



## Visualization Strategy: An Effective Strategy to Teach Reading to Middle School Students

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### ABSTRACT

*This research was conducted to know the influence of the Visualization Strategy on students' reading comprehension of recount text. This study aimed to identify and describe the impact of the Visualization Strategy on students' reading comprehension. The researchers utilized a quasi-experimental method in this study. There were 283 students in nine classes. Cluster Random Sampling Technique was used to collect the sample. The sample consisted of two classes, with the following details: the first class was an experimental class of 31 students, while the second class was a control class of 31 students. The primary technique of this research was a reading test in multiple choices, which consisted of 40 items with four options. In analyzing the data, the researchers used the t-test formula. The findings show that the Visualization Strategy impacted students' reading comprehension at SMP Negeri 32 Bandar Lampung in 2021/2022. It can be seen from the result that the mean score of post-test in the experimental class (84.42) is higher than the mean score of post-test in the control class (72.54). Therefore, using a visualization strategy as a learning model is more effective than a conventional strategy. On the other hand, the pre-test score in the experimental class is 67.42 before utilizing the visualization approach, and the mean score for the post-test in the experimental class is 84.42. It indicates Visualization Strategy had a beneficial impact on reading comprehension, so the students can improve their reading skills using this learning strategy*

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

### INTRODUCTION

English is an international language that plays a vital role in communication. English is a language that everyone in the world must learn to make them easier to communicate with other people. Moreover, (Astri et al., 2022) stated that the number of people around the world who

learn English is growing quickly. The Department of National Education has declared English a foreign language in Indonesia. Students must learn English because it is such an important subject. According to Kellogg (2008), listening and speaking activities will help to enhance reading skills. In learning English, the language

abilities and language components of Students need to communicate effectively in English. Language skills include listening, talking, reading, and writing. While grammar, vocabulary, and pronunciation are English components.

Reading is a crucial ability to have when learning a foreign language. In official and casual situations, students are asked to participate and develop their reading skills. Moreover, reading is a tool for writers to express themselves. The researchers intend to convey a message, such as feelings, facts, ideas, or arguments. As a result, reading is a method of interpreting or comprehending something. Reading entails more than just comprehending the words and syntax. Reading is more than translation. It is all about thinking to read fluently and comprehend texts written in English. This activity is a demanding task that requires perception and thought (Konza, 2014). It implies that the reading activity needs a particular perception of the text the researchers want to convey.

Furthermore, reading can also increase students' comprehension of studying the language. After reading a text, the students find specific information or word, and they can remember the key ideas and information from the text's leading and supporting ideas. According to (Astri & Wahab, 2018) reading comprehension is the process of constructing the text's meaning. Moreover, Jayanti (2016), reading comprehension is the process of generating meaning by coordinating several complicated processes such as vocabulary

enrichment and fluency. It means that reading comprehension is a task that readers must complete the reading activity to build an understanding of a text. Furthermore, Noorizah Mohd Noor (2011) states that developing suitable, efficient comprehension methods is the most critical aspect of reading comprehension. It is a procedure that entails acquiring knowledge to obtain information or comprehend a text or whatever. To gain an understanding of reading, the readers must utilize the information that has been obtained from the previous reading activity as the information sources.

Teaching is a complex process that entails more than simply transmitting information from the teacher to the students. Many activities can be done in the classroom, especially during teaching and learning. According to Savignon (2017), teaching is a difficult job, but it is vital, and it can be highly satisfying when the parents see their children develop and know that the teaching activity played a part in their success. In terms of learning, teachers must not only convey knowledge from their brains to their pupils' brains but also provide them with appropriate abilities (Syamsir et al., 2021). On the other hand, some students might have difficulty participating in the reading activity, even though it plays a vital role in improving their knowledge. The students can enjoy the reading activity if the teacher can apply an appropriate strategy for teaching reading. It is in line with (Astri, 2018) who stated that Students will learn more successfully if teachers use an appropriate

teaching method to promote the learning process, which will ultimately lead to an increase in the students' degree of achievement. Understanding is the most critical aspect of reading instruction. To analyze the problem of what to teach when teaching comprehension, teachers must try to figure out what is most likely to inhibit a child from grasping a text.

Teaching strategies refer to the structure, system, methods, techniques, procedures, and processes that a teacher uses during instruction (Astri & Wahab, 2019). One of the numerous tactics or strategies related to reading is the visualization strategy. This method truly aids the students' comprehension of the text. Visualization also known as the process of creating mental images when reading and memorizing texts, also known as visualizing, sensory imaging, or the imaging process) has long been considered one of the most effective reading comprehension techniques (Salas et al., 2021). Students must use Visualization to make sense of the text by drawing in their minds. It can help students concentrate on the text they're reading. Goldberg & Helfman (2011) stated that visualizing story content while reading is an activity in which the students can free up important brain space and improve reading comprehension by utilizing the capacity of the brain's memory. In addition, Perfetti et al. (2008) also stated that Visualization Strategy is an effective strategy for teaching reading comprehension, so the students can improve their reading skills using this learning strategy.

According to Guerrero (2003), Visualization is a powerful memory aid that can help people understand what they are reading. Moreover, visualizing story content while reading is a powerful thinking tool that, when used appropriately, can utilize the competence of the brain for working memory's limited capacity. Furthermore, Salas et al. (2021) say that Visualization Strategy is frequently recommended as a literacy teaching approach for assisting students while they read. Visualization can encourage students to imagine and visualize scenes or interactions. To conclude, to improve students' recall text reading comprehension, students should use visualization strategies. A writer writes a recount text to recount prior events or experiences. It could be linked to real-life or different experiences. De Koning & van der Schoot (2013) state that teachers can use a visualization strategy for teaching reading because the students can maximize their potential to earn the learning objectives. Recount text is one type that can be used for teaching reading. Addinna et al. (2019) explain that the teacher can use visualization technique to teach recount text, and the students feel satisfied to earn good learning outcomes.

The researchers discovered that the students' reading comprehension needs to be enhanced after conducting preliminary research at SMP Negeri 32 Bandar Lampung. Most of them lacked vocabulary, making it difficult for them to grasp the meaning of English texts. The

students have difficulties comprehending and identifying the details and information of the text. In summary, English is a complex subject for SMP Negeri 32 Bandar Lampung students, especially in reading text. To solve the problems, the researchers proposed using Visualization Strategy to boost the students' capacity to comprehend a text.

## **METHODS**

The researchers employed quantitative research with a quasi-experimental approach in this study. According to Treiman (2014), quantitative research is a type of research where the variables are manipulated to test hypotheses. The data of this research design is described quantitatively, which means that the data are in numerical form. The researchers investigated the students' reading comprehension using a quasi-experimental design. According to Ary (2010), participants are assigned to groups in quasi-experiments but not at random. A quasi-experimental design is employed to see if the usage of a Visualization Strategy impacts students' reading comprehension.

This study took place during the academic year 2021/2022. The researchers conducted this research in the first semester of eighth grade at SMP Negeri 32 Bandar Lampung. This study's participants were eighth-grade students of 62 people from two different classes. The experimental class was taught using the Visualization strategy, and the control class was taught using the conventional strategy. To

obtain the research sample, the researchers used Cluster Random Sampling Technique. According to Mackey & Gass (2005), the researchers cannot simply identify the population using the random cluster sampling technique. The researchers employed a test to acquire data for the investigation.

Based on Konza (2014), there are some ways to test reading. They are multiple-choice, matching tasks, editing tasks, picture-cued activities, gap-filling tasks, cloze tasks, short answers, scanning, ordering tasks, and reading comprehension. In this case, as a tool, the researchers used multiple-choice tests. This study employed test instruments as a technique to collect the data. Pre-test and post-test tests were used in this research.

The pre-test was used to examine the students' recount text reading comprehension before implementing the visualization strategy in the classroom, and the post-test was used to determine the students' recount text reading comprehension after treatment. An expert validated the instrument and tested it on students in a try-out class before being used. Furthermore, Ary (2010) states the amount to which one may make correct generalizations based on a given measure's outcome is known as validity. The test item is deemed genuine if they can adequately investigate the data. The researchers employed content and construct validity to determine the validity of the test. Treiman (2014) states that if a test necessitates the test-execution taker of the measured

behavior, it is said to have content validity. The researchers employed statistical formula to determine whether the data is homogeneous. While testing the hypothesis, the researchers employed a t-test.

**FINDING AND DISCUSSION**

**1. Findings**

To assess the students' reading comprehension skills, the researchers conducted a reading test in an experimental class and used the Visualization strategy. The researchers found the following test results after presenting all contents using Visualization in experimental class and giving them the test:

**Table 1.** Paired Samples Statistics of Experimental Class

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	67.4294	31	6.12066	1.10090
Post-test	84.4231	31	3.62091	.65829

Furthermore, the researchers utilized a reading test in the control class using the conventional method to assess students' reading comprehension skills. After giving the entire materials administering the test to the control class, the researchers received the following test results:

**Table 2.** Paired Samples Statistics of Control Class

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	60.1613	31	5.29841	.95162
Post-test	72.5484	31	5.29841	.76459

Table 1 shows that the mean score in the pre-test of the experimental class is 67.42, and the mean score in the post-test of the experimental class is 84.42. Furthermore, the standard deviation in the pre-test of the experimental class is 6.12066, and the standard deviation in the post-test of the experimental class is 3.62091. Moreover, the standard error mean in the pre-test of the experimental class is 1.10090, and the standard error mean in the post-test of the experimental class is 0.65829.

Moreover, table 2 shows that the mean score in the pre-test of the control class is 60.16, and the mean score in the post-test of the control class is 72.54. Furthermore, the standard deviation in the pre-test of the control class is 5.29841, and the standard deviation in the post-test of the control class is 5.29841. Moreover, the standard error mean in the pre-test of the control class is 0.95162, and the standard error mean in the post-test of the control class is 0.76459.

Therefore, the researchers found that the implementation of the visualization strategy class considerably impacts students' reading comprehension. The finding supports that the mean score in the experimental class (84.42) is higher than the control class, with a mean score in the experimental class (72.54). In summary, using a visualization strategy as a learning model is more effective than a conventional strategy.

## 2. Discussion

The students can generate meaning in a fluent process by mixing information from a book with their prior knowledge (Nunan, 2003). Based on the statement above, readers also need background knowledge to draw meaning from the text. It refers to cognitive activity involving skills, strategies, knowledge resources, and their integration. In addition, reading is regarded as a means of learning new information and gaining knowledge from the text.

The researcher found that based on an examination and analysis of the data obtained, the mean score in the experimental class (84.42) is higher than that in the control class (72.54). Therefore, using a visualization strategy as a learning model is more effective than a conventional strategy. This research was conducted at SMP Negeri 32 Bandar Lampung. In this study, the researchers separated the research into two categories. The experimental class consists of the researchers who employed the Visualization strategy, while the conventional strategy was used in the control class. The visualization technique substantially impacted the students' ability to gather information from the recount text.

Before utilizing the visualization approach, the pre-test score in the experimental class is 67.42. Moreover, the mean score for post-test in the experimental class is 84.42. It indicates that the student's grades have improved. It can be concluded that after using

Visualization Strategy, the mean score was higher than before using the Visualization Strategy, or the learning result of teaching reading using the Visualization Strategy was better than the conventional method. According to Damayanti et al. (2020), Visualization is a powerful memory aid that can help students better understand the text they are reading. This strategy also affected the students' understanding and comprehension of the text. Therefore, this strategy is suitable for improving the students' reading comprehension.

Based on the researchers' observation, the visualization strategy is a learning model that can improve reading ability because this strategy can facilitate the students to free up important brain space. This statement is supported by Goldberg & Helfman (2011), who state that visualizing story content while reading is a powerful thinking tool that the students may free up important brain space and improve reading comprehension by economizing on the working memory's limited capacity.

Furthermore, Salas et al. (2021) say that Visualization Strategy is frequently recommended as a literacy teaching approach for assisting students while they read. Visualization can encourage students to imagine and visualize scenes or interactions. This statement is in line with the finding of this research result that a visualization strategy can help students imagine and visualize their imagination to improve their reading ability using this strategy.

Moreover, there are many benefits for the students to take a reading course using this strategy, such as the students can interpret literature better after using the visualization strategy than before conducting this strategy. This statement is supported by the improvement of the mean post-test score in the experimental class, which is higher than the mean score of the pre-test in the experimental class. Perfetti et al. (2008) also state that Visualization Strategy benefits reading comprehension, so the students can improve their reading skills using this learning strategy. Moreover, it can be claimed that the Visualization strategy is a thriving learning model for teaching reading. According to the results of this research, the students can improve their reading ability using the Visualization strategy.

## CONCLUSION

The researchers concluded that the Visualization Strategy impacted students' reading comprehension at SMP Negeri 32 Bandar Lampung in 2021/2022 based on the result and discussion of the research. It can be seen from the result that the mean score of post-test in the experimental class (84.42) is higher than the mean score of post-test in the control class (72.54). Therefore, using a visualization strategy as a learning model is more effective than a conventional strategy. On the other hand, the pre-test score in the experimental class is 67.42 before utilizing the visualization approach, and the mean score for the post-test in the

experimental class is 84.42. It indicates Visualization Strategy had a beneficial impact on reading comprehension, so the students can improve their reading skills using this learning strategy.

On the other hand, the small sample size in this research is one limitation of this study. Furthermore, this research only uses two variables as the second limitation. The next researchers can employ age and gender as other variables to conduct another experiment related to this topic in future research.

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