Using Visualization Strategy to Improve Students' Reading Skill in Comprehending Detailed Information

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Abstract

The difficulty of students in understanding reading, especially finding detailed information still becomes the main problems in teaching reading. One of the solutions to break the problem is practicing visualization strategy in teaching reading. Visualization strategy is recognized as one of the strategies that are effective and easy to apply in the teaching and learning process. The strategy is used to create their own images from the text in their minds. The image created in the minds of students is strongly influenced by their background knowledge. Strategies also help readers to find detailed information. This study aims to determine the application of visualization strategies to improve reading comprehension. This study applied a library research approach. Content analysis was used to analyze the data. This study found that visualization strategies can improve students' reading comprehension, especially in understanding detailed information.

Keywords: *visualization, strategy, reading comprehension.*

Abstrak

Kesulitan siswa dalam memahami bacaan, terutama menemukan informasi rinci masih menjadi masalah utama dalam pengajaran membaca. Salah satu solusi untuk memecahkan masalah tersebut adalah mempraktekkan strategi visualisasi dalam pengajaran membaca. Strategi visualisasi diakui sebagai salah satu strategi yang efektif dan mudah diterapkan dalam proses belajar mengajar. Strategi tersebut digunakan untuk membuat gambar sendiri dari teks dalam pikiran mereka. Citra yang tercipta di benak siswa sangat dipengaruhi oleh latar belakang pengetahuannya. Strategi juga membantu pembaca untuk menemukan informasi rinci. Penelitian ini bertujuan untuk mengetahui penerapan strategi visualisasi untuk meningkatkan pemahaman bacaan. Penelitian ini menggunakan pendekatan penelitian kepustakaan. Analisis isi digunakan untuk menganalisis data. Studi ini menemukan bahwa strategi visualisasi dapat meningkatkan pemahaman membaca siswa, terutama dalam memahami informasi rinci.

Kata Kunci: *visualisasi, strategi, pemahaman membaca.*

1. Introduction

Reading is a process to identify ideas from the text. Short & Harste said that reading is an active process in which the reader constructs meaning from a text.(Kathy Gnagey Short; Jerome C Harste; Carolyn L Burke 1996) Reading is a complex process that builds on oral language facility, and encompasses both specific skill development (phonemic and decoding strategies) and the use of comprehension.(Konza 2010) It means that the readers have to try to identify and comprehend the information in the text. Thus, reading is a complex process between the reader and the text. Reading is also useful for language acquisition.(Harmer 2021).

There are several problems faced by students in reading comprehension.(Nunan, Terrell, and Brown 2003) The first problem relates to the students' vocabulary mastery. The students admitted to having difficulties with vocabulary. The teacher gives them different various kinds of the text to enrich their vocabulary independently the students don't read it at home. When the

teacher discusses the text, they had just started reading. The teacher has also shown some words that are difficult and give meaning but the students don't memorize the words even though they have written the word down.

The second problem relates to students' interests affecting their motivation can be seen from their condition when participating in English reading activities. When reading text, students can't focus on the text. Sometimes they stop reading and chatted their friends. Moreover, they did another activity while reading a book, such as playing with their pencil, ruler or eraser. The last problem is about their ability in applying reading strategies. The students didn't use the reading strategy effectively. Therefore it is difficult for students to improve reading comprehension.

One of the strategies that can be employed by the teachers to teach reading is a visualization strategy. Tomlinson's in Erfani asserts visualization as the ability to build mental pictures or images while reading.(Erfani, Iranmehr, and Davari 2011) It is mental images that are created in a readers mind while reading a text and helps them to improve their reading comprehension. Teachers can use strategies to improve students' reading comprehension. Klein and Stuart in Usman urge that visualization strategies can lead the students to be active readers, improve the reader's memory and feelings, and   allows to check post-reading comprehension. (Usman 2016)

There are some factors that must be considered by the teacher to minimize the problems in the application visualization strategy. First, teachers should consider the time. Teachers must be able to manage the time well so that activities can be implemented. Second, teachers should give a clear explanation to the students in pursuing a strategy to eliminate   a wrong perception about what to do in each step. Last but no least, teachers must be able to manage and handle the class well so that students do not make a noise.

2. Method

This research was library research. Library research is research related to library data collection by reading, writing, and processing the research material.(Supriyadi 2016) In this research, the researcher's effort is to collect information related to the topic of research that researcher want to do. Library research is categorized as the qualitative research.(Sari, n.d.) The characteristics of qualitative research must be transformed into the context of library research, such as eliminating field settings into libraries, and changing interviews and observations into text and discourse analysis.

In the library research, documentation was used as the source of data. Document can be in the form of writing, drawing, or the monumental work.(Prof. Dr. Sugiyono 2010) In addition, documentation is a collection of data about notes, transcripts, books, newspapers, magazines, etc.(Ainul zizah, n.d.) The content analysis was employed to analyze data. Content analysis is a data analysis technique used to obtain replicable and valid conclusions from the text (or other meaningful things) depending on the context.(Ainul zizah, n.d.)   In the content analysis, it is important to carry out a process of choosing and selecting focus material, comparing, combining, so that researchers will find the relevance of the material.(Ainul zizah, n.d.) Taking notes while looking for research material were employed to analyze the data. Then, the researcher   made

interpretations related the notes that have been found. The concluding remarks were drawn to consolidate between the data and the research focus.

3. Finding and Discussion

The use of strategy in reading comprehension in English is very important to get a better understanding in reading. This has an impact on increasing students 'level comprehension in understanding the meaning of the reading as deep as they can reach. Visualizing strategy is recognized as a strategy in teaching reading since it has powerful memory device that can be used to improve reading comprehension.(Wolley 2011) Using visualizing strategies in teaching reading comprehension provides opportunities for students to participate by placing himself in the text and imagine the events that occur in the text in their minds.

Visualization strategies are strategies that can be used to help students becoming better at understanding texts since with this strategy students can create images in their minds related to what they read. Visualization refers to our ability to create images in our mind based on the text we read or the words we hear. This image in the mind is manifested in the form of rough sketches made by students. The sketch will be in accordance with the students' understanding and the knowledge they already have and also help students process the meaning from one part of the text to the next so that they have a complete understanding.

This strategy can motivate students to understand the reading more deeply because it creates a class atmosphere become more interesting. Students will be active since they intersperse reading activities by making sketches and labels. They will be creative with the sketch. With these activities, the class will have a different atmosphere than usual so that it is more interesting. In fact, visualization can be very effective and make students motivated and the classroom environment more interesting.

According to Swiers, there are nine steps in implementing the visualization strategy for reading comprehension: (Usman 2016): (1) Explain students that text picturing in their minds is vital for understanding it; (2) Show students a series of three or four pictures (or show short video clips); (3) After showing each picture, get students to close their eyes and visualize what was in the picture; (4) Tell students to visualize a variation of each picture. For instance, if you show them a picture of mountains, get them to modify the mental image to have the mountain climbers on the cliffs in a snowstorm; (5) Tell the students that this is what happens during reading; (6) Have students visualize and imagine that they are in situations similar to those that will be encountered in the text that they are about to study. (You can have them put Reviews their heads down if they do not like closing your eyes.); (7) Move to the written text. Read aloud a text and stop after the initial clues are given. Allow students to form picture. Then, read on and stop at appropriate times to allow students to modify Reviews their mental image. You also should describe the model and visualizing your processes while reading aloud; (8) As an option, play sound effects (9) Finally, have students visualize Reviews their own while they read the text.

However, John K. Gibert said about the procedures of visualization strategy. Teachers should follow this step by step plan to teach visualization(Gilbert 2013):

a. Teachers should directly model the thought process involved in visualizing. In this case, the students should read familiar text and describe the images they see their mind.

b.   Read passage for students to visualize. Students choose something that is descriptive so they can easily create vivid image in their mind. Then, teacher explains to the students the timing to visualize and how to use the background knowledge and words in the text to help them imaging a picture in their mind. It is important for students to understand that there is not one correct answer. For younger students, the activity is started with an object and describes it by color, size, shape and smell. Then, teachers get students to close their eyes and create an image.

c.   Students should share their images with partner. After forming an image, they should pair up with a partner, and share what they have visualized. Allow students to choose their own subjects to describe to each other.

d.   Teacher should use a different selection from the same text and ask students to illustrate while they listen to the teacher read a passage. Students should share and discuss their images.

e.   Students should practice the strategy frequently. They should use visualization during read aloud and silent reading. Teacher should cooperate both drawings and mental imagery to meet the needs of all students.

It is different from the others, Margaret Bouchard classifies the procedures of teaching reading by using visualization strategy into three points, there are:

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 keywords in the title and describe everything that   comes to their mind.

d.   Discuss various responses as a class

2. During Reading

a.   Students may work individually, in pairs or triads. 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.

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.(Margaret Bouchard 2005)

Based on the explanation above, it is concluded that the implementation of visualization technique in teaching reading can be grouped into three stages below:

1) Pre-Reading Activities

A reading lesson should be begun with a pre-reading activity to introduce the topic and to make sure students have enough vocabulary, grammar, and background information to understand the text. The teacher should aware of the language used in the text and students background knowledge. Vacca and Vacca propose that pre-reading activities includes the activities and discussions before reading which reduce the uncertainty that the students bring to the text.(Vindy Eka Putri 2015) In Pre-reading, there are several activities that will be held by the teacher in applying visualization strategy. Those activities will be elaborate below:

a. Selecting books or the texts

The selection of books or texts for students is the selection of books that are suitable for students or not in the learning process. According to Vardell, Hadaway, and Young, the books or texts selected for students should be appropriate for the age and their interest level.(Faradiba; Lina Satriyani 2016) The selection of books or texts is important since the teacher will recognize the students' interests and level of interest accordingly so that the text is easier for students to understand. Therefore, the researcher assumes that if the text does not match, the chances of successful reading comprehension are not realized. In addition, if the text is not chosen properly for the students' reading level, then reading comprehension is difficult to achieve.

Besides, students' background knowledge should be considered in the selection of books or texts due to the fact that background knowledge plays an important role in the reading comprehension process. Background knowledge leads students to guess and imagine what the content of the text. Background knowledge is important since it contributes a lot to reading comprehension, contains educational experiences, life experiences, knowledge of how texts can be set, knowledge of how first and second languages are acquired, and knowledge of the cultural background of students.(Nunan, Terrell, and Brown 2003)

b. Predicting/previewing the text

Before reading the text, the teacher should direct students to predict and preview the text that had been given.(Prihastuti 2013) Preview is the skill of learning about text before reading it. Preview refers to the activities in which the written and oral preview presented to the students before they read a selection of reading.(Huang 2009) In this sub-step, the teacher guides students to construct meaning from new language and content, building the initial contextual support needed to make the new language and content accessible to students whose first language is not English.

Preview stories are important since in this section students will know and guess the stories to be discussed. Some steps in previewing a story are promoted by Giroir, et al.(Giroir et al. 2015) First, the teacher previewed the story and activated the students' background knowledge related to the content. Students' background knowledge can affect students' reading comprehension. Thus, the teacher must activate this background knowledge before getting students to read. The, the teacher points out the important visual features of the text, reading the title and author's name. Next, the teacher asks questions about content-related topics to obtain a level of background knowledge of the students. Finally, the teacher gets students to make predictions about the text.

2) Core Reading Activities

The stages of the visualization strategy are by releasing responsibility gradually. The teacher will guide the students from the beginning until the end of the activity, but in the next practice the teacher will reduce the assistance he provides slowly until the students can master the strategy themselves. The stages are teacher model, guided practice, and independent practice.

a) Teacher Model

The teacher demonstrates the strategy by reading aloud the title and the first page or first paragraph to students. The teacher then makes a sketch based on what he understands from the text and labels it. Then the teacher reads the continuation of the text and returns sketch also label it.

The teacher also acts as a facilitator and also a role model in behavior. Teacher guidance and monitoring is very important to increase students' understanding. The teacher also guides them to help their other friends who have difficulty understanding this strategy.

b) Guided Practice

Guided practice refers to the phase of instruction that immediately follows the presentation of a new skill, concept, or strategy.(Golden, Gersten, and Woodward 1990) The teacher reads a few pages aloud then stops at an interesting point. Students are asked to visualize the reading in their minds. Then the teacher pushes them to make a sketch based on the visualization and label it. When finished, students are asked to share the sketches they have made with their partners. Finally the teacher will help show the differences in the sketches each student.

Teachers can help students if they have find the difficulty in understanding the meaning of words or phrases. However, what is necessary is that the teacher is not allowed to answer openly the meaning of the word or phrase which are asked by the students. The way to help students is to direct them to understand its meaning by giving a sentence other in English which has the similar to the questioned word or phrase.

c) Independent Practice

This stage starts with the teacher continues to read aloud the text while the students immediately made a sketch and label it based on the visualization in their minds. The teacher only gives an easy text to make the students understand with the text.(Addinna, Ovilia, and Asfina 2019) When it is completed, students share their final results and discuss it together. Students are encouraged to reflect on the sketch in improve their understanding.

These stages can be done in one meeting, but require several meetings to get the desired results. These results can be seen from the ability of students to follow the strategy systematically without confusion. They can implement the strategy independently which is started from fluency in discussing their visualization results.

3) Post Reading Activities

Closing the reading activity is the last step in the learning process in the classroom, by restating what the lesson has been explained. At this closing activity stage, the teacher must apply the principles that underlie the components of closing skills in reading learning. Firstly, meaningful principle. In the efforts to attract or motivate students, teachers must choose a method that is relevant to the content and objectives of learning.

Secondly, the sequential and continuous principle. The activities carried out by educators in introducing and summarizing important points in learning should be part of a unified whole. To realize this principle, it is necessary to strive for an appropriate arrangement which is related to students' interests, experience and knowledge.

Interesting closing skills must be possessed by teachers, considering that the progress of student learning outcomes can increase at the end of the lesson when the main points of material that have been explained are redefined. The teacher provides conclusions about what students have learned during the learning process. The teacher can provide a summary of important points about the material learned at the meeting.

Evaluation in teaching reading through visualization strategy is carried out by the teacher together with all students. By conducting an evaluation, the teacher also knows to what extent the success of his learning. Teachers can also provide social encouragement to students again. This interaction between students and teachers can support the achievement of teaching objectives.

4. Conclusion

Visualization strategy is one strategy to improve reading comprehension in English. This strategy is suitable for students in Junior and Senior High School since it uses their creativity in reading. They do not depend on reading activities alone, but also create sketches and labels to make it easier for them to understand the reading. In visualization strategy, the teacher maximizes himself as a role model to be imitated by students. Teachers do not only direct the implementation of that strategy, but can also make students feel noticed and are not ignored. This is appropriate to motivate them to improve their reading habit and ability.

The teachers' role in the visualization strategy is very important vital since they become the model in this strategy and guide the students. Teachers also become role of models and the benchmark value for students. In other word, teachers are agents morals that transmit values directly and indirectly.

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