



## Teaching Reading Comprehension through Visualization Strategy

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**Abstract:** This research aimed to know the influence of visualization strategy towards students' reading comprehension on narrative text. The writer used quantitative method and categorized the research as quasi experimental method. The population was 246 from 8 classes. The writer used Cluster Random Sampling Technique in taking the sample. There were 2 classes as a sample. X1 was an experiment class and X2 was a control class. The experiment class consisted of 32 students and control class consisted of 34 students. The main technique in measuring students' reading comprehension was multiple choice which consisted of 40 items with 5 options a, b, c, d and e. The score of each item is 2,5 for correct answer. In calculating the data analysis, the writer used t-test formula. Based on the data analysis, the average score of experimental class was 81,94 and the average score of control class was 73,25 which means the average score of experimental class was higher than control class. The writer got that  $H_a$  was accepted. It was obtained that  $t_{test} = 3,73$  and  $t_{table} 0,05 = 2,00$  and  $0,01 = 2,66$  ( $3,73 > 2,00 < 2,66$ ). It means that there was a significant influence of Visualization strategy towards students' reading comprehension on narrative text at the tenth grade of SMA Negeri 8 Bandar Lampung in 2022/2023.

**Keywords:** *Visualization Strategy, Reading Comprehension*

## INTRODUCTION

Reading is one of the skills that will be mastered by the students. It is an important subject in teaching and learning process. So, if the readers want to know that meaning words of text, they have to be able to understand the words and also comprehend what they have read. Reading is a process to understand the ideas between the reader and the writer to get information from the text to draw a conclusion of the information. Reading is very important to the students during teaching-learning process in the class, because reading is one foundation to them

to study in each subject especially English subject.

Reading comprehension is a process when the reader is interacting with the material that is read in order to get information from the reading text, in order to get the main idea or to understand the reading text to complete the writer's message in that reading text. According to Harrison (2004: 51), comprehension is the process of getting the meaning of a communication, as in a personal letter, speech, sign language; the knowledge or understanding that is the result of such a process. It means that a process to get the understanding of meaning when someone talks something with other people or reads a textbook in order to get the main idea from the reading text.

Based on preliminary research at SMA Negeri 8 Bandar Lampung, the writer found that the students' reading comprehension needs be improved. Most of them were lack of vocabulary it is make them difficulties in understanding the meaning of English text. The students interest is quite less, because they did not have motivation in reading, the writer also found that the students have difficulties to identifying the main idea, and the students have difficulties to identify the details information of the text. It can be concluded that English is a difficult subject for students in SMA Negeri 8 Bandar Lampung.

Visualization strategy is appropriate to improve students reading comprehension achievement. According to (Harvey & Goudvis, 2017) says that visualization is being read by drawing and speculate what may happen in our mind, to help students develop their ability. In visualization strategy, students have to make sense with the text by drawing in their mind. It can make the students focus on the text that they read. And also it can develop students' motivation and interest to read the text by speculating what may be happening with the characters in the text. Then, the students share they visualize with their friend, it will increase students' vocabulary mastery.

Based on the background of problem above, the writer conducted a research in order to prove that there is influence of using Visualization strategy in teaching reading. Therefore, the writer proposed a research entitled: "Teaching Reding Comprehension through Visualization Strategy". Related to the research background above, the research question as follow: "Is there any significant influence of using Visualization Strategy towards students' reading comprehension on narrative text at SMA Negeri 8 Bandar Lampung?"

### **Review of Related Research**

Anggraeni (2014) investigated about "Improving the Students' Reading Comprehension Ability Through Visualization of The Eighth Grade Students Of SMP Negeri 1 Pedan in the Academic Year of 2013/2014." The objective of this research is to improve students' reading comprehension ability through Visualization Strategy of the eighth grade SMP Negeri 1 Pedan. It is experimental research, the population is the Eighth Grade of SMP Negeri 1 Pedan. The sample

of this research consists of 30 students of VIII D of SMP Negeri 1 Pedan. In this research the data instruments were obtained from observing the teaching-learning process in the class. The treatments are hold in 2 meetings per week, the teaching and learning process is conducted 2 x 40 minutes per meeting. The result showed that the pretest and posttest difference, the mean of the pretest was 60,3. Meanwhile, the mean of the posttest was 78,8. It means that Visualization could improve the students' reading comprehension in class VIII D in SMP Negeri 1 Pedan.

The first related differences between previous research with this research are: the previous research focused on Improving The Students' Reading Comprehension Through Visualization, meanwhile this research focuses on the influence of using Visualization strategy in students' reading comprehension. The previous research implement visualization strategy at the eighth grade, meanwhile this research implement visualization strategy at the tenth grade.

The second research is The Use of Visualization Strategy To Improve Reading Comprehension At The Tenth Grade Of MA AN-NUR SOUTH SUMATERA In Academic Year 2017/2018. (Mufidah, 2018) the student of State Islamic Institute (IAIN) Metro. The research used classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research was the students' reading comprehension ability. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with an English teacher of MA An - Nur South Sumatera.

The result of this research showed that Visualization Strategy had positive role in improving the reading comprehension ability at the tenth graders of An - Nur South Sumatera. The average score in pre-test was 55 and in post-test was 67.5 became 74.58. It means that the using of Visualization Strategy in reading especially narrative text can improve the students' reading comprehension ability.

The second related differences between previous research and this research are: she also used the Visualization strategy to improve students' reading comprehension. The previous research used Classroom Action Research (CAR), meanwhile this research uses a quasi-experimental design. The previous research in collecting the data, used test, observation, and documentation meanwhile this research used multiple choice test.

Based on the previous researchers above, the Visualization strategy is good used to improve students' reading comprehension. Then the writer also used the Visualization Strategy to improve students' reading comprehension at the tenth grade SMA Negeri 8 Bandar Lampung and to know that the influence of this strategy in teaching reading

## **METHOD**

In this research, the researcher used Quasi-experimental research. Mackey & Gass (2005: 363) defined “Quasi-experimental research as a type of experimental research but without random assignment of individuals.” In this case, the researcher used two classes for investigation, the experimental class and the control class. In the experimental class, the researcher applied the Visualization Strategy in teaching reading, whereas in the control class, the researcher applied the conventional strategy. The researcher took the Population from the students in the Tenth Grade of SMA NEGERI 8 Bandar Lampung in the academic year 2022/2023. There are 246 students, and it consists of 8 classes. In conducting the research, the writer used Cluster Random Sampling Technique. In this case, the samples were from X1 as an experiment class which consisted of 32 students and X2 as a control class which consisted of 34 students. In this research, the researcher used a multiple-choice test as a technique to collect the data. There are 40 items total, and each item has five choices (a, b, c, d, and e). Each question had a score of 2.5 for the correct answer and 0 for the incorrect answer. The lowest score is 0, and the highest is 100.

## **RESULTS**

From the result above, the writer got  $t_{test} = 3,73$  and  $t_{table} 0,05 = 2,00$  and  $0,01 = 2,66$  which means that  $t_{test}$  was higher than  $t_{table}$  with significant level 5% and 1% ( $3,73 > 2,00 > 2,66$ ). Therefore,  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive influence of Visualization strategy towards students' reading comprehension on narrative text at the tenth grade of SMA Negeri 8 Bandar Lampung in 2022/2023.

### **The Data Normality Test**

Based on the data, it was obtained at significant level of 0,05 is 7,81 and also 0,01 is 11,3 that  $X^2_{ratio} < X^2_{table}$  ( $3,11 < 7,81 < 11,3$ ). So,  $H_0$  was accepted which means the data had normal distribution.

### **Homogeneity Test**

Based on the data above  $F_{ratio}$  was 1,62. F table at the significance level of 0,05 is 1,84 and 0,01 were 2,33. Therefore,  $H_a$  was accepted and  $H_0$  was rejected ( $1,62 < 1,84 < 2,33$ ). It means that the variance of the data in experiment class and control class were homogenous.

## **DISCUSSION**

The writer did the research at tenth grade of SMA Negeri 8 Bandar Lampung in 2022/2023 and took 2 classes as a sample. The first class was the experiment class and the second class was the control class. The experiment class consisted of 32 students and the control class consisted of 34 students. Based on

the data analysis by using t-test and testing of hypothesis, the writer got the result that  $H_a$  was accepted.

It showed by  $t_{test}$  was higher than  $t_{table}$  with significance level 5% and 1% ( $43.73 > 2.00 < 2.66$ ). It means that there is significant influence of Visualization strategy towards students' reading comprehension. It was proved by the average score in experimental class was higher than in control class ( $81.94 > 73.25$ ).

The writer conducted research in two classes, X1 as the experimental class and class X2 as the control class. She taught reading through the Visualization strategy in the experimental class and taught direct instruction in the control class. Steps Visualization Strategy had been implemented well in teaching and learning activities, because Visualization Strategy approach was designed to help students in learning reading comprehension.

In the control class, the writer applies conventional techniques. Students receive the same material but in a different way of teaching. The material given is in the form of narrative text which is the same as the experimental class. In applying conventional techniques, the writer asks students directly to understand the text. the writer gives the students a reading text, then asks them to read.

From the results above, it can be concluded that the hypothesis in this study is accepted. In other words,  $H_a$  is accepted, meaning that there is influence of Visualization strategy towards students' reading comprehension on narrative text at the tenth grade of SMA Negeri 8 Bandar Lampung 2022/2023. There are five indicators of reading comprehension i.e., main idea, supporting idea, reference, inference and vocabulary. It can be said to be good in reading comprehension if students have mastered these indicators. In this case, the experimental class students were better than the control class in reading comprehension.

The first indicator is to identify the main idea. Students are able to identify the main idea in the narrative text. The activity of identifying the main ideas is the second step of the teaching procedure in Visualization strategy. The writer explains the material about narrative text at the beginning of the lesson, then students are asked to analyze the text. Then after that students can discuss about the pictures that are in their minds. This makes students able to identify the main ideas in the text by understanding the elements of the text.

The second indicator is the supporting idea. It's about getting detailed information involved in the text. In this case, the writer uses narrative text. Activities that make students able to identify supporting ideas are students listening to the reading text read by the writer, then students compare the information they hear with the information they get from the text.

The third indicator is reference. It's about identifying people in the text and personal pronouns, also pronouns of some things. Activities in the Visualization strategy that enable students to identify references are discussion activities. The writer gives the text to the students. Then the students analyze all the information in the text including every character or object being discussed in the text. This

activity can improve students' ability to recognize references.

The fourth indicator is inference. In simple words inference is the conclusion of the text. Students can conclude the narrative text. The writer asks them to read, understand, then it can be concluded the text they are reading. Students are asked to understand the text as a whole. In other words, they were asked to conclude the text after identifying some elements in the previous explanation. Students are able to make short conclusions about the texts they have read.

The last indicator is vocabulary. Vocabulary refers to the choice of words. In vocabulary students must know the meaning of the vocabulary in the text. In the Visualization strategy students read the text so that it can help improve students' vocabulary mastery. In addition, students are given the opportunity to ask the writer about the meaning of unknown words in the narrative text. Therefore, in this strategy students must know a lot of vocabulary so that they have no difficulty in answering the questions given by the writer. Students are able to recognize vocabulary and are able to clarify unfamiliar words in the narrative text. Students not only understand the text but also increase their knowledge of vocabulary.

All indicators are very important for all students to answer reading comprehension questions. According to Snow (2002: 11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It can be used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Reading is an activity that is carried out accurately to correct every detail of the meaning in written text, this is the way the reader gets the message by interacting between the perception of graphic symbols that represent the language and the reader's language skills, cognitive skills, and word knowledge. (Nunan, 2003), reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. Meaning does not rest in the reader nor does it rest in text. The reader's background knowledge integrates with the text to create meaning.

The results of this study are related to the theory put forward according to (Ainul et al., 2019), using visualization strategy students will be easier to received knowledge from the teacher, because visualization is one of the memory strategy in reading. In order to enhance students' reading comprehension skill, the teacher should be able to guide their students' appropriately in teaching and learning process by using strategies for teaching reading. The teacher can encourage them in learning reading through some ways or strategies. Strategies are useful to be used because it can help students to comprehend the text easily and effectively.

This research data is valid. The student data is good and the experimental class student scores are higher than the control class. In accordance with the purpose of this study, students who were taught through the Visualization strategy were

higher than the control class taught using conventional techniques.

## CONCLUSION

Based on the result of the data analysis and hypothesis test, the writer concluded that: there was an influence of Visualization strategy towards students' reading comprehension on narrative text at the tenth grade of SMA Negeri 8 Bandar Lampung in academic year 2022/2023. It can be seen that the result  $t_{test} = 3.73$ ,  $t_{table}$  for  $\alpha = 0.05$  was 2.00 and for  $\alpha = 0.01$  was 2.66 ( $3.73 > 2.00 > 2.66$ ).

This research can be used as an addition reference or further research for the next researches which are hopefully can be discussed deeper. This research might be the other researches to apply this strategy not only in reading comprehension but also in listening skill or in other language subject as well.

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