

Students' preparation in IELTS Writing Task 1: How to write a summary of visual information

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Abstract

The International English Language Testing System (IELTS) Writing Task 1 is used to test participants' ability to select and report main ideas, describe and compare data, identify trends in factual information, or describe a process. This research describes the types of questions in IELTS Writing Task 1 and how to write a summary of visual information usually in the form of a graph, chart, or diagram in IELTS Writing Task 1. This research uses a descriptive qualitative approach. The analysis shows that IELTS Academic Writing Task 1 emphasizes graph interpretation and analysis. In this activity, verbal proficiency must be multiplied by the ability to comprehend and represent information as graphs (graphicacy). The provided information may be directly reflective of what we see (as in pictures or drawings) or more abstract, such as spatial (maps, plans, and diagrams) or numerical (charts, graphs, and tables) information (as in tables and graphs). There are several types of IELTS Writing Task 1, for example, pie charts, bar charts, bar graphs, line graphs, tables, maps, diagram processes, line and bar charts, also pie and bar charts. Each form of data visualization has its way of describing it. To complete the IELTS Writing Task 1, participants are required to write a minimum of 150 words of writing or an essay. We can divide the number of words into 3 paragraphs (introduction, body, and conclusion) to make it easier to write an essay according to the data presented. The IELTS Writing Task 1 can be fairly challenging, particularly if we have not prepared. Overcoming these challenges requires good preparation, consistent practice, and a deep understanding of the IELTS format, structure, and requirements.

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INTRODUCTION

The International English Language Testing System (IELTS) is a task-based assessment system that evaluates the language abilities candidates must have to study or train in an English-speaking environment (Saville & Hawkey, 2003). The IELTS exam is frequently considered as evidence of English language proficiency by university admissions offices (Green, 2005). There are over a thousand test facilities in over 140 countries worldwide. IELTS exam scores are accepted by over 9,000 institutions, including colleges, government agencies, and commercial businesses (Lougheed, 2020). The International English Language Testing System (IELTS) is an internationally recognized examination. Non-native English speakers are required to take this test if they need to go abroad for educational, employment, or immigration purposes (Shaarawy, 2016). IELTS is designed for those who plan to study, work, or reside in English-speaking nations (Fu-lan & Zhong-mei, 2019). IELTS is one of the most popular large-scale ESL assessments with a direct writing test component (Uysal, 2010). Narayanan and Mathew (2021) explain that IELTS is one of the most frequent assessments

taken by university applicants worldwide. It is administered at local centers in 120 countries across the world. IELTS has become an extensively utilized and worldwide recognized examination for non-native English speakers (Kabir, 2018).

IELTS is a test of English competence that consists of four modules listening, speaking, reading, and writing abilities (Fu-lan & Zhong-mei, 2019; Green, 2007; Lougheed, 2020; Noor, 2020). In IELTS, there is an option between Academic and General Training Reading and Writing Modules (Green, 2007). If a candidate plans to enroll in undergraduate or graduate programs, it is recommended that they complete the Academic Modules. If a candidate plans to continue their secondary school in English, participate in work experience or training, or emigrate, they are often suggested to complete the General Training Modules. Both overall performance and performance on each of the four modules are given as "bands" at nine predetermined levels, ranging from Non-User to Expert User.

The IELTS is a challenging examination that tests English language skills in listening, reading, writing, and speaking. It requires a comprehensive understanding of English grammar, vocabulary, and structure. The reading and listening sections often use academic material, making it essential to have a deep understanding of English in academic contexts. The writing and speaking sections require clear and effective communication of ideas, including organizing ideas, using appropriate vocabulary, and producing coherent writing or speech. The IELTS also presents various types of text and dialogue, requiring participants to adapt to different communication styles. The exam has strict time limits, increasing the level of difficulty. Additionally, high score requirements for certain purposes, such as entry into educational institutions or organizations, place additional pressure on participants. To overcome these challenges, good preparation, consistent practice, and a deep understanding of the IELTS format, structure, and requirements are required. Overall, the IELTS is a challenging examination that requires a combination of academic and practical knowledge.

As stated by Nguyen and Nguyen (2022) the five most urgent issues for Vietnamese students enrolling in IELTS classes were time constraints, paraphrasing, lack of previous knowledge, inability to link concepts, and creating confusing phrases. In addition to the interference of Vietnamese, anxiety, the lack of exposure to the English language, and the cultural gap between the two languages in issue, the majority of interviewees agreed on four other explanations. The focus of IELTS is on the test-analytical taker's understanding (Hadijah et al., 2018). In addition, test-takers must efficiently manage their time when answering questions. Before taking the official English exam, test-takers are expected to maximize their performance and prepare their English abilities to achieve the desired score. Therefore, the learners are advised to practice extensively before the examination (Hardiyanti, 2022). As stated by Abas and Aziz (2018), writing in a second language (L2) can be a difficult thing. It is required in academic settings and regarded as a lifelong talent. Yiran (2021) states that writing is a second language and one of the most important indications of a student's English proficiency. Not only is it an essential means of communicating ideas, emotional emotions, and cultural exchanges, but it also displays the English speaker's language skills, communication skills, and level of thought. Therefore, English writing proficiency is a significant indicator of students' English professional competence and an essential component of their English professional education.

Institutions of higher education rely heavily on the IELTS Writing test to forecast the linguistic preparedness of non-native English speakers for tertiary study (Pearson, 2021). IELTS as the International English Language Testing System is a test of English language competency that evaluates hearing, reading, and writing abilities (Lougheed, 2020). IELTS includes a writing section, given that it is a high-stakes test and that the difficulties encountered by EFL writers in academic writing are well-documented. Therefore, it is essential to focus study on writing. The IELTS test in Academic English consists of two Writing Tasks: summarizing facts from a graph or chart and writing a brief essay to support a stance on a topic of opinion (Lewthwaite, 2007).

IELTS Academic Writing Tasks are crucially different in cognitive and linguistic demands (Lan, 2015). For this reason, learning to write IELTS will be very important before we as test takers take this test. The writing section of IELTS tests how we write our responses in the right way and how we organize our ideas. This exam also tests how well we can use grammar and vocabulary

correctly. The 60-minute writing component consists of two parts: the first, is a 150-word summary essay based on a given table or graph; and the second, is a 250-word essay on a specified topic (Fulan & Zhong-mei, 2019). Two short pieces of IELTS writing called tasks (Sorenson, 2012).

There are different question types in IELTS Task 1 (Tirkashev, 2022). In this task, Applicants must specify specific figures such as Pie charts, tables, Bar graphs, Line graphs, Column graphs, and diagrams (Processes) or maps. It would be excellent, to begin with, general knowledge of the Line graph and Pie chart. The Line graph displays statistical changes over the selected period. The horizontal axis denotes specific periods (years, ages, etc.), whereas the vertical axis depicts quantities (percentages, numbers, etc.). (percentages, numbers, proportions, etc.). It is supported by Banerjee and Tsagari (2016), that the IELTS writing exam includes two tasks. Task 1 requires applicants to summarise information given visually IELTS Writing Task 1 evaluates the ability to recognize the most significant and pertinent information and trends in a graph, chart, table, or diagram and to provide a well-organized summary of it using language appropriately in an academic manner (Mauriyat, 2021). The objective of IELTS Writing Task 1 is to help us with the Writing Task 1 of the IELTS General exam (Brooks, 2015; Perez, 2015). In Task 1, applicants are requested to reply to the specific problem with a letter asking for information or outlining the scenario. It is advised that applicants spend around 20 minutes on Task 1, which requires at least 150 words (Cullen et al., 2014). This work evaluates our abilities to pick and report the most important characteristics, describe and compare data, recognize the importance and patterns in factual information, and explain a process (Stewart, 2015).

There are several previous studies conducted related to IELTS Writing. First, (Divsar & Heydari, 2017) state two most common errors committed by IELTS applicants included word choice and verb forms. Pedagogical implications emphasize the importance of assessing EFL learners' writing errors as a helpful basis for instructional objectives, such as the development of pedagogical teaching materials that correspond to learners' linguistic strengths and limitations. Second, Ahmadi et al. (2019) state that in IELTS Writing Task 1, 45 Iranian test takers performed poorly in terms of consistency and cohesiveness while writing tables. They are well on the bar chart lexical resource test. Third, Arham and Ariani (2020) state many issues with IELTS writing, including the use of language provide a considerable challenge for Indonesian students. Numerous grammatical errors were discovered in language usage. The examinees continue to struggle with using proper grammar when writing. It indicates that learning a new language is challenging because the new language (target language) has a different rule system than the native language, and this difference might cause test takers to make mistakes, particularly when using the grammar of the target language. Fourth, Nartiningrum, et al. (2021) state that in Task 1, most of the students addressed the task although they didn't cover all the material needed. In the findings of cohesion and coherence in Task 1, most students demonstrated strong logical sequence and overall advancement but with faulty cohesion devices. Fifth, (Tikupasang et al., 2022) IELTS Writing Task 2 is still a hard skill addressed by EFL students. Learners found certain challenges such as language usage 72 (73%), punctuation 8 (8%), spelling 7(7%), and word choice (11%) From the fourth difficulty confronted by EFL Learners language use had the biggest portion in term of the error created by the learners.

Research on IELTS Writing Task 1 is crucial for students to prepare for the test, increase their chances of success, and achieve the desired score. It involves understanding instructions and grading criteria, developing effective completion strategies, improving English language skills, and better preparation. Research helps aspirants understand the test's expectations, adjust their writing approach, identify potential problems and challenges, and provide valuable feedback from experienced teachers or official IELTS study resources. Writing IELTS Writing Task 1 is essential for preparing for the test, which assesses English language skills. It helps improve language skills, particularly in describing and analyzing graphical data. Understanding instructions and scoring criteria helps prepare for the test, and writing clearly about graphical data is valuable in various fields. The current study focuses on writing ability, especially Task 1, covering different components of the IELTS writing test, making it an intriguing module to review. In conclusion, in-depth research on IELTS Writing Task 1 is essential for preparing well for the test, increasing the chances of success, and achieving the desired score.

RESEARCH METHOD

This research is qualitative library research. Library research is a series of steps connected to data gathering methodologies literature such as reading, recording, or processing library material processing (Khatibah, 2011). These activities cannot be separated from the library's collections of print and electronic media, as well as library-related materials (Fitria, 2023). The method of collecting data uses documents. In this research, the researcher uses several data (examples of IELTS Writing Task 1) at <https://www.ieltsbuddy.com/> such as <https://www.ieltsbuddy.com/ielts-writing-task-1-samples.html>. The researcher also uses several printed sources to support the data including books, also both national and international journals from Google Scholar and ResearchGate related to the research focus on 'IELTS Writing Task 1'. The researcher analyzes related data by using a three-step qualitative analysis as proposed by Miles et al. (2018) including data reduction, data display, and conclusion. In the reduction stage, the researcher selects data findings that are related to the research study. The researcher then displays the data findings in the form of pictures, graphs, or tables to make it easier for the reader to understand the data, and then the researcher concludes the findings descriptively.

FINDINGS AND DISCUSSION

Findings

Writing Skills is a complete resource for passing the IELTS writing section with a score between 6.5 and 7.0 (Brown & Richards, 2011). This research describes how to write a summary of visual information including a pie chart, table, etc which is taken from the source IELTS Buddy (a free exam preparation) <https://www.ieltsbuddy.com/ielts-writing-task-1-samples.html>. The description can be seen as follows:

Pie chart

The IELTS Writing Task 1 sample is a pie chart. Below the pie chart is a model answer. With pie charts, we as test-takers are usually given 2, 3, or 4 to compare. There are 2 cases in this task, we take a look at the question and chart first. Which is the best way to compare the information? We need to make a decision and then look at the model answer. In Writing Task 1 Sample, we should spend about 20 minutes on this task.

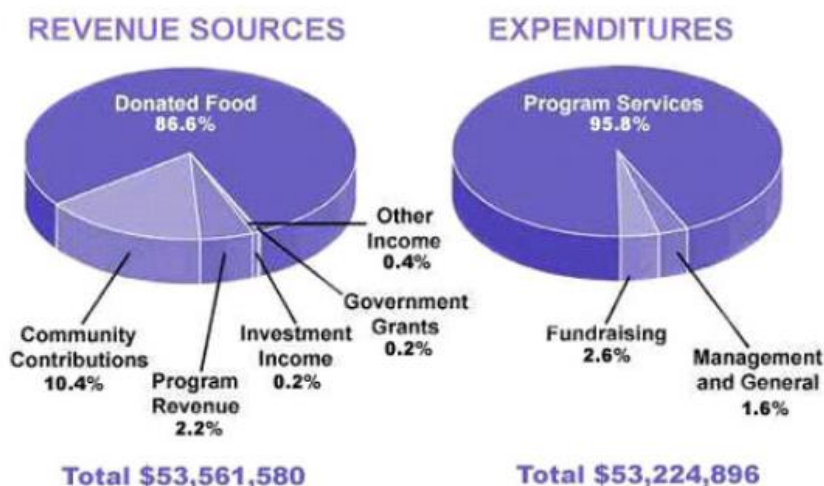


Figure 1. Revenue Sources and Expenditures of a USA Charity in one year, 2016.

Source: <https://www.ieltsbuddy.com/task-1-sample.html>

The following example of IELTS Writing Task 1 is a pie chart. Occasionally, for IELTS Task 1, we must compare two or three pie charts. The pie charts may represent several years and illustrate patterns over time. We must discuss the differences and similarities between the pie charts. Often, we are given two, three, or four pie charts to compare. This exercise contains two situations;

we will examine the question and chart first. What is the most effective method for comparing the data? We must decide and then examine the sample response. The pie chart depicts the amount of money that an American children's charity spent and received in 2016. We summarise the material by selecting and presenting the most important characteristics, drawing comparisons where appropriate, and writing a minimum of 150 words.

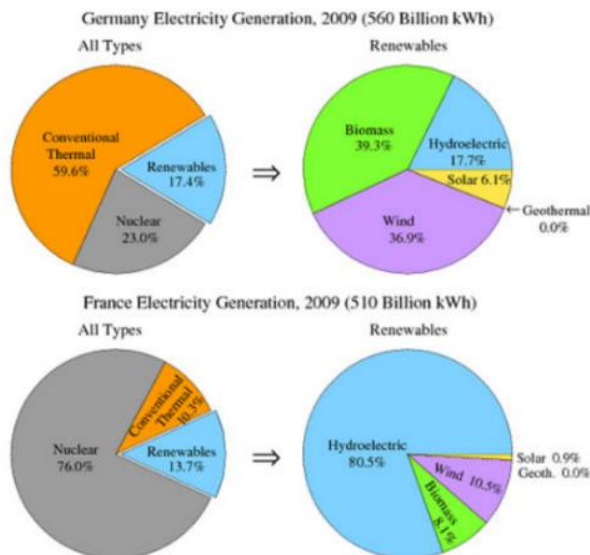


Figure 2. Germany Electricity Generation, 2009 (560 Billion kWh)

Source: <https://www.ieltsbuddy.com/sample-pie-chart.html>

The example of IELTS Writing Task 1 is likewise a pie chart. Often, we are given two, three, or four pie charts to compare. This exercise contains two situations; we will examine the question and chart first. What is the most effective method for comparing the data? We must decide and then examine the sample response. The pie graphic depicts the power produced in Germany and France in 2009 from all sources and renewables. We summarise the material by selecting and presenting the most important characteristics, drawing comparisons where appropriate, and writing a minimum of 150 words.

Table

The example of IELTS Writing Task 1 is also shown in tabular format. We must approach a table similar to how we would approach any other subject that demands writing about data. In this instance, the table is across time, thus we would represent the changes using a line graph.

	2000	2005	2009
Specialist Schools	12%	11%	10%
Grammar Schools	24%	19%	12%
Voluntary-controlled Schools	52%	38%	20%
Community Schools	12%	32%	58%

Figure 3. The Screenshot of a Table “Secondary School Attendance”

Source: <https://www.ieltsbuddy.com/task-1-table.html>

Map

The example of IELTS Writing Task 1 is likewise a map. While writing about a map, we must concentrate on explaining the relative locations of objects. We must evaluate the significance of phrases such as "to the left," "next to," "north of," and "behind."

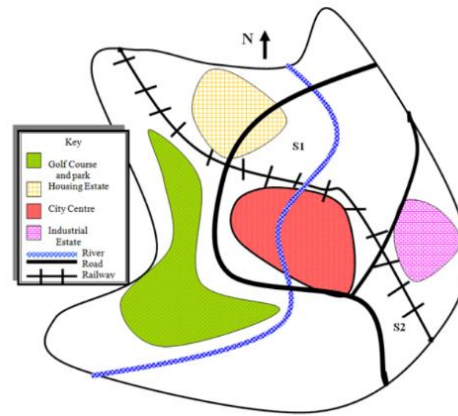


Figure 4. Map of Brandfield with Two Proposed Sites for a Shopping Mall

Source: <https://www.ieltsbuddy.com/ielts-map.html>

We should devote around 20 minutes to this work. This section contains a map of Brandfield. City planners have decided to build a new shopping mall for the area, and two sites, S1 and S2 have been proposed. We summarise the material by selecting and presenting the most important characteristics, drawing comparisons where appropriate, and writing a minimum of 150 words.

Diagram process

An example of IELTS Writing Task 1 is a process diagram. On occasion, we will be required to describe a process instead of a graph on an exam. Although this sort of graphic appears less frequently on exams, it is still essential to understand how to approach it if it does.

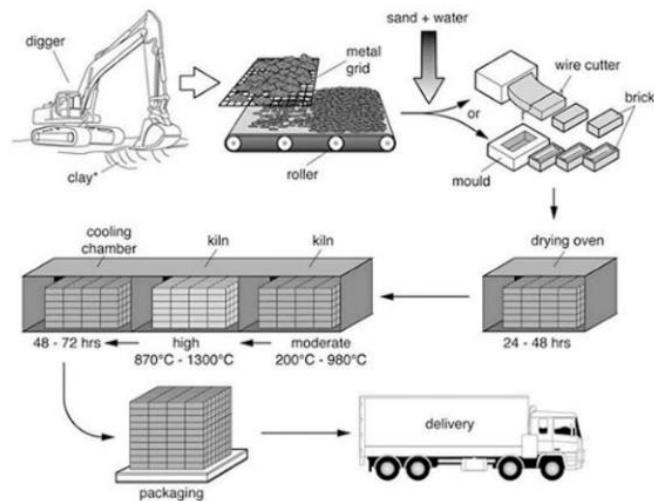


Figure 5. Diagram Process “The Brick Manufacturing Process”

Source: <https://www.ieltsbuddy.com/ielts-process.html>

We should devote around 20 minutes to this work. This is an example of the brick-making procedure. The figure depicts the procedure used to create bricks for the construction sector. We summarise the material by selecting and presenting the most important characteristics, drawing comparisons where appropriate, and writing a minimum of 150 words.

Bar chart

The above example of IELTS Writing Task 1 is a bar graph. This page contains a sample response for an IELTS bar graph. This chart is a representation of time, hence it employs the "language of change." This lesson provides more guidance on describing a bar graph across time.

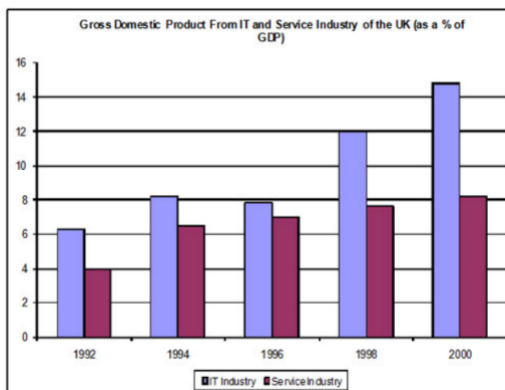


Figure 6. Bar Chart “Gross Domestic Product in the UK”

Source: <https://www.ieltsbuddy.com/bar-chart.html>

We should devote around 20 minutes to this work. The graph displays the components of the UK's GDP from 1992 to 2000. We summarise the material by selecting and presenting the most important characteristics, drawing comparisons where appropriate, and writing at least 150 words.

Bar graph

The example of IELTS Writing Task 1 is a bar graph. The subject is team scoring. In a bar graph, the data is grouped into columns that represent the data. In this instance, the information is across time, hence the language of change must be used to express the data.

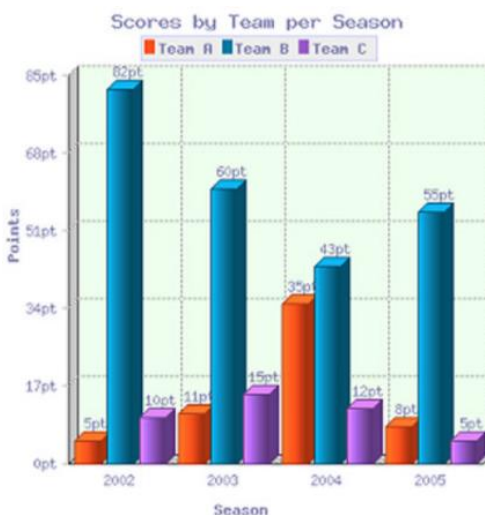


Figure 7. Bar Graph “The Brick Manufacturing Process”

Source: <https://www.ieltsbuddy.com/ielts-bar-graph.html>

We should devote around 20 minutes to this work. The bar chart displays the results of seasons A, B, and C for teams A, B, and C. We summarise the material by selecting and presenting the most important characteristics, drawing comparisons where appropriate, and writing at least 150 words.

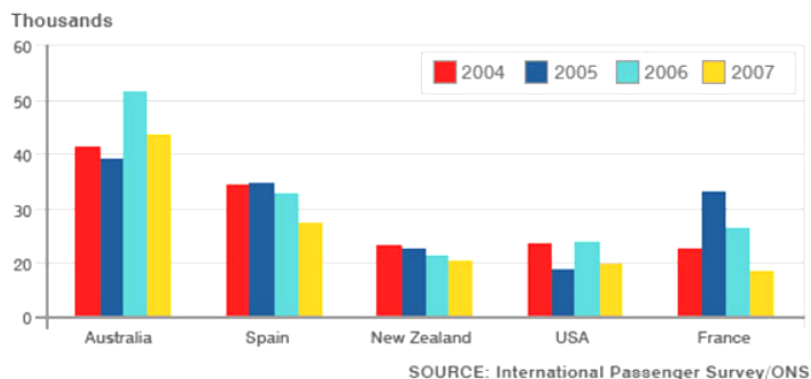


Figure 8. Bar Graph “British Emigration to Selected Destinations – 2004-2007
 Source: <https://www.ieltsbuddy.com/bar-graph.html>

The example of IELTS Writing Task 1 is likewise on British emigration. This chart is across time, so we can utilize both the language of change and comparison and contrast. We should devote around 20 minutes to this work. The graph depicts British emigration to specific countries between 2004 and 2007. We summarise the material by selecting and presenting the most important characteristics, drawing comparisons where appropriate, and writing at least 150 words.

Line and bar chart

IELTS Writing Task 1 example seen above and below is a line and bar graph. This is an example of combining two graphs, a line graph, and a bar chart. Frequently, in IELTS academic job 1, we are given two graphs or charts instead of one, which means we must pick the material wisely because we may have more to write about than if we had only one.

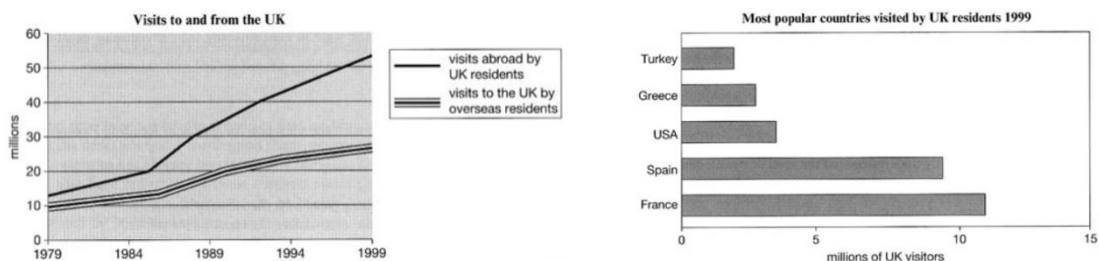


Figure 9. Line and Bar Chart “Visits and from the UK”, and “Most Popular Countries Visited by UK residents 1999”

Source: <https://www.ieltsbuddy.com/line-and-bar-chart.html>

We should devote around 20 minutes to this work. The line graph depicts trips to and from the United Kingdom from 1979 to 1999, while the bar graph depicts the top visited countries by British citizens in 1999. We summarise the material by selecting and presenting the most important characteristics, drawing comparisons where appropriate, and writing at least 150 words.

Line graph

The following example of IELTS Writing Task 1 is a line graph. Continuing with the site's IELTS graph line examples, this graph compares automobile theft. It is essential to structure our graph effectively, identify relevant patterns, and conduct comparisons.

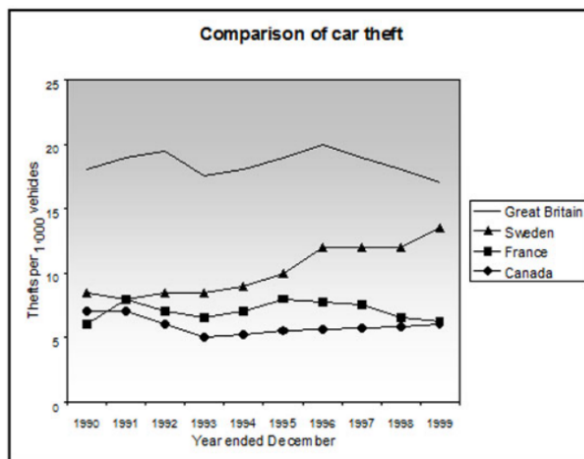


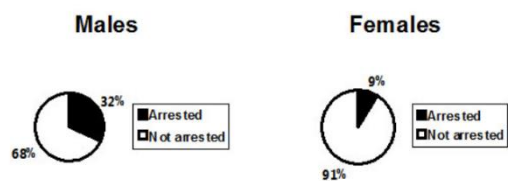
Figure 10. Line Graph “Comparison of Car Theft”
 Source: <https://www.ieltsbuddy.com/line-graph-examples.html>

We should devote around 20 minutes to this work. Between 1990 and 1999, the line graph depicts thefts per thousand autos in four nations. We summarise the material by selecting and presenting the most important characteristics, drawing comparisons where appropriate, and writing at least 150 words.

Pie and bar chart

The example of IELTS Writing Task 1 is likewise formatted as a pie and bar chart. Sometimes, writing about two charts simultaneously can be confusing.

Persons arrested in five years ending 1994 (%)



Reasons for most recent arrest (%)

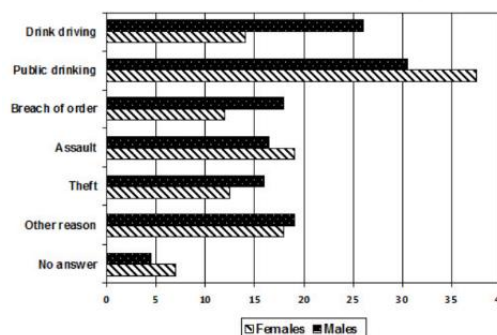


Figure 11. Line Graph “Person Arrested in Five Years Ending 1994 (%)”, and “Reason for Most Recent Arrest (%)”

Source: <https://www.ieltsbuddy.com/line-graph-examples.html>

We should devote around 20 minutes to this work. The pie chart depicts the proportion of individuals arrested in the five years ending in 1994, while the bar chart illustrates the most recent causes of arrest. We summarise the material by selecting and presenting the most important characteristics, drawing comparisons where appropriate, and writing at least 150 words.

Discussion

The IELTS writing task requires candidates to write 150 words within 20 minutes, focusing on visual data presented in tables, graphs, charts, and maps. To effectively communicate the analysis, candidates must understand the data, its period, and its components. Grouping the data is crucial for effective data analysis, as errors can restrict its transformation from numerical or tabular formats to textual expressions. Data classification is essential for identifying significant disparities and

intermediate or neutral data sets. Before writing, these groups must be defined, and the outcomes of the data analysis for each data set are documented. Evaluating data trends and anomalies is another component that requires composition. Candidates should start with a brief introduction, documenting every set of data, elucidating the presence of trends or anomalies, and selecting the most compelling data. The organization and analysis of ideas must be succinct and unambiguous, and duplication of ideas should be strictly prohibited. In conclusion, it is possible to provide succinct, unambiguous statements without redundantly restating the content covered in the preceding paragraph.

Based on the previous research as stated, some common difficulties often faced by students in IELTS Writing Task 1 include understanding and analyzing data, organizing writing in a structured manner, using appropriate vocabulary and language, adhering to time constraints, adapting to different types of graphs, and adhering to the required word count. These difficulties can be attributed to the complexity of the task, the time constraints, the adaptability of writing styles to different types of graphs, and the need to adhere to the required word count. Students may struggle to identify patterns, trends, or important information in the data, and may struggle with organizing information effectively. They may also struggle with vocabulary and the right language to explain graphical data clearly and accurately. The task also requires students to adapt their writing style to different types of graphs and adhere to the required word count. Overcoming these challenges requires consistent practice, a deep understanding of graphical data types, and a solid understanding of the assignment's structure and assessment criteria. Regular practice with relevant exercises can help students overcome their challenges in IELTS Writing Task 1.

Kumar (2020) explains how to answer IELTS Writing Task 1. Three fundamental elements must be structured in any IELTS Writing Task: 1) Presenting the graph. We must begin our essay with one or two phrases that explain what the IELTS Writing Task 1 demonstrates. To accomplish this, rewrite the title of the graph, including a time range if one exists. 2) Giving a summary. This is not the place for such specifics; instead, we are seeking a summary of the situation. This discusses the most significant developments that occurred over the era. This summary is sometimes considered a conclusion. It does not matter whether we place the summary in the conclusion or the introduction paragraph, but we must include one. 3) Providing further specificity in the body paragraphs. When providing detail in the body paragraphs of IELTS Writing Task 1, we must reference the data. The key to structuring body paragraphs for IELTS Writing Task 1 is to arrange information when patterns exist. To do this, it is necessary to discover similarities and distinctions. We examine the graph to see what similarities and differences exist.

In IELTS Writing Task 1, we are only asked to describe existing data. So we make sure your writing is not opinionated. The recommended time to work on Task 1 is 20 minutes even though the time for working on it is not limited. In addition, the score of Task 1 is only 33% of the total writing score. Therefore, it is highly recommended to do Task 2 first. In IELTS Writing Task 1, participants will be presented with a graph of data either in the form of bars, lines, tables, graphs, or pie charts. Next, participants will be asked to write an essay or summary about the graph in a paragraph of at least 150 words. To work on this IELTS Writing Task 1, we can use the following tips and steps.

Understanding the types of IELTS writing task

The IELTS Academic Writing Task 1, focused on graph analysis and interpretation, is one of those tests that require specific instruction. In this scenario, verbal competence needs to be multiplied by the capacity to grasp and depict information in the form of graphs, known as graphicacy (Rotaru, 2018). According to Aldrich and Sheppard (2000), Graphicacy involves understanding and communicating non-textual, two-dimensional representations like drawings, pictures, diagrams, maps, plans, charts, and graphs. Task 1 includes various types of images, such as charts, bar charts, maps, tables, line graphs, and pie charts. Studying the main features of different diagrams helps prepare for various problem types. The main features prioritize the lowest and highest categories and the most significant differences between categories. Based on IELTS Buddy, there are several types of visual information used in the test, such as pie charts, bar charts, bar graphs, line graphs, tables, maps, diagram processes, line and bar charts, and pie and bar charts. Each form of data visualization has its way of describing it.

Pie charts are used to visualize data showing percentages, which can be easier to understand if displayed in the form of a pie chart. The main heading or general summary should highlight the majority of the most numerous categories, using vocabulary denoting fractions or ratios. Categorizing data will also make it easier to compare based on certain categories.

1. Bar charts are used to visualize data showing comparisons, focusing on making comparisons and/or similarities. The headline or general summary should include strikingly different or similar things and comparative vocabulary should be used. However, not everything has to be compared, only make relevant comparisons.
2. Charts are used to visualize data showing structure, flow, or processes, such as online English test registration. Describing diagrams in terms of structure, flow, or process is often considered the most difficult, but it is easier if they are divided into several groups of steps. The main heading or general summary in the description of the diagram can be enough to mention the first and last steps or the number of groups of steps that have been previously grouped by certain categories.
3. Tables are used to visualize data showing statistical views, and the main heading or general summary should mention the data that stands out the most as a headline or general summary. If the table does not contain changes in time, the main heading or general summary should mention only the highest and lowest data. If possible, group data by certain categories and make relevant equations and/or comparisons.
4. A map is used to describe the location of areas, such as A and B, by creating several categories to help understand the map's description. Organization of information on a map involves counting elements and knowing the position of specific locations. When calculating changes in elements, it is crucial to adjust to the incident context.
5. Diagrams typically have multiple stages, starting from the beginning to the end of a process. Combinations or sequencers help readers understand the sequence of a process, making each stage different. The process of forming a product can be natural or man-made, and it is essential to convey the process in a coherent sentence. It is crucial to adjust to the context of the incident and use conjunctions or sequencers to help readers understand the sequence of stages.
6. A line graph is a visual representation of data that reflects changes over time, making it easier to understand. It highlights the fluctuation of categories in the data, such as sharp increases, drastic declines, and fluctuating, or stable trends. The main headline or summary of a line chart should capture these trends, starting with the beginning of the year, then highlighting changes in the middle, and concluding with the end of the year. This strategy helps in capturing the trend of the data.

The text emphasizes the importance of writing an introduction, a summary, and a detailed explanation for data visualization. It suggests that the maximum data description should be nine sentences in one paragraph, using compound and complex sentences to avoid monotony. Combinations and comparative vocabulary can make descriptions more interesting. Strategies for producing effective writing in IELTS Task 1 include line graphs and pie charts, logical organization of figures, common laws, and unique lexical resources for upward and downward trends. While, according to Tirkashev (2022), there are several strategies for producing effective writing while describing two pictures in IELTS Task 1. Briefly, general concepts of line graphs and pie charts with their similarities and reasonable distinctions, advice for logically organizing these figures, common inescapable laws, and unique lexical resources for upward and downward trends.

Writing in three paragraphs

To make it easier to describe graphs, according to Stewart (2015), writing IELTS Writing Task 1 consists of three parts including the introduction, body, and conclusion.

1. Introduction

Introductory sentences or opening sentences usually provide an overview of the given diagram. These sentences are usually not too complex and have a standard writing style. We can try to paraphrase (write back) about task 1 but with our language. We also can give an overview or overview from the data presented in the graph. The introduction should define the goal of the study and highlight any major patterns seen. For instance, if the graph is ascending or descending, we should specify it. We need to consider that we are describing a graph to a person who cannot see it, including the graph's subject, dates, and location.

2. Body

The body paragraph usually contains two things, information important from the data presented in chart questions and a comparison of various existing data. We can also create a body paragraph with provides important information about given data. The body should summarize the most significant trends while summarizing all material to eliminate extraneous details. We count the number of different characteristics in the graphic and split the information into paragraphs, one paragraph per feature. We should connect the paragraphs with statements that logically relate to them. We also must include all periods and graph subjects in our writing. We remember that summarizing does not imply discarding information. The key is to determine what is essential, organize it, and compare and contrast it.

3. Conclusion

The conclusion paragraph contains a conclusion or an overview of the data presented in the graph of questions. We can use the word 'finally' at the beginning of the last sentence to indicate the end point reached from those data. The conclusion should summarize and, if feasible, also compare the worldwide patterns depicted in the picture. Task 1 does not need a closing sentence. However, the closing sentence can be a substitute for the opening sentence. We close our writing with a sentence that provides an overview that can be obtained from the diagram that we have not mentioned. We need to avoid closing paragraphs with repetitive information.

Using a varied vocabulary

There are vocabularies usually used in IELTS Writing Task 1 (Kaur, 2021). We can use varied vocabulary in IELTS Writing. To get a high score in IELTS Writing Task 1, use as much vocabulary as possible. Avoid using the same word more than once or twice in a paragraph. To get a high score on IELTS Writing Task 1, it is very important to use synonyms so that your writing looks richer in vocabulary. However, make sure to choose the right vocabulary because if it is wrong it will reduce the score. When describing the graph, chart, or table for a task, we might utilize "reporting verbs." In IELTS Writing Task I, reporting verbs are introduction sentences; they present fresh information taken from the task's infographic.

We can use introductory verbs for IELTS Academic Writing Task I such as "The table illustrates the trends in...", "The chart reveals information about the changes in...", "The bar graph provides the differences between...", "The line graph presents how X has...", "changed throughout...", "According to the pie chart...", "The graphic clearly shows that...", "As the chart indicates...", or "The table reveals that...". Commonly used vocabulary are 1) To describe an increasing trend, for example: rise, climb, grow, grow, increase, go up. 2) To describe a downward trend, for example, fall, decline, drop, or decrease. 3) Other vocabularies, for example: fluctuate, remain unchanged, steady, stable, reach a peak of, peak at, plateau, hit a high, low of, and level off. 4) Adjectives and adverbs for example: steady/steadily, steep/steeplly, significant/ significantly, gradually, rapid. 5) Time, for example: in the following, ... days/months/years... days/months/years later, over the next ... days/months/years, over the period, from ... to ... / between ... and ..., the first/final year, at the beginning/end of the period.

In this essay for Academic IELTS, adverbs will also be required. In this essay, adverbs assist describe a location, time, occasion, manner, cause, and degree, and may substantially add color and

interest to our writing as well as demonstrate our vocabulary breadth. Among the vocabulary for IELTS writing are: approximately, dramatically, exactly, specifically, roughly, abruptly, gradually, markedly, significantly, slightly, slowly, steadily, etc.

IELTS Writing Task scores are published on a scale from Band 0 to Band 9 (Chahal, 2021). Each band indicates a different degree of skill. The following factors determine the scores. In essence, the results of our IELTS writing will be assessed based on the following criteria: Task Achievement (25%), Coherence & Cohesion (25%), Vocabulary (25%), and Grammar (25%). Below is an example of the criteria for achieving a certain band score.

Table 1. Criteria for Achieving a Certain Band Score

Band	Task Achievements	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
Band 5	there is no overview, no discussing key points, too detailed, does not display important numbers/data, and the information written does not match the data	answers are not well organized, answers are not divided into paragraphs, not use conjunctions properly, and they use minimal pronouns so that answers use the same words over and over again	limited vocabulary, lots of spelling mistakes and word types, hard-to-understand readers	Limited sentence structure, Inappropriate use of compound sentences, lots of grammatical errors, lots of punctuation errors, Difficult for readers to understand
Band 6	there is an overview, and key points discussed, can choose the information that should be conveyed, some of the information written does not match the data	answers are pretty well organized, good use of paragraphs, there are still mistakes in conjunctions in sentences and between sentences, and there is an error in the use of pronouns	enough vocabulary, the use of some words that are rarely used even though they are wrong, some spelling errors and word types, not too difficult for readers to understand	Use of single and compound sentence structures, some grammatical errors, some punctuation errors, not too difficult for readers to understand
Band 7	clear overview, key points are discussed, information is written following the data, and some explanations can be improved	answers are organized quite logically, good use of paragraphs, able to use a variety of conjunctions, although sometimes repeated, pronouns are used appropriately	using a variety of vocabulary with few mistakes, using appropriate language styles and word combinations, slight spelling mistakes, and word choice	Use of various sentence structures, most sentences do not contain errors, Slight grammatical and punctuation errors
Band 8	an overview is clear. key points are discussed and well-illustrated, and all questions are answered correctly	logically organized answers, good use of paragraphs, able to use various conjunctions well, pronouns are used appropriately	extensive vocabulary and ability to use words that are rarely used well, there are almost no spelling errors and word types	Use of various compound sentence structures, most sentences do not contain errors

The IELTS writing test consists of two tasks: Writing Task 1 and Task 2. Task 1 requires a well-developed report that covers all aspects of the task, while Task 2 requires logical organization and effective use of cohesive techniques. Coherence involves presenting the main topic with a logical flow and clear structure of paragraphs. Lexical resources involve fluency and accuracy in a wide variety of languages and vocabulary, with minimal repetition of words or phrases. Grammatical range and accuracy require fluency, accuracy, and flexibility in a variety of structures. To prepare for the IELTS Writing Task 1 test, it is essential to follow the provided instructions and discuss the topic thoroughly.

It is essential to read the questions carefully and underline important points to avoid off-topic discussions. Connect your writing with existing data or pictures to support your statement. Creating an outline or mindmap before starting writing helps save time by keeping you focused on the topic and organizing ideas in the best order. It also allows you to focus on the language used (vocabulary and sentence structure) rather than the ideas you want to write. When deciding on the word limit for Task 1, it is crucial not to write less than the given 150 words. If you write less than the word limit, your score may be deducted, but it is important to ensure your writing is relevant to the topic and not unnecessary. Write as needed and use the remaining time to double-check your writing. Focusing on language is essential for IELTS writing, as it does not need to be long, but it is important to accurately use complex sentence structures and a strong vocabulary. Building up vocabulary for various topics and avoiding repeating questions or sentences can earn you points. Lastly, paying attention to the writing style is essential for the IELTS test. Avoid using abbreviations, such as "is not" written into "isn't," "are not" written into "aren't," "cannot" written into "can't," and "will not" written into "won't." Additionally, avoid writing long sentences, as they are more likely to be wrong. In summary, preparing for the IELTS Writing Task 1 requires careful reading, creating an outline, considering the word limit, focusing on language, and paying attention to the writing style. By following these tips, you can improve your chances of passing the IELTS Writing Task 1 test.

The IELTS Writing Task 1 requires us to provide a 150-word summary of some visual information, typically in the form of visualization data. We will need to identify the key characteristics and explain and compare the provided data. The IELTS Writing Task 1 can be fairly challenging, particularly if we have not prepared. Academic IELTS Writing Task 1 should be subject to deeper linguistic analysis (Ashmarina & Abdullaeva, 2017). The essential companion for IELTS writing teachers and students, developing writing skills for IELTS equips IELTS test-takers with the skills they need to succeed in the two academic Writing Tasks (Chong & Ye, 2020). The best way is to read a lot; we can see the examples provided on the IELTS study site. We also need to learn whole phrases rather than just single words. It will be very useful when we are writing an essay. It is important to remember that we do not have to write in difficult phrases. The chances of being wrong are enormous, and the testers are not going to be impressed. Write in proper and simple English.

CONCLUSION

The IELTS Writing Task 1 is a test that assesses a candidate's ability to choose and report primary ideas, explain and compare facts, recognize trends in factual material, and describe a process. Candidates are required to provide a 150-word summary in response to a bar, line, table, pie, or diagram process graph. There are several types of IELTS Writing Task 1 in the form of visual information, such as pie charts, bar charts, line graphs, tables, maps, diagram processes, line and bar charts, and pie and bar charts. The essay test participants must provide an overview of graphs or drawings, explain all existing variables, explain major trends or features, describe data based on trends, give detailed explanations, and describe the data in detail. Language proficiency will be assessed against four standard standards: Task Achievement, Coherence and cohesion, Lexical Resources, and Grammatical range and accuracy. In-depth research on IELTS Writing Tasks is crucial for several aspects, including a deep understanding of instructions and grading criteria, effective completion strategies, improved English language skills, better preparation, identifying problems and challenges, and getting feedback. In-depth research allows candidates to understand

the expectations of the exam, adjust their writing approach, identify difficulties and challenges, and seek quality sources of feedback, such as experienced teachers or official IELTS study resources, to identify strengths and weaknesses and provide direction for improving writing skills.

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