IMPROVING STUDENTS READING COMPREHENSION THROUGH

VISUALIZATION STRATEGY

A Script

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I GEDE SANDI YASA

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ABSTRACT

IMPROVING STUDENTS READING COMPREHENSION THROUGH VISUALIZATION STRATEGY

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This research was aimed to improve students' reading comprehension ability through the visualization strategy, and also to investigate students' perception toward the use of the visualization strategy. The subjects were 30 students of class VIII at SMPN 1 Seputih Raman. One group pre-test and post-test designs were used in this research. The instruments used in this research were reading comprehension tests (pre-and post-test) and questionnaires.

The result of this research showed that the student's average progress score from pre-test was 52.37 and became 70,67 in post-test. After that, the Paired Sample t-test confirmed the hypothesis proposed by the researcher that there were significant differences in students' reading comprehension ability at the $p<0.05$, $p = .000$. The results of the questionnaire to answer the second research question showed that most of the students' perceptions above 70% were in the high category. Therefore, based on the result, it is concluded the student's perceptions toward the use of visualization strategy were classified as a positive perception.

Keywords: *reading, reading comprehension, visualization, students' perception.*

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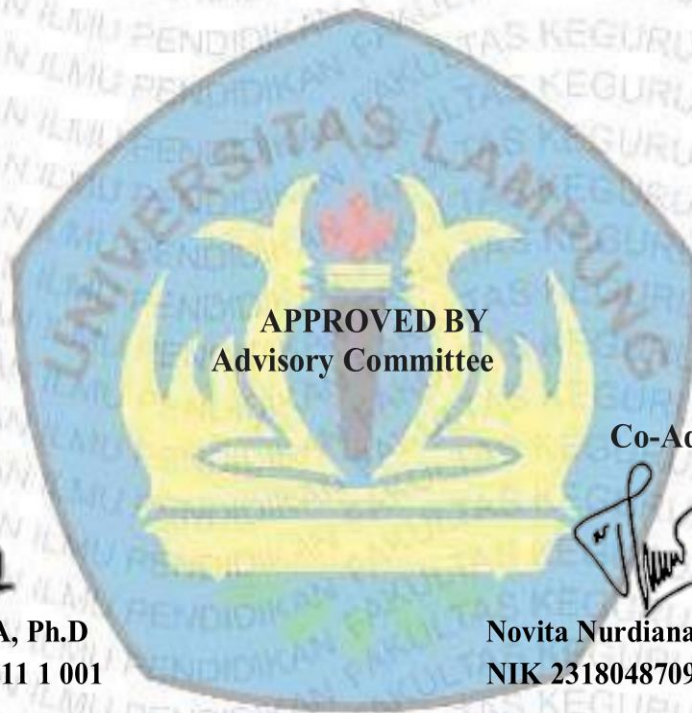
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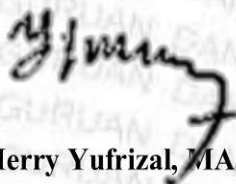
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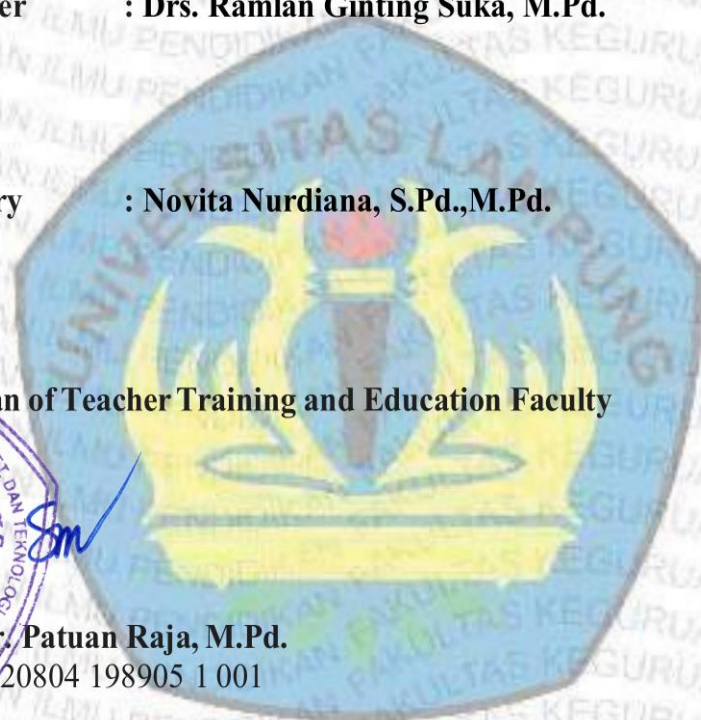
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Judul Skripsi	: Improving Students Reading Comprehension Through Visualization Strategy

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CURRICULUM VITAE

I Gede Sandi Yasa is the complete name of the writer. He was born in Rama Dewa on September 13th, 1999 as the first and only child of the family, I Putu Nuryono and Ni Made Budiari.

He started his study at TK Dharma Agung. Then, he continued his elementary study at SD Negeri 1 Rama Dewa and graduated in 2010. In the same year, he enrolled in SMP Negeri 1 Seputih Raman. Then in 2014, he registered in SMA Negeri 1 Seputih Raman and graduated in 2017. In the same year, he was accepted as a student of the English Education Study Program at the University of Lampung through the SBMPTN program.

In 2020, he did his KKN program in Tugu Sari, Sumber Jaya, Lampung Barat. Further, he accomplished his teaching practice program (PLP) at SMA Negeri 1 Seputih Banyak in 2020. Furthermore, to complete his study at the university, he undertook research related to improving students' reading comprehension through visualization strategy at SMP Negeri 1 Seputih Raman from 3rd September to 9th October 2021.

MOTTO

"It does not do to dwell on dreams and forget to live"

(J.K Rowling)

DEDICATION

"Om Svastyastu, Om Avignam Astu Namo Sidham"

With love and appreciation, this script is proudly dedicated to:

My beloved mother, Ni Made Budiari

My whole family always give love, understanding, and support during my studies and life.

To all great teachers who always motivate me in my education life.

My beloved friends especially English Department batch 17.

My Alma mater, Lampung University

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Finally, the writer believes that his writing is still distant from perfection. Thus critics, comments, and suggestions are always welcome for better research. Somehow, the writer expects that this work can give a positive contribution to the readers, and those who want to conduct similar research as him in the future.

Bandar Lampung, January 2022

The Writer,

I Gede Sandi Yasa

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I. INTRODUCTION

1.1 Background of the Problem

Reading is an important skill besides listening, speaking, and writing that is needed by students from elementary school through university levels. According to Janette, Vaughn, and Boardman, (2007), reading is an activity that has a purpose. Students may read to get information or expand students' knowledge. Whereas according to Nation and Newton (2009), reading is a source of learning and a source of enjoyment.

A study comparing Indonesian reading ability based on a local test and the Progress in International Reading Literacy Study (PIRLS) test shows that reading comprehension for fourth-grade students is low in both tests (Suhardjono, Waras & Basuki, 2009). It reaches only 35.64% for the local test and 33.27% for the PIRLS test. The local test scores correlated significantly with the PIRLS test (r=0.673). There is a significant influence based on the student factor which is mainly due to their habit of Indonesian language speaking habits, reading at home, and reading at school. Moreover, these factors are often linked to reading aspects such as reading experience, process, and comprehension. Suhardjono, Kamdi, & Basuki (2009) also mentions that some factors related to the problems of Indonesian reading ability based on PIRLS 2006 come from students and teachers, and schools.

In fact, many factors can solve students' reading comprehension ability problems. The teacher should know how to teach the students well. The correct

method, strategy, or media is very important that the students can understand the lesson easily. Besides, the use of interesting teaching strategies, methods, and media can improve the student's enthusiasm and motivation to learn English.

Based on that, researcher decided to use visualization strategy to improve the students reading comprehension. According to Puett Miller (2004), visualization is a proven strategy that is used to improve reading comprehension. Through guided visualization, students learn how to create mental pictures as they read. They use sensory images like sounds, physical sensations, smells, touch, and describe the emotions to help them picture the texts.

Visualization is being read by drawing and speculating what may happen in our minds, to help students improve their abilities (Stephanie Harvey and Anne Goudvis, 2000). This strategy can make the student focus on the text that they read and also can develop the student's interest to read the text by speculating what may be happening with the characters in the text. In summary, the teacher can determine whether the students truly understand the text or not. Additionally, the researcher found some studies related to the use of visualization strategy in teaching reading comprehension. The research was conducted by Seyyed Mahdi Erfani, Abutaleb Iranmehr, and Hossein Davari (2011) in their study which focused on the extent to which visualization can improve student's ESP reading comprehension. They found that this strategy did help Iranian students ESP reading comprehension. In summary, based on the results of this study, the following pedagogical implications can be presented: First, visualization as a key to effective reading comprehension strategy can be a useful alternative to ESP classes. Second, the teacher's notes show that visualization triggers students to participate more actively. Third, strategies

such as visualization might remove the tightness and formality of language learning classes and allow students to be more actively involved. Finally, the teacher's creativity to use effective strategies such as visualization may cover some of the obvious shortcomings of textbooks.

Moreover, Ade Norma Fitria (2014) found there was a significant effect of using Visualization strategy in narrative text of the second-year students at Senior High School 2 Tambang Kampar Regency. She found that teaching through visualization strategy can be used to improve students' focus on the text and has a positive result in teaching-learning activities in the class.

Another research was done by Dalilah Fitri (2017). She investigated improving students ' reading comprehension through visualization strategy in the descriptive text in the first grade of senior high school. She stated that students feel easier to memorize the text. Besides, students feel that the visualization strategy is more interesting, and improves their creativity.

The previous research has investigated about teaching reading through visualization strategy in narrative text, and descriptive text. It seems that the previous research has not conducted a research of teaching reading comprehension through visualization strategy especially in 2013 curriculum. Considering the problem above and regarding the advantages of visualization strategy above, the researcher is interested to conduct a research entitled "Improving Students Reading Comprehension through Visualization Strategy". Therefore, to carry out comparable research which included improving students reading through visualization strategy, the researcher specified the following research questions:

1.   Is there any significant improvement after being taught by using visualization strategy?

2.   How is students' perception towards the use of visualization strategy to improve the students reading comprehension?

1.2   Identification of the Problem

Based on the background above, the researcher would like to identify the problems as follows:

1. The students get difficulties in comprehending the reading text such as difficulties in getting information, finding details, understanding the purpose of reading, knowing the most used tense and also the generic structure of the text,

2. The students do not know mostly the meaning of the difficult words found in the text.

3.   Some teachers teach with ineffective methods, strategies, or media.

1.3   Formulation of the Problem

Based on what the researcher has discussed in the background of the problems, and identification of the problems, the problem in this research can be formulated as follows: can the use of visualization strategy improve reading comprehension ability of the students' and how is their perception towards the use of visualization strategy?

1.4 Objectives of the Research

The objective of the study is to improve students' reading comprehension of the second grade SMP N 1 Seputih Raman.

1.5 Uses of the Research

The uses of this research are:

1. Theoretically, this research hopefully can be used to support the theory about the effectiveness of using visualization strategy as a teaching strategy to improve student's ability in reading comprehension.

2. Practically, the result of this research hopefully can be used as a consideration for English teachers to use visualization strategy as a teaching strategy in teaching reading in the classroom.

1.6 Scope of Research

This research is classified as quantitative research. The researcher conducted the research at the second grade of SMPN 1 Seputih Raman for the 2020/2021 academic year. This research focuses on the use of visualization strategies in improving students' reading comprehension and also finding their perceptions of visualization itself. The researcher used this strategy to make students focus on the text and also develop their reading interest. To find out the improvement in students' reading comprehension skills, the researcher assessed the scores of a series of pre-test and post-test. After that, the researcher used a questionnaire to find students' perceptions toward the use of visualization.

1.7   Definition of Key Terms

In this research, there are several definitions of terms which are used by the researcher, namely:

1. Reading

According to Grabe & Stoller (2002), reading is the ability to describe the meaning of the printed page and understand this information appropriately.

2. Reading Comprehension

Reading comprehension is a strategy in reading, retrieving information, and constructing the meaning of texts done by the readers (Johnson, 2008).

3. Visualizing

Goudvis and Harvey (2000) in Nelson (2005) define visualization as a process of creating mental images in minds that will differ among the readers.

4. Strategy

Harmer (2007) stated that a strategy is an action that the teacher uses to achieve one or more of her/his teaching-learning goals. The strategy can also be defined as a general objective set for the teaching process.

5. Visualization Strategy

According to Wooley (2011), the visualization strategy connects visually and verbally encoded information. The visualization strategy is a reading strategy that the readers can create their own images of the text in their mind.

II.   LITERATURE REVIEW

This chapter explain about theories related to this research. The theories would be the references for the researcher in conducting the research.

2.1   Reading

According to Grabe & Stoller (2002), reading is the ability to draw meaning from the printed page and interpret the information properly. Moreover, reading is an important skill in many different settings especially in the educational setting (Grabe, 2009). Without the ability to read well, opportunities for personal and job success inevitably will be lost. In line with Grabe, Hiebert, Scott, & Wilkinson, Patel, and Jain (2008) also argue that reading is the most important activity in any language class. Reading is not the only source of information and pleasurable activity but also a means of improving someone's knowledge.

From the explanation above, the writers conclude that reading is an activity that can improve the reader's comprehension to get information or knowledge in teaching and learning. The reader can get many benefits, such as new information, experiences, knowledge, perception, and improve their understanding, especially in reading.

2.2   Reading skills

Nuttal (1992) states that there are five sorts of reading skills that should be mastered by the reader to comprehend the text deeply, that is:

1.   Determining the main idea

The main idea is the significant information that the writer wants to know about from the paragraph. Determining an idea is a skill to understanding and summarizing the paragraph and look for repetition of ideas or words in the text (Kelly R, 2004).

2.   Getting the specific information

Getting the specific information or part of the text means looking for the information that important to the goal and ignoring the unnecessary.

3.   Finding reference

Reference is the intentional use of one thing to indicate something else in which one gives the information necessary to explain the other. Finding reference means constructing and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A cataphoric reference unit refers to another unit that is introduced later on in the text. To understand the unit refers to a cataphoric reference you would need to look ahead in the text. Meanwhile, an anaphoric reference refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference you would need to look back in the text.

4.   Finding inference

The inference is a good guess or conclusion drawn based on the logic of the passage. Finding inference means the reader implies the sentences or passages understand and conclude it logically.

5.   Understanding vocabulary

Understanding vocabulary means comprehending what the words mean. When vocabulary mastery improves, comprehension will be deeper. Since comprehension is the ultimate goal of reading, the reader cannot underestimate the importance of vocabulary development.

Considering the theories above, the five reading skills are important to correspondence the text. So, in this research, the researcher uses all of sort reading skill.

2.3   Reading Comprehension

Klingner, Vaughn, and Broadman (2007) define reading comprehension as a complex process involving many components. Those components are the readers, their background knowledge, their reading strategy, their interest, and their knowledge of the text. Those components interact with one another in comprehending a text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.

Snow (2002) defines reading comprehension as the process of extracting and constructing meaning involving the written language. In line with Snow, Johnson (2008) states that reading comprehension is strategies in reading, retrieving information, and constructing the meaning of texts done by the readers. Strategies used by the readers may be different from one another. It depends on the reader's aim in reading comprehension.

Furthermore, Nuttal (1984) also states that reading is a meaningful interpretation of verbal symbols. It means that the interaction between the understandings of visual symbols represents the language and readers' language skills, cognitive skill, and knowledge of the world.

2.4 The process of reading comprehension

According to Hudson (2007) and Brown (2001), there are three types of reading processes, as presented below:

1) Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. The readers create meanings by looking from letters to letters. It is continued by recognizing one other word. The process is furthered by correlating phrases, clauses, and sentences. Finally, it is processed into phonemic units interpreting the lexical meaning and achieving text understanding. This process mainly focuses on linear processing that allows the reader's ability to recognize words in the mental lexicon. It affects more the way the readers read a text than comprehending it.

2) The top-down processing

In top-down processing, the readers involve their knowledge of syntax and semantics to create meaning of a text. At the beginning of the process, the readers make predictions of the text. It is followed by taking samples that will be confirmed or not to the predictions having been made. These are the process in which meanings are created by transforming the text. At the end of the process, the readers make some corrections to the predictions. The top-

down processing takes the background knowledge of the readers as the most important thing in reading.

3)   Interactive processing

Interactive processing is the process of reading as the interaction between the text information with the reader's prior knowledge. This process combines the two previous processing that is the bottom-up and top-down processing. As the reading process happens, the readers arouse what they have on their background knowledge connected with the written information in the text. So, in an interactive process, the readers recognize words and predict the implied information in creating meaning.

From the discussion above, it can be concluded that there are three types in the process of reading. Those are bottom-up processing, top-down processing, and interactive processing combining word recognition and background knowledge of the readers.

2.5   The strategies in Reading Comprehension

To reach their comprehension in reading, the students must use some strategies. The strategy that is used by the students depends on which strategy they fit in. According to Brown (2001), there are some strategies which can be used by the readers:

1) Identifying the purpose of reading

The readers need to understand the aim of what they are reading before they read the text. They have to know the purpose of the reading as it can help them in understanding the text.

2) Using graphemic rules and patterns to help in bottom-up decoding

The learners are introduced to some patterns of both oral and written language. This will help them in comprehending the text.

3) Using silent reading techniques for relatively rapid comprehension

Silent reading is suitable for intermediate and advanced students. This strategy guides the students to try assuming meanings from context. It is also the best practice to make the students become effective readers.

4) Skimming

Skimming means that the students read the text to achieve the main idea or general content. They skim the text to gain it without a read word by word.

5) Scanning

Like skimming, scanning is included in the fast reading. In contrast, the readers only read a certain part of the text to look for specific information. It can help the readers get a specific point without spending much time to finish reading the text.

6) Guessing when the readers are not certain

This strategy is helpful to support the students to be accurate guessers. In guessing, the students try to guess the meaning of a word, a grammatical relationship (for example pronoun references), a discourse relationship, a cultural reference, content messages, and infer implied meaning.

7) Analyzing vocabulary

In analyzing the vocabulary, the students have to see the prefixes, suffixes, roots, grammatical contexts, and semantic contexts. Prefixes give hints to

the meaning of a word. Suffixes show the part of speech the word makes. Grammatical contexts give signs of information and semantic contexts can be clues for the topic.

8) Distinguishing between literal and implied meaning

This strategy is nearly related to top-down processing skills. The meanings are made not only from its literal but also from the surface structure.

9) Capitalizing on discourse markers to process relationship

The students have to notice the phrases, clauses, and sentences as those usually bring discourse markers.

In short, the students can recognize the purpose of reading, use a bottom-up approach, use semantic mapping, guess, do skimming and scanning, analyze the vocabulary, pay attention to the literal meaning, implied meaning, and discourse markers to improve their reading comprehension skills.

2.6   Teaching Reading Comprehension

In the teaching and learning process in reading subjects, a good reading comprehension achievement of the students is one of the most crucial goals. Teaching reading is not easy, a teacher must have various strategies to teach reading comprehension to students. To use any instructional technique effectively, anyone who teaches must know the principles and assumptions on which each specific technique is based. Harmer (2007) stated that a strategy is an action that the teacher uses to achieve one or more of her/his teaching-learning goals. The strategy can also be defined as a general objective set for the teaching process.

To teach reading comprehension effectively, teachers must lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but also implement many strategies and skills to help the students' needs and learning styles in the classroom. Slavin (2000) has also noted that effective instruction is not a simple thing of one person with more knowledge transferring knowledge to another. Therefore, the teaching process must be modified by the teachers depending on the students' needs. Allington (2002) notes that creative teacher guidance produces better results regardless of curriculum materials, pedagogical approaches, and/or reading programs.

In conclusion, teaching reading comprehension is an activity that is created by the teacher to provide chances for students to understand the texts by using several strategies. In teaching reading comprehension, the teacher has to know which strategies appropriate to the students' needs, the texts, and the condition of the class during the teaching and learning process. It is because different texts need different reading comprehension strategies (Pang, Muaka, Bendhardt, and Kamil, 2003).

2.7   Visualization

Visualization refers to our ability to create pictures in our brains based on the text we read or words we hear. Visualizing increases reading comprehension skills as students gain a more thorough understanding of the text, they are reading by consciously practicing the words to create mental images. As students gain more known practice with this skill, the action of visualizing text becomes automatic.

Students who visualize as they read not only have a richer reading experience but can remember what they have read for longer periods of time (Harvey & Goudvis 2000).

In Teaching Reading (Ministry of National Education, 2009), visualization is defined as creating mental pictures to help readers understand the text. In line with it, Goudvis and Harvey (2000) also stated visualization as a process of making pictures in the reader's mind that will be different among the readers. Miller (2001) also defines visualization as a process of building a mental picture in one's mind. Visualization strategy employs reader schema in their minds. It is believed that everyone's visualization is different because of the various knowledge developed in their schema.

According to Wooley (2011), the visualization strategy connects visually and verbally encoded information. Reynolds and Miller (2003) add that knowledge is formed when the learners combine visual and verbal information with their background knowledge. Furthermore, the knowledge is saved and connected with the other knowledge in long-term memory. By using visualizing, students are easier to understand the lesson because students visualize the text by making mental images to make it understandable. Therefore, a teacher can help language acquisition to their students by using visualization.

Harvey and Goudvis (2000) suggest that the image that readers create through visualizing are personal and make the reading experience more pleasurable and engaging, like movies. Visualization can help readers understand the text by commanding all their senses- including smells, tastes, sounds, textures, or images that bring the text alive and make reading much more enjoyable. Good readers

create mental images as they read by using their background experiences and words to form images. The pictures in our mind personally connect us to the text or what we are learning (Keene and Zimmermann, 1997).

In summary, the visualization strategy is a reading strategy in that the readers can create their own images of the text in their minds. The images created in the readers' minds are different from each other and mostly affected by their background knowledge. Therefore, the readers will understand the entire meaning of the text. This strategy also helps readers memorize more detailed information for a long time.

2.8   Strategies in Visualization

Goudvis and Harvey (2000) state some strategies for visualization. Those strategies are:

1) Visualizing with Wordless Pictures;

2) Visualizing from a Vivid Piece of Text;

3) Visualizing in Reading, Showing not Telling; and

4) Creating Mental Images that go beyond visualization

Those strategies encourage the use of the reader's mental imagery in different ways. Goudvis and Harvey (2000) explain the steps of those strategies. In Visualizing with Wordless Picture, the students use the hints from some points to predict the next part. The students visualize their prediction and draw it. After that, the students share their predictions.

The next strategy is Visualizing from a Vivid Piece of Text. This strategy is similar to the Draw and Label Visualization from McLaughlin (2003). In this

strategy, the teacher reads the text loudly and stops at some point and the students start to visualize the scene. The students share their visualization in groups before they draw it. In this way, the discussion section Changes Visualizing from a Vivid Piece of Text to Draw and Label Visualization strategy. In Draw and Label Visualization strategy, the students draw their visualization first then share it in groups.

The third strategy is Visualizing in Reading, Showing not Telling. In this strategy, the students read the text full of vivid nouns and verbs. The teacher reads the passage loudly while the students start to visualize the scene. The students are asked to give comments. After that, the teacher labels the part of the speech. This strategy helps the students learn about the part of the speech.

The last strategy is Creating Mental Images that go beyond Visualization. In this strategy, the students visualize a character in the text. The students write down what they heard, tasted, and smelled when they visualize the character.

2.9   The Advantages and Disadvantages of Visualization Strategy

Marlilyn Marlilyn Martin (2005) states some benefits of visualization as a strategy:

1. Visualization will help students learn how to make important decisions about both written and oral language. Asking students to visualize their written interpretations of situations can help them understand why some interpretations do not make sense.

2. Improving reading comprehension and vocabulary through visualization can also improve the student's ability to write more meaningful essays.

3. The student will be able to understand and use words in a meaningful way. In the beginning, the teacher verbally guides the student to understand the text and language.

Visualization as a strategy can solve students' reading problem but every teaching-learning have its own disadvantages. There are some disadvantages of visualization as a strategy as follows:

1. By using visualization continuously, the students will depend on the pictures or draw. They will easily be bored with doing long text exercises.

2. Different perceptions depending on the person lead to misunderstanding.

2.10   Theoretical assumption

Reading is an important skill besides listening, speaking, and writing that is needed by the student. Students are expected to have the ability to comprehend many kinds of texts and also expected to gain knowledge and information from the texts. However, there were some problems when the teacher taught them reading comprehension. One of them is the difficulty of the teacher in finding the best technique or strategies to teach reading comprehension. Many strategies are effective to improve reading comprehension; one of them is Visualizing Strategy. The writer assumes that a good strategy is the Visualizing Strategy that can give a good improvement in students' reading comprehension.

2.11   Hypothesis

Based on the previous discussion on the background of this study, the hypothesis is formulated as follows:

1. **Null hypo (Ho):** There is no significant improvement in students' reading comprehension after being taught by using visualization strategy.

2. **Alternative hypothesis (HA):** There is a significant improvement of students' reading comprehension after being taught by using visualization strategy.

There are explanations of several theories related to research. These theories are used as references in conducting research.

III.   RESEARCH METHOD

This chapter contains some crucial elements of research method related to the topic under discussion. In this part the researcher gives explanation of the research method used in this research.

3.1   Research Design

This research aimed to find out the improvement in reading comprehension of the students after practicing using visualization strategy. The researcher used the one-group pretest-posttest design in which there was one group as the sample (Setiyadi, 2006). One group pretest-posttest design was a research design where a group of participants is pre-tested on the dependent variable and post-tested after the treatment condition has been applied. The pre-test was provided to measure the students' capability before the treatment, and the post-test was given to measure how far the students' performance was after they completed the treatment. The research design can be represented as follows:

T1   X   T2
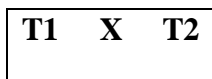
Which are:

T1   : Pre-test

X   : Treatment (using visualization strategy)

T2   : Post-test

3.2   Population and Sample

A population can be described as the entire subject of the research. Setiyadi (2006) states research population is all individuals that are being targeted while the research sample is the individual who provides the data. The population in this research was the second grade of SMPN 1 Seputih Raman. The class consists of 30 students. In this research, the researcher only used one class as the sample of the research. The researcher wanted to know how visualization can improve the students' reading comprehension as well as their perception toward the use of visualization strategy.

3.3   Data Collecting Technique

In collecting data, the researcher used the following procedures:

1. **Try-out**

   In doing the research and providing whether the test items are applicable or not, the researcher used the try-out to determine the validity, reliability, or level difficulty, and discrimination power of the test. The try-out was conducted to determine whether the test questions were good or not before being given the pre-test and post-test.

2. **Pre-test**

   The pre-test was conducted to find out the students' reading comprehension performance before the treatments. This test was multiple-choice in which the students were asked to choose one correct answer from the choices a, b, c, or d. In this test, students were given 30 items of the test within 45 minutes.

3. Post-test

After conducting the treatments, the post-test was given. It was to know the students' performance after implementing the treatments. This test consisted of 30 items of multiple choice for 45 minutes. It can be stated if the post-test score was higher than the pre-test it means that the student has learned certain topics. If the scores were about the same, or if the post-test score was lower than the pre-test score, it may have implications for the topic actions not being studied in learning.

4. Questionnaire

The questionnaire included questions about students' perception towards the use of visualization strategy. It consisted of the questions related to the problem or the purpose of the research. This research used the close-ended questionnaire to measure the students' perception toward the use of visualization strategy.

3.4 Research Instrument

In this research, researchers used two instruments in data collection as follows:

1. Reading comprehension test

In collecting data, the researcher used a reading test consisting of pre-test and post-test. This test was used to find how far the students have improved after being taught using visualization strategies. The pre-test and post-test consisted of 30 multiple-choice reading comprehension items with four choices a, b, c, and d include identifying main ideas, identifying specific information, determining

references, making conclusions, and understanding vocabulary. The criteria for

the results of the pre-test and post-test were as follows:

Table 3.1 the criteria for pre-test and post-test score

Score Range	Criteria
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Very less

(Arikunto, 2010)

2. Questionnaire

A questionnaire was several questions or statements used to gain information

from respondents about the respondents themselves or their knowledge, belief,

etc. (Arikunto, 2002). The questionnaire in this research was used to measure the

students' perception toward the use of visualization strategy.

The questionnaire consisted of 10 close-ended statements which were modified

from Hedwigis (2018) with 4 scales that could be chosen by the respondent;

strongly agree, agree, disagree, and strongly disagree. The scale was given based

on the Thurstone Scale. The respondent might choose only one scale for each

question. The 10 scales in the questionnaire have indicators to know students'

perceptions about the use of visualization strategy to improve students reading

comprehension ability.

The scoring system of the questionnaire is as follows:

Strongly Agree (SA)   : 4

Agree (A)   : 3

Disagree (D)   : 2

Strongly Disagree (SD)   : 1

3.5 Research Procedure

The procedures of this research were:

1. Determining the Research problem

The problem of the research aimed to find out visualization strategy can improve the students' reading comprehension.

2. Population and sample of the research

The sample of this research was determined by random probability sampling. The subjects in this research were the second grade of SMP N 1 Seputih Raman. One class was used as an experimental class.

3. Determining the Research Instrument

The researcher investigated the students' reading comprehension ability by giving reading tests to the students. The reading tests were pre-test and post-test. In measuring reading comprehension, the multiple-choice selection is more valid than the short-sentence answer (Henning, 1987). Each test consists of 30 items, and each item had one correct answer and three distracters

4. Administering a Try-Out Test

This test was conducted to measure the level of difficulty (LD) and discrimination power (DP) to find out the reliability and validity of the test. The test was administered to measure the quality of the test as the instrument of the research.

5. Administering pre-test

The pre-test was conducted to find out the students' reading comprehension ability before treatments. In this test, the researcher asked the students to do multiple-choice tests that consisted of 30 items in 45 minutes.

6. Conducting treatments

In this research, the treatment was conducted in three meetings. The lessons plan consisted of three different topics. The students were given different tasks for each topic, and they were structured tasks and unstructured tasks. The material was taken from students' English books and the internet.

7. Administering post-test

This test aimed to measure the students' reading comprehension performance after being given treatments. The test was conducted in 45 minutes with 30 items of the multiple-choice reading test.

8. Administering questionnaire

In the last meeting, the researcher gave a questionnaire to know the student perception toward the use of visualization strategy.

9. Analyzing test data and testing hypothesis

After scoring students' work, the data were analyzed by using the paired T-test to compare the data of two mean scores (Hatch and Farhady, 1982).

3.6   Validity

Validity is the extent to which an instrument really contains the objective to be included suitable with the criteria (Hatch and Farhady, 1982). A test can be considered to be valid if it can accurately measure the quality of the test. There are four types of validity namely face validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure the test had good validity, the researcher used content validity and construct validity. Face validity is involved with the layout of the test while empirical validity or criterion-related validity is involved with covering the success in the future, as in replacement test (Hatch and Farhady, 1982). So, these two validities are considered to be less needed. The two types of validity that used in this research as follows:

a.   Content Validity

Content validity indicated that the test is a good reflection of what the teacher taught (Shohamy, 1985). Content validity is used to analyze multiple-choice items that are implemented based on the curriculum. According to Setiyadi (2006), to achieve this type of validity, the researcher must know all the indicators in the test questions and analyze the instrument. In this case, the reading text is designed with the material to be measured. The content being measured is identifying the main idea, identifying specific information, determining reference, making an inference, and understanding difficult vocabulary.

b. **Construct Validity**

Construct validity concerns whether the tests are a true representation of the theory of what it means to know the language (Shohamy, 1985). It means that the items should really test the students whether they have mastered the reading text. If a test has construct validity, it is capable of measuring some specific characteristics following a theory of language behavior and learning. This type of validity assumes the reality of certain learning theories or constructs underlying the acquisition of abilities and skills (Heaton, 1988).

3.7 Reliability

Reliability refers to the extent to which the test is consistent and gives an indication of how accurate the test is (Hatch and Farhady, 1982). In other words, how far it can measure the subject at the separated time, but shows the same result relatively (Setiyadi, 2006). To measure the coefficient of the reliability between odd and even number (reliability of half test), this research used the person product moment formula as follows:

$$r^1 = \frac{\sum XY}{\sqrt{[\sum X^2]\,[\sum Y^2}}$$

Where:

r_1 = coefficient of reliability between first half and second half items

X = total number of odd numbers item

Y = total number of even numbers item

X^2 = square of X

Y^2 = square of Y

(Lado in Hughes, 1991)

After getting the reliability of half test, the researcher uses "Spearman Bown's Prophecy formula" (Hatch and Farhady, 1982) to determine the reliability of all tests, as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Where:

r_k : The reliability of the whole tests

r_{xy} : The reliability of half test

(Hatch and Farhady, 1982)

The criteria of reliability as follows:

1.90–1.00   = high

0.05– 0.89   = moderate

1.0 –0.49   = low

3.8   Difficulty level of the Test Items

The difficulty level was defined as the proportion of correct responses, that the higher the difficulty, the lower proportion correct, and the higher the proportion incorrect (Henning, 1987). To find out the level of difficulty of the test, the researcher used the following formula:

$$LD = \frac{R}{N}$$

LD   = Level of Difficulty

R   = the number of students who answer correctly

N   = the number of the student

The criteria are:

LD < 0.30   = difficult

LD = 0.31- 0.70   = satisfied

LD > 0.71- 1.00   = easy

(Shohamy, 1985)

3.9   Discrimination Power of the Test Item

The difficulty level is defined as the proportion of correct responses, that the higher the difficulty, the lower proportion correct, and the higher the proportion incorrect (Henning, 1987). To find out the level of difficulty of the test, the researcher used the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Where:

DP = discrimination power

U = the proportion of upper group students

L = the proportion of lower group students

N = total number of students

The criteria are as follow:

0.00-0.20 = poor

0.21-0.40 = satisfied

0.41-0.70 = good

0.71-1.00 = excellent

Negative = bad items (should be omitted)

(Heaton, 1975)

3.10 Scoring System

In scoring the students' results of the test, the below formula is used. The ideal high score is 100. The researcher calculated the average of the pre-test and post-test by using this formula:

$$S \frac{r}{n} 100$$

Where :

S = the score of the test

r = the total of correct answers

n = the total items

(Arikunto, 1997)

3.11 Data Analysis

The researcher analyzed the students' score to find out the improvement in reading comprehension by using a visualization strategy in the following steps:

1. Scoring the pre-test and post-test.

2. Finding the mean of the pre-test and post-test using a formula. The researcher computed the mean score using formula which is designed by Arikunto (2006) as follows:

$$M = \frac{\sum X}{N}$$

   Where:

   M: mean (average score)

   X: the total students score

   N: total number of students

3. Concluding the calculated result from the pre-test and post-test by using Repeated Measure t-test of Statistical Package for Social Science (SPSS) to examine whether there is an improvement of the students' reading comprehension or not.

To know the students' perception toward the use of visualization strategy to improve the students reading comprehension, the researcher analyzed the questionnaire by doing these activities:

1. Examine and analyze the questionnaire data. The answers were calculated and the researcher presented the total results from the data.

2. Drawing conclusion from tabulated result and calculated the percentage of questionnaire.

These are the explanation about the method related to the research. The method guidance for conducting the research.

V.   CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusions, implications, and suggestions. Those two points were described as follows.

5.1   Conclusion

The purpose of this research was to determine whether visualization strategies can improve students' reading comprehension or not and to determine students' perceptions of visualization strategies.

The results of the research were as follows:

1. Based on the results of the implementation of the Visualization Strategy in reading comprehension ability, this strategy can be used effectively and as an alternative way of teaching reading. This strategy is easy to implement and interesting which makes student learning activities more enjoyable. The students were actively involved in the teaching-learning process. This strategy makes it easier for students to understand the material.

   In addition, to find out whether there was an improvement in student's reading comprehension ability after using visualization strategy, the researcher already tested the significant level of pre-test and post-test. It can be seen that from the computation in which the mean score of the student's pre-test was 52.37 and became 70,67 in post-test.

It means there was an improvement in the average score and total of the students who passed the test from pre-test to post-test. Therefore, the researcher concludes that the visualization strategy can be used to improve the student's reading comprehension ability.

2. By analyzing the student's questionnaire, the researcher found that the use of visualization strategy brought a positive side to the student's perception. This can be seen from what has been explained in the previous chapter that most of the students' perceptions were in the high/very high category, which is above 70%.

5.2 Suggestions

From the conclusion above, the researcher proposes some suggestions for English teachers and other researchers as follows.

1. For the English Teacher

The teacher needs to be more creative in choosing the techniques/strategies in the teaching and learning process of reading. The visualization strategy can be a good choice to improve the student's comprehension and some aspects. This technique has the disadvantage that it will use a long time. Because of that, the teacher must consider the time learning to apply this strategy. Teachers can overcome the use of longer time by providing text or images that are simpler but also attractive. In

addition, English teachers also need to be aware of the level of anxiety, and the level of students' vocabulary, both are very important in learning using visualization strategies and can be an obstacle in teaching-learning activities. If the teacher can overcome these obstacles by creating a good atmosphere in the classroom during the teaching-learning activities of reading, the students will feel comfortable and pleasant during the discussion.

2. For the Other Researchers

For other researchers who want to research with the same strategy, they must prepare the better material or different kind of text. They have to explain every step clearly to avoid student's misunderstanding. They also have to know how to solve the student's problem with this strategy. This research was done at the junior high school level. Therefore, further researchers can try to find out the use of visualization strategy in different levels of schools.

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