

**THE USE OF VISUALIZATION STRATEGY TO IMPROVE READING
COMPREHENSION OF THE TWELFTH GRADE STUDENTS OF SMK WIRA
HARAPAN IN ACADEMIC YEAR 2019/2020**

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ABSTRACT

The study aims to improve reading comprehension of the twelfth grade students of SMK Wira Harapan through visualization strategy. Visualization strategy in this present study has four elements, such as: Reading, Discussing, Sketching, and Sharing. Based on the mean score of the pre-test that was only 41.82, the subjects' reading comprehension was still low. To enhance the improvement of their ability, the researcher prepared some instruments to collect the data, namely: pre-test, post-test and questionnaire. The study was divided into two cycles which consisted of four sessions. The result of the mean score in cycle I was 71.64. The minimum passing grade of the twelfth grade students of SMK Wira Harapan was 80, it caused the researcher continued the research by conducting post-test in cycle II and the result of the mean score was 82.30. The finding showed that was constant improvement of the students after implementing visualization strategy. In addition, the result of the questionnaire showed that more than 90% agreed with this technique. In conclusion, the study showed that reading comprehension skill of the twelfth grade students of SMK Wira Harapan in academic year 2019/2020 could be improved through visualization strategy.

Keywords: improving, reading comprehension and visualization strategy.

**PENGUNAAN STRATEGI VISUALISASI UNTUK MENINGKATKAN
KOMPREENSI PEMBACAAN SISWA KELAS DUA SMK WIRA HARAPAN DI
TAHUN AKADEMIK 2019/2020**

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa kelas dua belas SMK Wira Harapan melalui strategi visualisasi. Strategi visualisasi dalam penelitian ini memiliki empat elemen, seperti: Membaca, Membahas, Membuat Sketsa, dan Berbagi. Berdasarkan nilai rata-rata dari pre-test yang hanya 41,82, pemahaman bacaan subjek masih kurang. Untuk meningkatkan peningkatan kemampuan mereka, peneliti menyiapkan beberapa instrument untuk mengumpulkan data, yaitu: pre-test, post-test dan kuesioner. Penelitian ini dibagi menjadi dua siklus yang terdiri dari empat sesi. Hasil skor rata-rata dalam siklus I adalah 71,64. Nilai kelulusan minimum siswa kelas dua belas di SMK Wira Harapan adalah 80, hal ini menyebabkan peneliti melanjutkan penelitian dengan melakukan post-test pada siklus II dan hasil skor rata-rata adalah 82,30. Temuan menunjukkan bahwa peningkatan konstan siswa setelah menerapkan strategi visualisasi. Selain itu, hasil kuesioner menunjukkan lebih dari 90% siswa setuju dengan teknik ini. Kesimpulannya, penelitian ini menunjukkan bahwa keterampilan membaca pemahaman siswa kelas duabelas SMK Wira Harapan pada tahun akademik 2019/2020 dapat ditingkatkan melalui strategi visualisasi.

Kata kunci: peningkatan, pemahaman bacaan dan strategi visualisasi.

INTRODUCTION

Reading is an essential skill to be taught besides speaking, listening and writing. In daily life, reading is an active process which is central to most school subjects and it is very important in learning language particularly English in written form. Through reading, people do not only understand about the text they are reading but also get certain information that can support them to increase and extend their knowledge of aspects the text talks about. Moreover, it can be a way to sharpen their creativity and critical thinking in reading comprehension. Pollard (2008:44) states that reading is a great source of language learning: language can be acquired from reading as opposed to study directly. Moreover, the students can get new information, new knowledge, and enjoyment life. Reading also makes the students would be better and clever. It is because if they read in often time they will have more knowledge. So, the students should make reading activity become a habit in daily life.

In reading activity there are two process in getting information from a text. According to Pang et al. (2003:6), reading consists of two related process: word recognition and comprehension. Word recognitions refers to the process of perceiving how written symbols correspond to the spoken language. Comprehension refers to the process of making sense of words, sentences and connected texts. Through those processes during reading activity, the students' vocabulary would expand and gain new knowledge. It is because they read several of text or passage which has different genre. Besides, through reading

the students also learn from someone's experiences. In addition, the ability to read opens up new worlds and opportunities.

Reading comprehension is important for the students to know about the positive impacts of reading. Through reading a text or passage, the students can have better knowledge and have better job in the future. If they read more often, they will be helped in understanding in all lessons. In reading comprehension, the students need to pay attention on catching the main idea of the text. Reading a text or passage without understanding the information presented in the text is useless. The students can read the text or passage but they cannot understand the meaning of the text. By reading comprehension, the students can construct the meaning of the text or passage to comprehend each sentence.

Reading has a very important role in learning process because the skill of reading determines the success of the students in learning many things particularly in daily life. Although reading is very useful in language study, there are found problems in the teaching and learning activity. This situation was found by the researcher in SMK WiraHarapan. According to the preliminary observation and interview which was done with the English teacher and the students, reading becomes the major problem which was often faced by the students. Most of the twelfth grade students of JB 3 class of SMK WiraHarapan still had difficulty in reading skill. The students had problem in reading comprehension especially in comprehending the text which concerned in identifying the general information,

specific information, textual meaning and textual reference.

Besides, in teaching reading the teacher still used conventional strategy in which the teaching strategy was monotonous. The teacher gave the students text of reading and teacher asked the students to read the text. After the students read the whole text, the teacher ask the students to find some difficulties words. Then, the teacher would give more explanation about the meaning of the words mostly the teacher explained the word out of the content. This strategy only focused on the theory rather than giving the students chance in comprehending the text and then the teacher gave the students some questions at the end of the teaching reading process. Moreover, this strategy allowed the students to work individually as a result the students became bored in teaching and learning process.

Based on the explanation above the teacher's strategy was not appropriate for teaching whereas a class had different characteristics of the students therefore some students who faced difficulty in understanding the text could be confused and could not answer the questions. The classroom activity also became passive and boring because the students only listened to the explanation and answered the questions. Thus, most of the students could not successfully achieve the basic competency as well as the indicators of learning reading. Because they worked individually and the teacher only focused on the students who were active or wanted to rise hands up. Therefore, the teacher should use an appropriate teaching strategy in order to improve the students' ability and make teaching

learning process more meaningful; one of the strategy was visualization strategy.

To solve the problem, the researcher tried to implement one of the cooperative learning strategy in teaching reading to improve the students' reading comprehension. There are many kinds of cooperative learning strategy, and in the present study, the researcher selected visualization strategy. Visualization as creating pictures in our minds that belong to us and no one else (Harvey and Goudvis 2000: 7). Through visualization strategy the students can make their own images based on their understanding of the text or passage. This strategy can help the students better understand the text by calling on all their senses there are smells, tastes, sounds, textures, or images that bring the text alive and make reading much more enjoyable. This strategy has five different strategies. In this present study the researcher focused on the visualizing from a Vivid Piece of Text. In this strategy the researcher as the teacher will read aloud a passage of the text to the group that consist of 4 until 5 members and the students should close their eyes and visualize the scene on their mind. After that the teacher will say "tell me what you see?" and then the students discuss their scene with their group based on the passage. After discussion, the students sketch their visualization based on what they already scene on their mind and share the sketches while the teacher point out the differences in each sketch.

Visualizing from a Vivid Piece of Text is an effective strategy in teaching and learning process to encourage the students to be active and strategic readers. By using this strategy, it helps the students to ask effective questions as the readers respond the answer of the

passage correctly. This strategy does not only improve reading comprehension. This strategy also stimulates the students' creative thinking. It is an alternative strategy that can assist the students to comprehend the reading text and inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skill that makes the learning process more interesting in teaching learning process. Besides, this strategy allow the students to share their understanding about the text or passage that they have been read to the other students and they able to find the main idea of the reading text.

In conclusion, reading comprehension is important for the students to make reading activity meaningful in order to get the goal of reading activity itself. Based on the explanation above, variety of teaching techniques that are used by the teachers in teaching reading can greatly affect to students' learning result. Applying an appropriate teaching strategy is very necessary in order to improve the students' motivation in learning and to improve knowledge in reading comprehension. For having a good achievement in teaching and learning process, especially at senior high school student, the researcher is highly to carry out a research entitled "The Use of Visualization Strategy to Improve Reading Comprehension of the Twelfth Grade Students of SMK WiraHarapan in Academic Year 2019/2020".

RESEARCH METHOD

The study was conducted at SMK WiraHarapan especially of twelfth grade students in academic year 2019/2020 particularly XII JB 3 class as the subjects

of the study. This class consisted of 39 students and there were 25 males and 14 females. The researcher obtained the information based on preliminary observation by interviewing the English teacher, these students in XII JB 3 class were selected as the subjects of the study because most of the students had crucial problems in identifying general information, specific information, textual meaning and textual reference of narrative text. Therefore, immediate improvement was really needed. Thus, the researcher decided to use a new strategy in teaching reading comprehension to improve the students' motivation and achievement in reading through visualization strategy visualizing from vivid piece of text.

Research is way of finding answers of questions used to discover new information or proved scientific theories. In this present study, the researcher dealt with a Classroom Action Research. The goal of the classroom action research is to improve professional competency, change learning behaviour, upgrade self-confidence and develop students' knowledge. Applying the appropriate strategy in this present study is needed to find out whether the strategy can solve the learning problem or not.

The present classroom action research consisted of some cycles where each cycle consisted of two sessions. Indeed Kemmis and McTaggart (1992:10) in Cohen et al. (2005:227) add that to do action research is to plan, act, observe and reflect more carefully, more systematically, and more tightly than one usually does in everyday life. The first is planning, where the step of identifying a problem or issue and developing a plan of action in order to bring about

improvements in a specific area of the research context. In planning, the researcher prepare the reading text, lesson plan, post-test and questionnaire for the teaching and learning process. The second is action, where the researcher conducts the research by doing the teaching and learning process in the classroom. In this step. The researcher did the teaching and learning process by applying the visualization strategy. The third is observation, which involves the researcher to observe the effects of the action. Besides, in this step the researcher as an observer to know the surrounding of the classroom during the teaching and learning process and the researcher would know the behaviour of the subjects during the teaching and learning process. The last is reflection, where the researcher evaluates the effects of the action or evaluate the teaching and learning process. In this step, the researcher could know what she or he have to do in the next cycle.

Research instrument is a significant factor in conducting the research. It also as the tool to collect valid and reliable data that need for this classroom action research to gather the data of the subjects' achievement reading comprehension by using visualization strategy. The researcher could not do anything without instruments. In this present study, the instruments that were used tests and questionnaire. The tests were pre-test and post-test in form of short-answer test consisted of 20 questions.

In addition, there were considerably three kinds of raw data obtained for the present classroom action research that were described as the following:

- 1) Data indicating the subjects' pre-existing mastery reading comprehension. The researcher give pre-test to test the students in order to know their abilities;
- 2) Data showing the subjects' progress achievement in reading comprehension collect after administering post-test. The researcher give post-test at the end of the each cycle to find out the result of the action; and;
- 3) Data showing the subjects' responses on the implementation of visualizing from a Vivid Piece of Text in teaching and learning process.

FINDING AND DISCUSSION

Finding

This chapter discussed the result of the classroom action research. It was done by the researcher by figure out the use of visualization strategy in improving the subjects' reading comprehension. By administering pre-test and post-test to the subjects under study that were the twelfth grade students of SMK WiraHarapan in academic year 2019/2020.

Pre-Cycle

The data analysis which was established in this study showed that the mean score in pre-test obtained by the subjects in reading comprehension pointed out the mean figure of 41.82. The result of the pre-test above showed that reading comprehension of the twelfth grade students especially in identifying general information, specific information, textual meaning and textual reference were categorized as 'low'. Among 39 subjects who did the pre-test, there were

only one subject could pass the minimum passing grade. The subjects needed an improvement for their reading comprehension. The researcher tried to improve the subjects' reading comprehension by using visualization strategy in the cyclical process. The researcher then conducted cycle I to solve the subjects' problem in reading comprehension.

Cycle I

The mean score in post-test 1 was 71.64. It showed that the subject's ability in reading comprehension was categorized as 'good'. The analysis of the post-test in cycle I above showed that there was improvement of the subject's mean score from the pre-cycle to cycle I. It meant that visualization strategy could improve the subject's reading comprehension. However, when the teaching and learning process was carried out, only few subjects who were active in asking the questions and doing the practice in group. In post-test 1 of the first cycle, there were only 21 subjects who achieved the minimum passing grade. It meant that the success indicator had not yet been achieved in the first cycle. To get a better result, the researcher decided to continue this study to the second cycle.

Cycle II

Based on the mean score in post-test 2 of cycle II, there was a significant improvement of the subjects in which the mean score of post-test 2 was 82.30. The subjects were more active and enthusiastic during the teaching and learning process. The result of the mean score of post-test 2 showed that the reading comprehension of the subjects

under study could be categorized as 'good'. There were 34 of 39 subjects who achieved the minimum passing grade. The result of post-test 2 showed that this research had achieved the success indicator that had been decided. Then the research could be ended.

Discussion

In pre-cycle, the researcher found that subjects' weakness was in reading, especially in finding general information, specific information, textual meaning, and textual reference of the text. After getting information about the subjects from the interview with the English teacher, the researcher conducted pre-test to the subjects by asking them to answer the 20 items of short-answer test. All of the questions were so difficult to be answered by the subject especially in identifying the general information, specific information, textual meaning, and textual reference of the text. It could be seen from the result of the subjects' score in pre-test. The mean score of the pre-test was 41.82 and it could be categorized low. There were only one subject could achieve the minimum passing grade. Based on the result of the pre-test, the researcher decided to conduct the cycle I. Information, specific information, textual meaning and textual reference of narrative text.

In cycle I, the researcher taught the subjects by using visualization strategy. In the first session, there were only a few subjects who were active in asking the questions related with the material and doing the practice in groups. However, in the second session, the subjects were more active than in the previous session. There was an improvement from the subjects' in

reading comprehension. It could be seen from the result of the mean score in post-test 1 of cycle I which was 71.64. However, the success indicator was not yet achieved.

There were only 21 subjects who achieved the minimum passing grade in post-test 1. The subjects under study were still difficult in identifying the general information, specific information, textual meaning, and textual reference of the narrative text. The researcher revised the planning for the next cycle. In cycle II, the researcher used visualization strategy as same as in cycle I. The subjects were more active in asking the questions and answering the questions that delivered by the researcher. Besides, they raised up their hand before the researcher asked to do it. Moreover, they were enthusiastic during the teaching and learning process. Because, there were only 2 of 39 subjects could achieve the minimum passing grade.

Besides, the result of the post-test II in cycle II also showed that the subjects in reading comprehension gradually improved. The mean score of the subjects improved if it was compared with the pre-test and post-test 1 of cycle I. At the post-test 2 of cycle II, the mean score was 82.30 and the subjects' mean score increased better than pre-test and post-test 1. There were 34 of 39 subjects who achieved the minimum passing grade. The classroom action research could be ended since it had achieved the success indicator that had been decided.

CONCLUSION

Based on the results of the data which had been discussed above, the research revealed that the significant improvement of the amount of the

subjects who achieved the minimum passing grade of the subjects mastery in post-tests, compared to the result of the pre-test. The data of the post-tests were also supported by the data of the questionnaire where most of the subjects strongly agreed with the implementation of visualization strategy in teaching reading comprehension. In conclusion, it could be concluded that reading comprehension of the twelfth grade students of SMK WiraHarapan in academic year 2019/2020 could be improved through visualization strategy.

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