

## IMPROVING READING COMPREHENSION SKILL OF THE SEVENTH GRADE STUDENTS' AT MTS MUHAMMADIYAH PADANGPANJANG BY USING VISUALIZATION STRATEGY

Rini Hendrita<sup>1</sup>, Hafiza Aini<sup>2</sup>, Sri Ariani<sup>3</sup>

Universitas Muhammadiyah Sumatera Barat  
Email: [rinihendrita06@gmail.com](mailto:rinihendrita06@gmail.com)

### *Abstract*

*This research aims at examining the effectiveness of using visualization strategy as a medium in teaching reading comprehension. Meanwhile, the purpose of this research is to know if there is an effect of of visualization strategy toward students' reading comprehension skill. The model of this research was pre-experimental research in a design group which is divided into three stages: pre-test, treatment, and post-test in learning process. The sample of this research was VII Tahfidz grade at MTs Muhammadiyah Padangpanjang. Instruments to collect the data were pre-test and post-test through students' performance with a written test and measured using an assessment rubric. Furthermore, the criteria for success were determined on six indicators: main idea, fact, reference, vocabulary, inference, and purpose. As a quantitative research, the researcher analyzed the data by using the T-test. The result showed that there was a significant effect of students score by using visualization strategy in the reading comprehension of learning process. The total score of the students in the pre-test was 875 and the mean was 48,61. Then, the total score of the students in the post-test was 1.525 and the mean was 84,72. Then, Tcount is higher than Ttable (-13,5405 > -1,69092). It means there is an improvement in visualization strategy toward reading comprehension in descriptive text. So, the visualization strategy for teaching reading to VII Tahfidz students of MTs Muhammadiyah Padangpanjang was effective.*

*Key word: Reading Comprehension, Visualization Strategy*

### INTRODUCTION

In learning English, there are four skills that the students must learn. One of them is reading. Reading is one of the complex skills for students even though they have studied English since elementary school. There are some factors affecting the students' reading comprehension. According to Ruston (2006), those factors can be categorized into two major factors; the students and the other parties surrounding the students. The factors from the students are related to

vocabulary mastery, students' interest, and reading strategies. In comparison, factors from outside the students are related to the teaching technique, teaching material and teaching media.

Harmer (1988) states that “reading as the way in which people extract meaning from the text.” In the classroom, texts is mandatory in learning and teaching, so reading is very important in order to be able to obtain and understand the meaning of the text. According to McNamara (2007) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Based on some expert above, it can be concluded that reading is the process, the achievement, and the practice that the reader uses to understand the meaning of a text conveyed by the writer.

Reading is essential in many different settings, especially in the educational setting (Grabe, 2009). So, reading is essential for students to develop their knowledge and the way they think related to the development of their moral, emotional, and verbal intelligence. Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

To conclude, in doing visualization strategy in order to improve students' reading comprehension of descriptive text, this research only concerned with comprehend the meaning of the text that they read. According to Gerot and Wignell (1994) descriptive text is describe a particular person, place or thing. The function of this text is to describe or explain an object. Pardiyono in Sari (2020) states that descriptive text is describing a specific number of persons, places, or things. It shows that the author describes their colors, form, size, weight, height,

width, density, text, and so forth. It also has generic structures, there are identification and description. And use language features the most specific one is use simple present tense.

Woolley (2011) defines visualization is a powerful memory device that can be used to improve reading comprehension. Besides that, Visualizing refers to our ability to create pictures in our heads based on text we read or words we hear (Harvey & Goudvis, 2007). It means, visualization require students to make a sketches based on their imagination. In summary, the visualization strategy is a reading strategy in which the readers create their own images of the text in their mind. The images created in the readers' mind are mostly influenced by their background knowledge.

Bouchard (2005) explains, after students are comfortable with imaging, the teacher may use longer sections of text.

#### 1. Before Reading :

- a) Choose a section of text for students to read.
- b) Tell students that they are going to make pictures or a "movie" in their minds as they read the passage.
- c) Ask the class to select "key" (picturesque) words in the title and describe everything that comes to their minds.
- d) Discuss various responses as a class.

#### 2. During Reading:

- a) Students may work individually, in pairs, or triads. First, they underline or put a check mark over key words in the first section of text (usually indicated by a subheading) and form images from these.

- b) Students discuss their images within their group.
- c) You may elicit some responses for class discussion.
- d) Continue in this manner until the entire passage is read.
- e) Students may draw sketches or graphic representations of information, if necessary.

3. After Reading:

- a) Conduct a whole-class discussion of the content, asking for elaboration and inferred details wherever appropriate.
- b) Ask students to identify places in the text where they created a mind picture.
- c) Ask them to describe these pictures and identify the words that helped them create images.
- d) You may evaluate students by asking them to write about the content covered.

**METHODOLOGY**

This research is pre-experimental research. Nazir (1988) states that pre-experimental design is an experimental design that does not meet all the requirements of an actual experimental design. Then, this research used to know the ability of visualization strategy in improving students’ reading comprehension skill.

*Table 3.1 Pre-Experimental Reseach*

Class	Pre-test	Treatment	Post-test
Experimental	T <sub>0</sub>	X	T <sub>1</sub>

*Source: Nazir (1988)*

Notes

- X = Treatment with the application Visualization Strategy
- T<sub>0</sub> = Pre Test
- T<sub>1</sub> = Post Test

The research was conducted in grade VII first semester of MTs Muhammadiyah Padangpanjang. Population as the generalization region consisting of object or subject that have certain qualities and characteristics defined by the researcher to learn and then drawn conclusions (Narbuko, 2009). So, the population of this research at Seventh Grade Students of MTs Muhammadiyah Padangpanjang in Academic Year 2022/2023. In choosing the instrument, The researcher gave two tests: pre-test and post-test and using several indicators: main idea, fact, reference, vocabulary, inference, and purpose.

The researcher analyzed the data taken from pre-test and post-test in pre-experimental class. It used the raw score of the whole respondents in teaching reading, the following formulate:

$$p = \frac{f}{n} \times 100$$

Where:

P = Percentage assessed

F = The raw score

N = Maximal score

After getting the raw score from pre test and post test, calculate the average of gain (d) by using the formula by sukardi (2003).

$$Md = \frac{\sum d}{n}$$

Where:

Md = Mean

$\sum d$  = Total score of pre test and post test

N = subject of the sample

**FINDING**

After doing research on July 22<sup>nd</sup> - August 1<sup>st</sup> 2022 about the Improving Reading Comprehension Skill of the Seventh Grade Sudents' at MTs Muhammadiyah Padangpanjang by Using Visualization Strategy, the researcher drawn the data that were taken on the test as follow:

**Table 4.1 The Students' Pre Test and Post Test Score**

Code of Sample	Pre Test	Post Test
S1	60	80
S2	40	75
S3	35	80
S4	50	95
S5	40	85
S6	40	75
S7	35	80
S8	65	90
S9	55	75
S10	45	80
S11	20	85
S12	70	100
S13	55	75
S14	45	80
S15	50	95
S16	65	100
S17	70	90
S18	35	85

**a. The Pre-Test and Post Test Result**

	<b>Pre-Test</b>	<b>Post-Test</b>
$\Sigma$	875	1525
$\bar{x}$	48,61	84,72
Max	70	100
Min	20	75

Where:

X = Pre Test Score

Y = Post Test Score

$\Sigma$  = Total

$\bar{x}$  = Mean

The result of the pre-test and post-test that the researcher did at VII Tahfidz students of MTs Muhammadiyah Padangpanjang. Table 4.2 shows that the minimum students' score in the pre-test is 20, while the maximum score is 70, with the mean score being 48,61. So no student got a score above KKM (KKM is 75). Furthermore, the minimum students score in post test is 75, and the maximal score is 100, with the mean score is 84,72. It means all students got a score above KKM. It can be concluded that the use of Visualization Strategy in Reading Comprehension of Descriptive Text is Effective to Improve Students Reading Comprehension.

### b. The Result of Hypothesis Testing

Hypothesis test used T-test: Paired Two Sample for Means. The result is:

	Pre test	Post test
Mean	48,61111111	84,72222222
Sum	875	1525
Median	47,5	82,5
Variance	193,5457516	71,97712418
Standard Deviation	13,91207215	8,483933297
Df	$n1 + n2 - 2$	34
Tcount	-13,5405	
Ttable	-1,69092	

The Tcount is -13,5405, which means the students reading comprehension in descriptive text understanding is enhanced after using the visualization strategy in teaching. If it is reviewed from Tcount and Ttable with  $\alpha$  is 0,05. It means Tcount higher than Ttable (-13,5405 > -1,69092). Based on the description above  $H_0 \neq 0$  and  $H_1 = 0$ . It means there is an improvement in visualization strategy toward reading comprehension in descriptive text. So, the visualization strategy for teaching reading at VII Tahfidz students of MTs Muhammadiyah Padangpanjang was effective.



## DISCUSSION

Based on the statistical analysis of the data obtained, the researcher would like to interpret and discuss the result. The researcher did this research in MTs Muhammadiyah Padangpanjang, where the students' the seventh grade as population and the sample of this research was VII Tahfidz. In this result, the researcher tried to used Visualization Strategy as a strategy in teaching reading comprehension of descriptive text. Therefore, that strategy would be simple to apply in teaching and learning process, especially in reading.

Before using Visualization Strategy the maximum score of the students in experiemental class was 70 and the minimum score was 20. While after using the Visualization Strategy the maximum score was 100 and the minimum score was 75. It's means, the students' score have more improvement. It can concluded that the score in after using Visualization Strategy was higher than before using Visualization Strategy or the learning result of teaching reading by using Visualization Strategy was better than conventional method. In addition, the researcher found the students in experiemental class were more active.

Then, the hypothesis result can be seen in the Account and Table. The Account is -13,5405, which means the students reading comprehension in descriptive text understanding is enhanced after using the visualization strategy in teaching. If it is reviewed from Account and Table with  $\alpha$  is 0,05. It means Account higher than Table (-13,5405 > -1,69092). Based on the description above  $H_0 \neq 0$  and  $H_1 = 0$ . It means

there is an improvement in visualization strategy toward reading comprehension in descriptive text. So, using the visualization strategy for teaching reading at VII Tahfidz students of MTs Muhammadiyah Padangpanjang was effective.

Moreover, after conducted this research, the researcher found some previous researches that use Visualization Strategy, those researches found Visualization Strategy also had significant effect in learning English. Besides, it would support of the researcher's research result in used Visualization Strategy. First, the researcher found the research that had conducted by Musdizal (2019) is entitled "The Influence of Visualization Strategy on Reading Comprehension Ability". The tests were pre-test and post-test. It can be summarized that there was a significant effect of using visualization strategy in the students' reading comprehension achievement of recount text. The other research that Yuli Susanti Prihastuti did (2013) was entitled "Improving the Reading Comprehension of the Eighth Grade Students of SMP N 1 Wonosari by Using the Visualization Strategy in the Academic Year of 2012/2013". The result of the study shows that the implementation of the visualization strategy improved the students' reading comprehension, as shown from the progress of the mean value of their pre-test and post-test scores.

## **CONCLUSION**

Based on the result, it can be concluded that there was significant effect of using visualization strategy toward students' reading comprehension of descriptive text at the seventh grade of MTs

Muhammadiyah Padangpanjang. The success of the research can be proved by the students score in reading test of post-test for both classes, as follow: It can be seen that the mean of the pre-test is 48,61 while the mean of the post-test is 84,72. The Tcount is -13,5405, which means the students reading comprehension in descriptive text understanding is enhanced after using the visualization strategy in teaching. If it is reviewed from Tcount and Ttable with  $\alpha$  is 0,05. It means Tcount higher than Ttable (-13,5405 > -1,69092). Based on the description above  $H_0 \neq 0$  and  $H_1 = 0$ . It means there is an improvement in visualization strategy toward reading comprehension in descriptive text. So, the visualization strategy for teaching reading to VII Tahfidz students of MTs Muhammadiyah Padangpanjang was effective.

## REFERENCES

- Bouchard, M. (2005). *Comprehension Strategies for English Language Learners*. New York: Scholastic Inc.
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.
- Harmer, J. (1988). *How to Teach English: an Introduction to the Practice of English Language Teaching*. Cambridge: Longman.
- McNamara, D. S. (2007). *Reading Comprehension Strategies: theories, Interventions, and Technologies*. New York: Lawrence Erlbaum Associates.
- Narbuko, C. & A, Achmadi (2009). *Metodologi Penelitian*. Jakarta: Bumi Aksara.
- Nazir, M. (1988). *Metode Penelitian*. Jakarta: Ghalia Indonesia.

- Prihastuti, Y. S. (2013). *Improving the Reading Comprehension of the Eighth Grade Students of SMP N 1 Wonosari by Using the Visualization Strategy in the Academic Year of 2012/2013*. Yogyakarta: Universitas Negeri Yogyakarta.
- Ruston. (2006). *Contribution of Reading Strategy and Vocabulary Mastery toward Ability to Comprehend English Paragraph of Second Year Students of Public Junior High School 1 Ranah Batahan West Pasaman Regency*. Padang: Universitas Negeri Padang.
- Sari, D. N. (2020). *Teaching Descriptive Text Using Pictures to Improve Students' Reading Comprehension*. *BEEJ, e-ISSN 0000-0000, Vol. 1, No. 1, March 2020*, 1-9.
- Snow, C. (2002). *Reading for Understanding (Toward an R&D Program in Reading Comprehension)*. Santa Monica: RAND.
- Sukardi. (2003). *Metodologi Penelitian Pendidikan*. Jakarta: Bumi Aksara.
- Wignell, L. G. (1994). *Making Sense of Functional Grammar*. Sidney: University of South Australia.
- Wooley, G. (2011). *Reading Comprehension: Assisting Children with Learning Difficulties*. Brisbane: Springer Science and Business Media.