrete, enabling them to organize information effectively and improve clarity in their writing.

The use of visual media in academic communication extends beyond classroom instruction, serving as an essential element in how information is presented, understood, and shared among learners. Sarah explained that she often uses infographics, images, or flowcharts in her presentations and essays. She selects visuals based on their purpose, such as clarifying ideas or attracting attention, and adds captions so they connect well with her writing.

“I usually incorporate visual media in group presentations or final assignments by creating infographics that explain the writing flow or main themes. In essays, I have included images as illustrations or flowcharts to clarify arguments. My process starts by defining the visual’s purpose (whether to clarify, persuade, or attract attention), then choosing the appropriate type of visual and integrating it into the writing with captions or explanations”

Yasmin shared that she usually uses PowerPoint slides, graphs, tables, or mind maps in class presentations and research projects. She chooses visuals depending on the content graphs for data, flowcharts for ideas, and designs them with tools like Canva and PowerPoint.

“I usually include visual media in academic communication, like in presentations or research projects, through well-designed PowerPoint slides. I also sometimes use graphs, tables, or diagrams to show data in a more understandable way. My process is like this: first, I figure out which parts need visuals, for example, survey results or conceptual flow. Then, I choose the most suitable type of visual: if it's data, I use graphs or tables; if it's ideas, I use mind maps or flowcharts. I usually create the visuals using Canva or PowerPoint, adjusting the colors and fonts to make them visually appealing. Finally, I integrate them into my presentation or writing and make sure they connect well with my explanation, they’re not just there for decoration”

Both Sarah and Yasmin showed that they use visuals not just for decoration, but to make information clearer, more organized, and more engaging in academic communication.

In addition to cognitive perception, both participants' used of visual media in personal projects. Sarah reported that she adapts her use of visual media based on the task. For academic assignments, she uses more formal visuals such as diagrams, charts, and concept maps to support learning and clarity. For personal projects, she prefers more creative visuals like hand-drawn illustrations, moodboards, or collages, which allow her to focus on self-expression.

“Yes, I adjust my use of visual media depending on the context. In academic assignments, the visuals I use tend to be more formal and academically relevant, such as diagrams, charts, or concept maps. Meanwhile, in personal projects, I'm more free and creative, for example, using my own hand-drawn illustrations, aesthetic moodboards, or image collages. The goal in those cases is more about self-expression.”

Yasmin explained that she does not make a major distinction between academic and personal uses of visual media. In both contexts, she uses similar tools such as PowerPoint, videos, and brainstorming visuals to explain ideas more clearly. The only difference is in style: academic projects are designed to be formal and neat, while personal projects give her freedom to explore more creative layouts and colors.

“Actually, I don't really make a big distinction between using visual media for academic tasks and personal projects. I use similar tools like PPTs, videos, or visual brainstorming in both settings to help explain ideas more clearly and attractively. The only real difference is in the design style, academic ones are more formal and neat, while personal projects give me more freedom to experiment with colors and layout.”

Overall, the findings suggest that while some students adjust their visual practices depending on context, others apply the same tools but vary their style between academic and personal settings.

From an affective perspective, visual media fostered higher levels of motivation, confidence, and creativity in the writing process. Students expressed feeling more enthusiastic and inspired when incorporating visual elements, which helped them overcome common challenges such as writer's block and lack of interest. Overall, the integration of visual instructional media created a more dynamic and supportive learning environment, enhancing both cognitive comprehension and affective engagement in writing tasks.

Sarah shared that she feels more enthusiastic and creative when using visual media in academic communication. She explained that choosing visuals that are both attractive and

relevant to the content can be challenging. Sometimes, she feels frustrated when she struggles to find the right visual, but she experiences great satisfaction when she successfully creates an appropriate and supportive visual.

“I feel more enthusiastic and creative when using visual media in academic communication. However, the challenge is ensuring that the visuals I use are not only attractive but also relevant and supportive of the writing content. I’ve felt frustrated at times when struggling to find the right visual, but when I manage to put together the appropriate one, it’s very satisfying.”

Yasmin expressed that visual media makes her feel more confident because it helps her explain ideas clearly and engagingly. She finds it rewarding when her audience understands her better with the help of visuals. However, Yasmin also mentioned difficulties such as finding the right visuals, designing them carefully, and managing stress during tight deadlines. Despite these challenges, she enjoys using visual media and finds it more rewarding than relying on text alone.

“When I use visual media in academic communication, I usually feel more confident because I can explain things more clearly and interestingly. It’s satisfying when the audience understands what I mean, especially when the visuals really support the content. But it’s not always easy, sometimes I struggle to find the right visuals and it takes time to design them properly so they don’t look randomly placed. And when I’m facing a tight deadline, it can be stressful. Still, the final result feels more rewarding than using text alone. I enjoy the process more and find visual media really helpful for academic tasks.”

Both Sarah and Yasmin’s experiences show that visual media positively affect their motivation and emotional engagement, even though they face some challenges in selecting and designing effective visuals. Overall, visual media contribute to greater satisfaction and confidence in their academic communication.

The second affective factors based on both participants is about an effect of visual media on motivation and engagement. Sarah said that using visual media in writing tasks makes her more motivated and interested. When she writes stories based on images, she enjoys the process more and feels challenged to create good stories.

“Visual media significantly affects my motivation. When writing tasks are accompanied by visual elements, I find it easier to engage emotionally in the writing process. For instance, when creating narratives based on a series of images, I’m more challenged to build an interesting and coherent storyline. This makes the writing process more enjoyable.”

Yasmin also feels more motivated and engaged when visuals like images and infographics are used in writing classes. She finds these tasks more fun and easier to understand. She mentioned that a class without visuals focused only on writing practice felt boring and tiring because it was too strict.

“Using visual media in writing classes has a big impact on my motivation and engagement. When there are images, infographics, or other visuals, writing tasks feel more fun and less monotonous. I’m more excited to work on them because I can express ideas not just through words, but through visuals that are more engaging and easier to understand. But when I took the Extended Essay Writing class, we rarely used visual methods. It focused more on direct writing practice and revising texts. That was good for improving academic writing techniques, but it sometimes felt exhausting and a bit boring because it was too rigid.”

These findings show that visual media help students feel more excited and involved in writing, while classes without visuals can feel less motivating.

The third, affective factors in present experiences is influence of visual aids on participation and persistence. Sarah said that visual aids help her explore ideas more actively. Seeing images or diagrams inspires her and helps overcome writer’s block. Visuals give her support and make her stronger when facing writing difficulties.

“Yes, visual aids really help me explore ideas more actively. By looking at images or diagrams, I can discover inspiration that I hadn’t thought of before. Even when facing writer’s block, revisiting the visuals I’ve created helps me find a new direction. I’ve become more resilient when facing writing challenges because the visual representation of my ideas supports me.”

Yasmin also agreed that visual aids help her discover new ideas. She finds it easier to imagine complex ideas using images, diagrams, or mind maps. This makes her more confident to explore topics without fear of mistakes or confusion. Both students show that visual aids increase their willingness to participate, explore ideas, and keep going through challenges in writing.

“Yes, I feel that visual aids really help me discover new ideas. With images, diagrams, or mind maps, it’s easier to visualize ideas that are hard to explain just with words. It makes me braver in exploring topics because I’m not afraid of making mistakes or not knowing where to start.

3. Future Implications on the Students’ Perception of Using Visual Instructional Media in Writing Classes

Table 3. Summary of Findings on Future Implications

Topics	Focus of Perception	Participants Quotes
Future Implications (Evolving Role)	Cognitive Perception	
	Visuals seen as bridging theory and practice when used meaningfully. Risk of reduced deep thinking with overuse.	<i>Sarah:</i> <i>“Visuals should not merely serve as decoration... students were also involved in creating visuals themselves.”</i> <i>Yasmin:</i> <i>“I stop thinking</i>

		<i>deeply... not be trained enough to develop ideas independ ently. ”</i>
	Affective Perception Balanced use is needed. Concerns over loss of focus and motivation if visuals are unclear or excessive.	<i>Sarah: “A balance between content and visuals must be maintain ed.” Yasmin: “If the visuals are unclear... I lose focus and motivatio n. ”</i>

Sarah believes that visual media will become an important part of writing education as technology advances. She suggests that educators should use visuals not only as decoration but as tools designed to clarify concepts and encourage idea exploration. Sarah also emphasizes involving students in creating visuals to help them feel more connected to the learning material.

“I imagine that visual media will become an inseparable part of writing education in the future, especially with technological advancements. For educators, I would suggest that visuals should not merely serve as decoration, but be thoughtfully

designed to clarify concepts and encourage idea exploration. It would be even better if students were also involved in creating visuals themselves so they feel more connected to the material”

In contrast, Yasmin expresses concern about overreliance on visual media. While she agrees visuals make material easier to understand and more interesting, she worries this might weaken students’ ability to think deeply and write independently using their own words. She stresses the importance of students developing critical thinking skills and being able to create well-developed ideas.

“Honestly, I’m a bit skeptical about the future role of visual media in writing education. Sure, visual media can make the material easier to understand and less boring, but I worry that we might become too dependent on visuals and forget how to write using just our own words and thinking. I’ve experienced it myself. sometimes visual media make things so easy that I stop thinking deeply. I’m concerned that students might not be trained enough to develop ideas independently and in depth.”

These findings indicate that the reflections on the future role of visual instructional media reveal both optimism and caution. From a cognitive perspective, visual tools are seen as having strong potential to bridge theoretical knowledge with practical application, especially when students are actively engaged in creating visuals as part of the learning process. However, concerns remain regarding the risk of overreliance on visuals, which may inadvertently reduce students’ capacity for deep thinking and limit the development of independent ideas.

From an affective standpoint, participants underscored the importance of balanced usage. While visual media can stimulate interest, motivation, and enjoyment in learning, unclear or excessive use may instead cause distraction, reduce focus, and diminish motivation. Overall, the future implications suggest that visual instructional media will continue to play an important role in writing education, provided it is implemented thoughtfully, purposefully, and in balance with critical and independent thinking skills.

Sarah hopes that visual media will continue to develop and help increase student engagement in writing. However, she is also concerned that too much use of visuals without proper guidance

might distract students from learning core writing skills. She believes it is important to maintain a balance between content and visuals to keep learning effective.

“My hope is that visual media will continue to be developed to enhance student engagement in writing. But I’m also concerned that if used excessively without clear guidance, it might distract from the core writing skills. So, a balance between content and visuals must be maintained to keep it effective.”

Yasmin hopes visual media can make writing classes more enjoyable and easier to understand, which would help her stay motivated and avoid boredom. At the same time, she worries that relying too much on images or videos could make students less independent in their thinking and writing. She feels that if visuals are unclear or overused, it might cause confusion, loss of focus, and reduced motivation.

“I hope visual media in writing classes can make learning more enjoyable and easier to understand. That way, I won’t get bored easily and will be more motivated to complete assignments. But I also worry that if we rely too much on images or videos, we might forget how to think and write on our own. It might even make us lazy because things become too easy, or confused if the visuals are unclear. In those cases, I lose focus and motivation.”

Discussion

This discussion explores university students' perceptions of using visual instructional media in writing classrooms. This study provide a nuanced understanding of university students' perceptions regarding the use of visual instructional media in writing classes, analyzed through both cognitive and affective lenses across past, present, and future experiences. The following discussion integrates empirical data from the interviews with relevant literature to contextualize and complicate the interpretation of these results.

1. Past Experiences

Prior to the use of visual instructional media, students mostly experienced conventional, text-heavy teaching methods such as lectures, reading assignments, and note-taking. Cognitively, these methods helped in understanding basic grammar or structure, but

lacked support for conceptual clarity and deeper writing skills. This aligns with (Wardaya, 2018) who argue that visual aids can simplify abstract material and enhance comprehension.

Students described difficulties in engaging with writing, consistent with (Schunk, 2012) cognitive learning theory that emphasizes learning is constructed through experience and interaction. The narrative inquiry framework by (Clandinin & Connelly, 2000), grounded in Dewey's philosophy, supports this: prior negative experiences with non-visual methods shaped their current expectations and attitudes toward learning.

Affectively, students reported boredom, fatigue, and low motivation states linked to limited emotional engagement. (Krathwohl et al., 1964) and (Pekrun et al., 2002) emphasized that affective perception (e.g., enthusiasm or anxiety) plays a pivotal role in learning effectiveness. These insights are reinforced by (Galatsopoulou et al., 2022), who highlight how student motivation is shaped by teaching design and delivery.

2. Current Experiences

Today, the integration of visual media, like infographics, PowerPoint slides, mind maps, and videos enhances the learning process. Students stated that these tools not only helped them structure their ideas but also stimulated creativity and reduced writing anxiety. Cognitively, visual media assist students in organizing essays, articulating arguments, and overcoming writer's block. These tools also promote critical thinking and expression. According to (Anderson & Krathwohl, 2001), such scaffolding enhances learning by helping students construct meaning actively. This is further confirmed in (Hidayanti et al., 2019), who found that visual support reduced difficulties in writing expository texts.

(Kurniasih et al., 2020) also emphasized that visual-based writing process approaches reduced anxiety and helped students focus on content development. Students in this study shared similar experiences, describing how selecting and using visuals strengthened their ability to explain concepts clearly.

Affectively, students reported higher motivation, increased confidence, and satisfaction in producing visually enriched work. The affective benefits were also seen in (Asnas & Hidayanti, 2024), where students expressed confidence when using visual writing prompts and templates as coping strategies.

3. Future Implications

Looking ahead, students anticipate a greater role for visual media in writing education. They believe visuals will support idea generation, concept clarity, and logical structure. Sarah emphasized the value of co-creating visuals, suggesting this deepens engagement and personalizes learning an approach echoed by (Mirnawati et al., 2024) who showed that student-generated media improve autonomy and cognitive growth.

This vision aligns with (Seaman, 2019), who view experiences as temporal, relational, and situated within specific educational contexts. Visuals serve as cognitive tools that help bridge past learning with future application. However, students also cautioned against overreliance on visual aids. Yasmin warned that poorly designed or excessive visuals could distract from core writing skills. This perspective is supported by (Kurniasih et al., 2020), who warned that without pedagogical clarity, scaffolding can reduce learners' independence and creativity. Affectively, visuals are expected to sustain enjoyment and confidence, but students stress that visuals must be intentional, relevant, and pedagogically grounded.

Conclusion

The results of this study revealed that students' perception of using visual instructional media significantly enhances the effectiveness of writing classes in both cognitive and affective aspects. Cognitively, visuals helped students better understand abstract writing concepts, organize their ideas logically, and develop creative approaches to writing tasks. Affectively, they increased students' confidence in expressing ideas, motivation to participate, and overall engagement during class activities. These findings are reflected in students' past experiences, their current use of visual media, and their implications for the future.

Overall, this study highlights the transformative role of visual instructional media in enhancing the effectiveness of writing class. Compared to traditional methods, visual tools provide more engaging, interactive, and student-centered learning experiences. They not only improve comprehension and creativity but also foster higher levels of confidence and motivation among students. The findings suggest that integrating visual media into writing instruction is not merely a complementary strategy but a necessary innovation in modern education. Therefore, educators should adopt and adapt visual tools thoughtfully, ensuring they serve as meaningful aids rather than distractions, to maximize their potential in supporting students' academic growth.

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