

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of Study**

In English, there are four basic skills that need to be mastered, include listening, speaking, reading and writing. Reading is important as the other three skills, because reading is the process of getting information by looking and understand a written text or symbol. Then, reading is really needed to be mastered by students to help them in getting information in studying. Because in reading there are many aspects that need to be considered as vocabulary, tense, grammar, structure of the text and so on to be able to understand a reading text.

The appropriate use of reading strategies is essential for the complex cognitive process of reading comprehension as stated by Hartmann (2020). In reading comprehension students need to understand the whole text that they read, and then they would be able to restate or make a summary. It might look as a simple task for a reader, but as stated before reading comprehension is a complex cognitive process. So, for the students it will be a big deal because they have to completely understand the words in the text and know the meaning. Therefore, they need to be taught with an appropriate technique.

According to PISA (2018) or Programme for International Students Assessment, the rank of reading's score in Indonesia compare to all of the countries that participated 71/76. In other word, Indonesia gets number 5 from the lowest score around 76 countries. Which is indicated many students in Indonesia still have a low reading comprehension and ability. As we know, reading is important for

learners or students because it will help them to getting more information and knowledge.

In addition, based on the observation and interview that the researcher done at SMPN 1 Kediri. The teacher at SMPN 1 Kediri teach their students by using teacher-centered method, which is make the students still depend on their teacher to study and learn anything in the class. Besides that, many students still hard to identifying the text, finding main ideas, identifying reference, identifying supporting details, and understanding vocabulary from the text that they read alone. The teacher speculates that new words or lack of vocabularies make the students confuse to read a text and make them hard to comprehend the text.

The students also give their opinion about what they face in learning reading. They said that, reading seems hard because they did not feel any interest in reading and it made them bored. So, it may because of the teaching strategy that the teacher chose to teach their students. Because, every student has their own style in learning. Therefore, to choose a good and suitable teaching strategy in reading that can be followed by all the students is important as well to improve the students' reading comprehension.

Visualization strategy is one of the strategies that can be used to teach the students about reading comprehension. As Harvey and Goudvis (2000) explain that students can improve their reading comprehension by using the visualization strategy, which requires reading while drawing or speculating what might have happened. Then, in the learning process the teacher guides the students to imagine and have their own picture about the text or what happen in the text. The students

are expected to be able to understand the text clearly after they able to draw what they have imagine about the text's contents.

Descriptive text is one kind of texts that need well-comprehend by the students. Descriptive text usually tells their reader clearly about something that makes the reader understand and know anything that related to the object that described. The object can be an animal, place, fruit, thing, and etc. The aim is to inform the reader about an object that described. To help the students understand a descriptive text we can use the visualization strategy, because in a descriptive text usually illustrate an object with his general or specific features that can be more clearly imagine if we draw it.

Based on the curriculum 2013, descriptive text is learned by the junior high school students at the first semester or on the basic competency 3.7 at the lesson plan. But many students in this level still hard to understand a text, because they will find new words and might be hard to memorize and understand. However, in this age many students have a good imagination and also able to draw their imagination even by the teacher help and guide. So, the visualization strategy is very suitable for their age to understand the descriptive text that they learn.

Descriptive text is a text that describe and tell the reader about an object in very detail until the reader could know and imagine the object that describe. The object can be a people, animal, thing, place, and etc. Descriptive text usually consists of identification and description. For identification usually tell the general illustration about the topic that describe. Then description tells the unique characteristic features that the object described have. The purpose of this text is to state of describe the characteristic of people, animal, thing, place and etc.

Visualization is very suitable for the children. Besides that, visualization strategy also makes the students feel more fun in learning reading. Because children will easily get bored if they just look into a written text, especially if there is no picture in the written text. In addition, this strategy also helps the students to use their imagination which is also good for their development. Furthermore, the students will understand the text while they also improve and develop their skill in drawing or using their imagination.

Reading comprehension is important for students, especially for English Foreign Language students. So, the students in Indonesia still need to improve their reading comprehension. The way to improve students' reading comprehension can be by finding an appropriate and suitable strategy in learning, which one is visualization strategy. Using visualization strategy can avoid the students feel bored and also help the students understand more while they read a text.

In accordance with the explanation before, the problems that faced by the the eighth grade students at SMPN 1 Kediri in improving reading comprehension can be solve with visualization strategy as the researcher thought. Furthermore, by using visualization strategy the researcher hope that it will increase the students focus and also their reading comprehension. Because of that the researcher would conduct research entitled "The Use of Visualization Strategy to Improve Students Reading Comprehension of the Eighth Grade Students of SMPN 1 Kediri in Academic Year 2022/2023".

## **1.2 Research Problem**

There are four basic skill that need to be mastered, include reading. Because reading is the process of getting information by looking and understand a written text or symbol. In this case, the problems that students face are in find main idea, understand the text, and find the detail information of a text. Their ability in reading still low and need to be improve. The research would like to implement the visualization strategy as the overcome strategy for those problem. The research problem's statement that formulated as follows: can reading comprehension of the eighth grade students of SMPN 1 Kediri be improved by using the visualization strategy?

## **1.3 Objective of the Study**

Research study has its own objective or the goal that need to be achieved in the of the research. In this research study, the researcher defines the objective as to find if there is or is not improvement in reading comprehension of the eighth grade of VIII C class students of SMPN 1 Kediri by using visualization strategy. The researcher would show how the visualization strategy improve the reading comprehension.

## **1.4 Limitation of the Study**

This study is limited on improving reading comprehension of the eighth grade students of SMPN 1 Kediri by using the visualization strategy in academic year 2022/2023. In this study, SMPN 1 Kediri use the 2013 Curriculum for the eighth grade students and teaching's material is focus on the basic competency 3.7.

In basic competency 3.7 the students will be learned about descriptive text that usually describe and tell many information about one specific object as animal, thing, place, or person.

### **1.5 Significance of the Study**

The concern of this study is using the visualization strategy in improving the reading comprehension that expected can be useful whether it theoretically or practically for both student and teacher at SMPN 1 Kediri.

Theoretically, the result of this study is expected can show that the visualization strategy can improve the reading comprehension. Besides that, theoretically it also expected can give the teacher motivation and alternative to use this strategy in learning process because it will make the learning process more attractive and fun. So, the students will be more enthusiast and avoid them feel bored as well.

Practically, the result of this study can give benefit to the teachers, students and researcher forward. For the teacher, the technique that used is can be an input for the teacher in teaching using the same technique, then the learning process will be more attractive and the students will enjoy it more. In other side, for the students of the eighth grade of VIII C class of SMPN 1 Kediri can show a lot of improvement in reading comprehension whether it in find the main idea, understand the text, or find the detail. The last, for the researcher forward this study can be use as their inspiration or reference for their research in the future.

## **1.6 Definition of the Key Term**

“The Use of Visualization Strategy to Improve Students Reading Comprehension of Eighth Grade Students of SMPN 1 Kediri in Academic Year 2022/2023” is the title of the present study. The terms in scientific research can be complicated or too wide for people to get the meaning from the description above. There are some terms that use by the research in the present study. The researcher described some operational key terms in this study, there are:

### **1. Visualization Strategy**

Visualization strategy is defined as one of teaching reading strategy that can improve the reading comprehension that operationally, the student is expected to have image in their mind about the detail of the text in their mind, then they draw it as what they imagine and get from the text. Then, by using this strategy the student can memorize more detail and understand the whole text.

### **2. Reading Comprehension**

Reading comprehension in this study operationally can be defined as the ability that make the students able to identify general information, specific information, textual meaning, and textual reference of descriptive text.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

In a study, relevant theoretical review is important as the base of a study. Theoretical review is the foundation of a study that can show the way of the researcher thought based on some theories. It acts as the reference and framework that can solve issue in the present study. In this study conducted some theoretical review that followed, as: 1) reading comprehension; 2) visualization strategy; 3) assessing reading comprehension.

##### **2.1.1 Reading Comprehension**

According to Tarigan (2008) reading is an activity which a reader uses to acquire the message being sent by a writer through words and can be seen and understood by the reader. In other word, reading is process to obtain meaning or get the message from a text. Reading is one of the most important components of any language and it is an essential tool for lifelong learning. Read more book will increase the knowledge that one had. It will also enrich the vocabulary that student has while reading. Besides that, by reading student will learn many things that the same as the experience that might happen in the future, so it will help when the experience occurs. The goal of reading is comprehension. Therefore, many experts give definition to reading comprehension (Settiawan. 2013).

The act of simultaneously deriving meaning or constructing it from written language is known as reading comprehension. (Snow. 2002). It is mean, when read a text students will try to get the meaning of the text without any order. Besides, Mikulecky and Jeffries (2007), emphasize that understanding what readers have



read and relating it to what they already know defines reading comprehension. So, readers will add the new information to what they had before or comprehend the text by the information that they had known before. In addition, Duffy (2009) Reading comprehension can be summarized as the central aspect of reading because, without comprehension, reading is impossible.

As the expert state about the reading comprehension above, we can conclude that reading comprehension is process of extracting meaning, making sense to connecting of what have been read or what have been known, and the essence of reading. So, it is really important for someone to comprehend what they have been read.

### **2.1.2 Visualization Strategy**

In teaching reading, teacher should choose and apply the good and suitable strategy. Because reading is important in learning, then it is a must for teacher to make sure the students can read properly. A teaching strategy is a broad lesson plan that includes the framework of expected learner behavior in terms of objectives and instructions as well as a description of the planned techniques required to carry out the strategy (Lawton. 2018). So, strategy in teaching is all of efforts to achieve the learning objectives, that need to be adapted to student circumstances. The visualization strategy is one of the most suitable strategies for teaching reading, as it can help to avoid the student get bored.

Visualization is the capability to envision or create picture while reading through one's mental process (Manning, 2002). And as Harvey and Goudvis (2007) state that the ability to visually make up images through spoken or written words is called as "visualizing". The visualization strategy that used the students' mental

ability in create pictures or images while reading a text, which is can be different from one to another. Because every student has their own imagination in create an image from a text that they read.

Cohen and Hegarty (2007), mention the difference between internal visualization and external visualization. Students' capacity to conjure up mental images that are only visible to them is known as internal visualization. Or as Hegarty & Waller (2005) said that internal visualization stands for the ability in interpreting the visual illustration on mind. Meanwhile, external visualization is the representation of visual images that take place in drawings, charts, diagrams, graphs or animation (Cohen & Hegarty, 2007). It means, that external visualization is ability of students in express what they have been read by drawing, then other can be seen what they imagine about the text. Even if both different, they have important role in reading comprehension.

Harvey and Goudvis (2000) say that “visualization is being read by drawing and speculate what may happen in our mind, to help students develop their ability.” The visualization strategy done by drawing the scene on mind while read a text or it can be done by draw it on a paper. Using this strategy will help the students to enjoy while in a reading class and avoid them to feel bored. In addition, it will increase students' imagination and ability to talk and share their thought with others.

Goudvis and Harvey in Nelson (2005) purpose some strategies of visualization. Those strategies are consisting of:

- 1) Visualizing with wordless with pictures,
- 2) Visualizing from a vivid piece of text,

- 3) Visualizing in reading, showing not telling,
- 4) Creating mental images that go beyond visualization those ideas are developed under the format of visualization strategies,
- 5) Drawing and label visualization,
- 6) Drawing or alternative mind portraits.

The teacher needs to make the strategy suitable for the ability level of the students, then the strategy can be applied in the lesson. It is mean that the teacher should observe the students at the class before applied this strategy.

Goudvis and Harvey in Nelson (2005) suggest that “the use of gradual releases of responsibility in which consist of three steps. Those are; Teacher Models, Guided Practice, and Independent Practice. All those three steps define as follow:

#### 1) Teacher Models

- a) The teacher demonstrates (model) the strategy by using a reading title and first paragraph to the students.
- b) Then, the teacher sketches what she sees in her mind and labels the pictures. The teacher reminds the students sketches are acceptable. The teacher also makes the simple sketch for them.
- c) The teacher continues reading more paragraphs and again sketches what is visualized and labels it.

#### 2) Guided Practice

- a) It begins with the teacher reading aloud a view more pages, stopping at points of interest.
- b) The teacher asks the students to visualize and creates pictures in their

mind.

- c) The teacher encourages students to discuss their visualization and helps students sketch their visions on paper.
- d) After the students finish sketching their own vision, the teacher thinks aloud and makes the teacher's sketch.
- e) The students share their sketches with their partner and the teacher points out individual differences.

### 3) Independent Practice

- a) This level starts with the teacher continuing to read aloud the text while the students draw and label their own visualization.
- b) When complete, the students share the final product and discuss the story/ text.
- c) The students are encouraged to reflect their sketch in improving their understanding.

#### 2.1.3 Assessing Reading Comprehension

Assess is the way that teacher take to know, measure, and evaluate the ability, quality, academic readiness, learning progress, skill acquisition, or educational needs of students. Meanwhile assessment is the method and tool that teacher used to assess their students. Assessment is the process of collecting data that can show the progress and ability of the students before or after following a lesson. In order to develop a full comprehension of what students know, understand, and can do with their knowledge as a result of their educational experiences, Huba and Freed (2000) state that assessment is the process of gathering and discussing information from multiple and varied sources. The process culminates when

assessment results are used to enhance subsequent learning. In doing assessment teacher should done it by follow some standard that will make the assessment valid.

Reading assessment is done to measure the students' ability in reading. Assessment of reading comprehension aims to know how far the students understand the text or measure their ability in comprehend a text. In other word, by doing reading comprehension assessment the teacher will get the pictures of the students' ability in reading comprehension. Assessments of reading comprehension have three purposes, according to Klinger et al. (2007). First, it assesses how well students understand concepts compared to peers in a norming simple. Another is to determine whether students have satisfied prerequisites for their grade level. The third goal is to guide instruction by figuring out when students comprehend what they read and how effectively they use various comprehension strategies.

The assessments are typically created by classroom teachers or teacher groups, who also decide how to interpret the results and what actions should be taken as a result of the assessment outcomes (Jamieson. 2011). The appropriate tests and way to score it also important in assessment process. So, the teacher should think about it carefully and determine some aspects that might influence it. Because assessment is the important process in learning for students and also teacher, that could give feedback for both.

For teacher assessment can be an indicator if the way or strategy that they used in teaching have been implemented well or not. And for the students it can be a measured for their ability and knowledge in reading comprehension. Occasionally, assessment procedures have been created for particular research programs with the goals of evaluating learners' abilities, modifying or creating new

knowledge structures, using information learned while reading to solve problems, evaluating texts according to predetermined standards, or becoming absorbed in reading and developing affective or aesthetic responses to texts (Snow. 2002). The purpose of assessment shows how important assessment for the teaching and learning process.

In this present study, the researcher will use the short answer form of test to assess the students' reading comprehension. In the test, there will be a reading text and for measure their reading comprehension they will answer some questions that filled by write the short answer.

## **2.2 Empirical Review**

Empirical review includes the previous literature study that relate with the present study. The empirical review considers the previous literature study to make the present study more reliable and complete than the previous study. This done by explore the previous study and find the weakness or what need to be improved or changed in the present study. Some researchers have done the similar research that use the visualization strategy to improve the students' reading comprehension. The related studies that the researcher use as the references in conduct this research are define as follow.

Previous researcher that used visualization strategy was Parsining (2020) that was entitled "The Use of Visualization Strategy to Improve Reading Comprehension of the Twelfth Grade Students at SMK Wira Harapan in Academic Year 2019/2020". The objective of the study was to find out whether or not reading comprehension of the twelfth-grade students of SMK Wira Harapan in academic



year 2019/2020 can be improve by using visualization strategy. the result of this study shows that there is an improvement after the researcher implement the visualization strategy. Mean score for pre-test and post-test for cycle I and II are 41.82; 71.64; 82.30. that consist of 20 questions for each pre-test and post-test.

Another relevant research was conducted by Utama (2021) that entitled as “The Use of Visualization Strategy to Improve Reading Comprehension of the Eighth Grade Students at SMPN 4 Mengwi in Academic Year 2020/2021”. The objective of the study was to find out whether or not reading comprehension of the eighth-grade students of SMPN 4 Mengwi in Academic Year 2020/2021 can be improve by using visualization strategy. the result of this study shows that there is an improvement after the researcher implement the visualization strategy. The mean score of the students after doing the pre-test and post-test for cycle I and II are 57.09; 72.22; 76.77. For both pre-test and post-test are consist of 20 questions. The results show there is an improvement in students reading comprehension after the implementation of visualization strategy.

The strength of both of the study above showed that the ability of the students can be improved by use the visualization strategy effectively. The prove can be seen at the findings of this research that showed the students’ improvement score. Both of this research also have been use the short answer question which is good and reliable. However, the both researchers still ask every student in the class to draw what they get from the text, that called as external visualization.

In the present study, the researcher will use laptop to conduct the visualization process. Besides, for making the lesson be more interesting for the students, it will help the students to use their internal visualization. So, the students



do not have to draw everything that they imagine that also make them faster in understand than the external visualization. And for the test, the researcher would use the same form as the previous researchers. Because the short answer questions test still reliable and efficient to used.

