TEACHING AND LEARNING READING COMPREHENSION BY USING VISUALIZATION STRATEGY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTS ASSALAM TANJUNG SARI SOUTH LAMPUNG IN ACADEMIC YEAR OF 2020/2021

A Thesis

Submitted as a Partial Fulfillment of

the Requirement for S1- Degree

By :

RESIA YUNI DEVIYANTI

NPM : 1611040175

Study Program   : English Education

Advisor   : Dr. Zulhanan,M.A

Co-Advisor   : Satria Adi Pradana, M.Pd

**ENGLISH EDUCATION STUDY PRGRAM TARBIYAH
AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2020**

ABSTRACT

The research was about teaching and learning reading comprehension by using visualization strategy at the the first semester of the eighth grade of MTs Assalam Tanjung Sari, South Lampung in the academic year of 2020/2021. The objectives of the research were to know the process in teaching and learning reading comprehension by using visualization strategy, to know the teacher's problem in teaching reading comprehension by using visualization strategy, and to know the student's problems in learning reading comprehension by using visualization strategy.

Qualitative research was used as the methodology. The people or participants were selected who known the phenomenon of the problem. The English teacher and student of the eighth grade were chosen as the participant of this research. There were two classes which consist of 40 students. The purposive sampling technique was used to determine the sample. The class VIII B was chosen as the sample because the class had lowest score. The data were gained by doing an observation, interviewing the teacher and giving questionnaire to the students. The three major phases were used in the data analysis, they were: data reduction, data display and conclusion drawing verification.

After analyzing the data, there were some points of the result. The first, there were some steps in teaching reading comprehension by using visualization strategy that were skipped by the teacher. The seconds, the problems faced by the teacher were the teacher had difficulty in choosing the teaching materials, modifying the exercise for the students, stimulating the students, giving feedback, and managing the time. Third, the problems by the students were students had lack vocabulary mastery, decode words, habit of slow reading, problem in making inference, in working memory and to follow teacher's direction.

Keywords: Qualitative Research, Teaching and Learning, Reading Comprehension, Visualization Strategy.

APPROVAL

Title	:	TEACHING AND LEARNING READING COMPREHENSION BY USING VISUALIZATION STRATEGY AT THE FIRST SEMESTER OF EIGHTH GRADE OF MTS ASSALAM TANJUNG SARI SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021
Students' Name	:	Resia Yuni Deviyanti
Students' Number	:	1611040175
Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University
of Raden Intan Lampung

Advisor   Co-Advisor

Dr. Zulhanan, M.A   **Satria Adi Pradana, M.Pd**
NIP. 196709241996031001   NIP.198602182015031005

The Chairperson of
English Education Study Program

Meisuri, M.Pd
NIP: 198005152003122004

ADMISSION

A thesis entitled: **TEACHING AND LEARNING READING COMPREHENSION BY USING VISUALIZATION STRATEGY AT THE FIRST SEMESTER OF EIGHTH GRADE OF MTS ASSALAM TANJUNG SARI SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**, by: **Resia Yuni Deviyanti**, NPM: **1611040175**, Study Program: **English Education**, was tested and defended in the examination session held on: **Tuesday, December 8ᵗʰ 2020.**

Board of Examiners:

The Chairperson : **Dr. M.Muhassin, M.Hum** (......................)

The Primary Examiner : **M.Ridho Kholid, S.S,M.Pd** (......................)
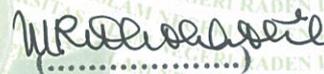
The First Co-Examiner : **Dr. Zulhanan, M.A** (......................)

The Second Co-Examiner : **Satria Adi Pradana,M.Pd** (......................)

The Secretary : **Septa Aryanika, M.Pd** (......................)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP: 19640828 198803 2 002

MOTTO

<div dir="rtl">

هُوَ ٱلَّذِى جَعَلَ لَكُمُ ٱلْأَرْضَ ذَلُولاً فَٱمْشُوا۟ فِى مَنَاكِبِهَا وَكُلُوا۟ مِن رِّزْقِهِۦ ۖ وَإِلَيْهِ ٱلنُّشُورُ ﴿١٥﴾

</div>

In the name of Allah, Most Gracious, Most Merciful.

"It is He who made the earth manageable for you, so travel its regions, and eat of His provisions. To Him is the Resurgence".[1]

---

[1] Abdulllah Yusuf 'Ali, *The Holy Qur'an English Translation of The Meanings*, (New Johar: the King Fahd Holy Quran Printing Compelx, 1987), p. 300

DECLARATION

Hereby, I state this thesis entitled "Teaching and Learning Reading Comprehension by using Visualization Strategy at the First Semester of the eighth grade of MTs Assalam Tanjung Sari, South Lampung in the Academic Year of 2020/2021". Certify that this thesis is definitely my own work. I am fully responsible for the contents of this thesis, and other researcher's opinion or findings included in the thesis are quoted or cited in accordance with ethical standars.

Bandar Lampung, 2020

Declared

Resia Yuni Deviyanti

NPM. 1611040175

DEDICATION

This thesis is dedicated to :

1. Allah SWT who always blessing and giving me for guidance and fluency in finishing this thesis.

2. The greatest inspirations in my life, my beloved parents, Mr. Haryanto and Ms. Maryatun who never stop praying and supporting me time to time.

3. My beloved brother, M. Ichsan Effendi and sister, Ratna Fadhila who have already prayed, supported for my success and cheered me up until the completion of this thesis.

4. My beloved lecturers and Almamater UIN Raden Intan Lampung.
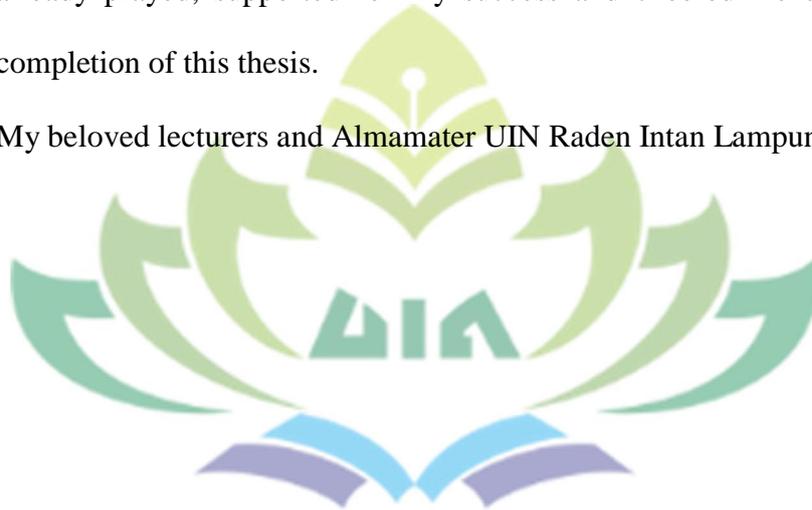
CURRICULUM VITAE

Resia Yuni Deviyanti was born on june, 21th 1998 in Kotabumi, North Lampung. Resia is the first girl of Mr. Haryanto and Mrs. Maryatun. She has one brother and one sister, their named are M. Ichsan Effendi and Ratna Fadhila.

She accomplished her formal education at TK Islam Al-Zahra and finished in 2004. She continued at SDN 01 Sukamaju at North Lampung, and finished in 2010. After that she continued her school at SMPN 1 Abung Semuli and graduated 2013, and she continued her study at MAN 1 North Lampung and graduated 2016. After finishing her study in Senior High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.
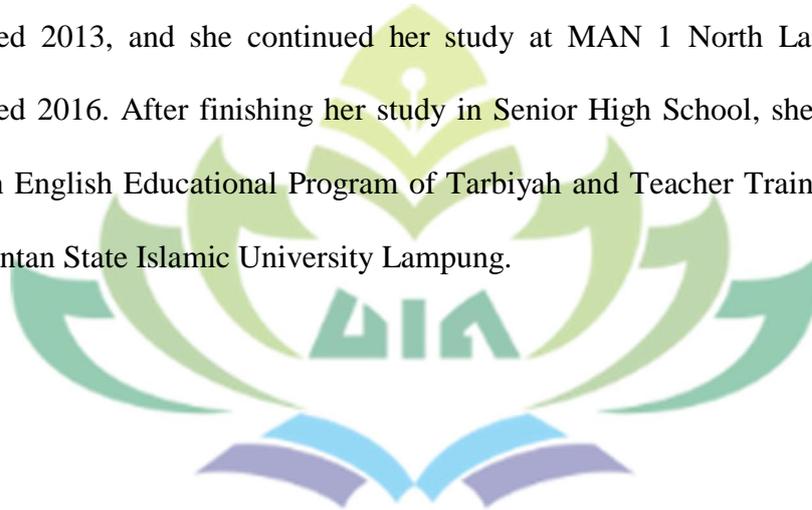
ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most beneficent. Praise be to Allah , the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The thesis would never come into completion without help from others. It has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give his sincerest gratitude and appreciation to :

1. Prof. Dr. H. Moh. Mukri, M.Ag., the head of UIN Raden Intan Lampung.

2. Prof. Dr. Hj. Nirva Diana, M.Pd., the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his staff, who has given an opportunity when on going the study until the accomplishment of this thesis.

3. Meisuri, M.Pd., the chairperson of English Education Study Program always patiently guided until the completion of this thesis.

4. Dr. Zulhanan M.A., the first Advisor who has been patiently providing the guidance and direction until the completion of this thesis.

5. Satria Adi Pradana, M.Pd., the Co-Advisor, for the patience in giving guidance and support for the finalization of the thesis.

6. Hj. Nurhanifah, S.Pd., the headmaster of MTs ASSALAM Tanjung Sari South Lampung. Riyanti Lestari, S.Pd., the English teacher, also teacher and staff there for allowing her to carry out this research in their instruction and for giving contribution while she was conducting the research there.

7. All the students of the first semester of the eighth grade of MTs ASSALAM Tanjung Sari South Lampung in the Academic Year of 2020/2021. For giving nice participation and great attention during the process in this research.

8. All lecturers of the English Departement of UIN Raden Intan Lampung who have tough the researcher since the first year of his study.

9. All of friends especially class D in English Departement 2016 of UIN Raden Intan Lampung who cannot be mentioned individually here.

10. Beloved friends of KKN 119 Sukabumi, Talang Padang and PPL 20 Al-Azhar High School 3 Bandar Lampung.

11. Beloved friends, Nur fitria Lestari, Novia Khoirunnisa, Suci Rahmah Pratiwi Ayu Setiani, Dian Nur Islamiyati, Ola Ranjilita Dwi Purnama, Amah Ningsih, Deni Irawan, Kholid Tulloh, and Rama Qchozali Yusuf who has contributed a lot support and help me in all condition.

Finally with fully aware, that there is still weaknesses in this thesis. Therefore, the criticisms, comments, corrections and suggestions from the readers are expected to make a better quality of this thesis.

Bandar Lampung, 2020
The Researcher

Resia Yuni Deviyanti

NPM 1611040175

TABLE OF CONTENTS

LIST OF THE TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a fundamental human ability for creative expression, face-to-face communication purposes, scientific purposes, and many other purposes. Human beings are born with the ability to acquire language automatically and effortlessly if provided the right input by their environment. [2] It means that, language is a tool that used to communicate with other people in the world, as the activity in daily life. Language is as the symbols of vocal and visual to give expression that happens in a situation.

Brown stated that language is a complex, specialized skill, which develops spontaneously, without conscious effort or formal instruction and deployed without awareness of its underlying logic. Language is qualitatively the same in every individual and distinct from more general abilities to process information or behave intelligently. [3] It means that language is a human ability to communicate and interact with others in all aspects of life.

---

[2] Elly Van Gelderen, *A History of the English Languages*, (Amsterdam: Arizona State University, 2006), p.1

[3] H Douglas Brown, *Principles of Languages Learning and Teaching,* (5th Ed), (San Francisco: Pearson Education, 2006), p.16

English is increasingly used as a tool for interaction among nonnative speakers.[4] Many people learn English because they think it would be useful for international communication in the world.

There are four skills in Teaching and Learning English, namely listening, speaking, reading and writing. One of the language skills that should be learnt is reading, as important skill in our life. In this case, reading receives a special focus in this research.

Reading is the practice of using text to create meaning.[5] It means, from reading, some information can be got from the text, such as books, magazines, newspapers, journal, etc. Through reading, students have the ability to create the rules of grammar. Students develop a sense of the structure of the language and grammar and increase their vocabulary mastering. Reading is an interactive process in two ways. Reading combines many cognitive processes working together at the same time.

Reading is significant skill for language acquisition. Harmer stated that the more they read, the better they understand.[6] It means, reading gives the positive effects on the student's focus on vocabulary, grammar, and punctuation. From reading the student can be found out the topic, main idea, sentence, and paragraph from the text.

---

[4]H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* 2nd Ed, (San Francisco: Longman, 2001), p. 118
[5]Andrew P. Johnson, Teaching Reading, and Writing, (USA: Rowman & Littlefield Education, 2008), p. 4
[6]Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), p.99

From the various notions above, researchers can infer that reading comprehension is an activity reading to understand the whole reading material, to analye, and evaluate the meaning contained in the text. Many children who can read well but do not understand the content of the readings. A reader of the efficient and effective must have the flexibility of a good read. This case, a reader should be able to set up skills and memory, set the reading speed, determine the techniques, methods, and styles of reading in addition, there are three things that define the read speed of a person that is, motion eye, vocabulary, and concentration. The most important is the selection of the right place to read in onder to be more focus on reading materials.

There are several factors that effect the ability to understand low-level readings. Those factors can be derived from within or from outside readers. Factor that comes from within the reader, including the linguistic ability of (linguistic), interest (how big a concern of readers against reading faced), motivation (how much concern the reader toward the task of public feeling about reading or reading school), and the ability to read (how well the reader can be read)[7].

Based on the theories above, reading is a combine complex activity involving a series of mental processes. Reading activities is aiming to find, see and understand the contents in reading. That is an activity that is

---

[7] Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, *A Study of Factors Affecting Learners 'Reading Comprehension Skill and the Strategies For Improvement,* International Journal of English Linguistics; Vol.6, No. 5; 2016 ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education,p. 182

undertaken by the reader to know or obtain messages by the author through language use.

English teacher needs to encourage students to be active, effective and innovative, especially in reading skill in order that the students have high motivation to read the text. The teacher can do one of the ways of improving students' reading ability. It is through Visualization Strategy.

In this research, relevance studies include the strategy in teaching reading comprehension. Based on the research by Musdizal entitled "The Influence of Visualization Strategy on Reading Comprehension ability", Visualization is being read by drawing and speculate what may happen in our mind, to help students develop their ability. In visualization strategy, students have to make sense of the text by drawing in their minds. It can make the students focus on the text that they read. And also it can develop a student's motivation and interest to read the text by speculating what may be happening with the characters in the text.[8] It means that by using visualization strategy, students will understand more about what they read and make them create something in their minds while reading.

While Dhanika Furi in her thesis with the title "Improving Students' Reading Comprehension through Visualization Strategy", she states that Visualization or imagery is provenly effective in defining concrete words.

---

[8] Musdizal, *The Influence of Visualization Strategy on Reading Comprehension Ability,* English Education Program, Faculty of Education and Teacher Training, State Islamic Institute of Kerinci, Indonesia, Dimensi, Vol.8, No.2, p.319 July 2019

Concreate words are rather imageable and useful in daily activities.[9] It means that Visualization can make students more active in their classroom because by using visualization strategy it is very useful especially in teaching reading with the picture.

There are some differences between the previous research and the current research. The purpose of the previous research is a visualization strategy that will be done to teach reading comprehension by the researcher. The current research is a visualization strategy that was conducted to teach reading comprehension by the teacher. The purpose of the current research is to know the process, and the problem of the teacher and students in teaching and learning reading comprehension by using visualization strategy.

After doing preliminary research conducted at MTs Assalam South Lampung, the information is obtained that teaching reading comprehension through Visualization Strategy has been applying there. In this research, the result by interviewing the English teacher at the school, Riyanti Lestari, S.Pd, said that she uses visualization strategy in teaching and learning reading comprehension, the students are lack of vocabulary mastery and confused to read material because they do not understand about the determining word meaning, they also find the difficulties to find the detail information and the main idea and take a long time when they read the

---

[9] Dhanika Furi, *Improving Students Reading Comprehension through Visualization Strategy,* (Surakarta, Slamet Riyadi Surakarta 2014)

whole paragraph of the text. The students are categorized as low levels students in reading comprehension.[10]

Based on the preliminary research at the eighth grade of MTs Assalam Tanjung Sari South Lampung than interviewed the English teacher and the students had a problem in reading skill. The table below shows the result of teaching and learning by applying this strategy to improve students ' reading ability. The data of students' score in reading skill are as follows:

No.	Class	Score		Number of Students
		≥ 75	< 75	
1.	VIII A	16	4	20
2.	VIII B	12	8	20
Total		28	12	40
Percentage		70%	30 %	100 %

Source: The Score Data from English Teacher of MTs Assalam

Tanjung Sari South Lampung

The table shows that from the total of the students of Eighth grade. 12 (30%) students achived a score above standard, but more than 28 (70%) students got a score under a standard. Thus, the criterion standard of maximum (KKM) at the eighth grade of MTs Assalam Tanjung Sari South Lampung is 75. It could be inferred that most of the students still had difficulties in their reading comprehension although they had been taught by using visualization strategy. Moreover, by interviewing the students, it

---

[10]Riyanti Lestari,S.Pd, an Interview with English Teacher of MTS Assalam Tanjung Sari South Lampung, 11th January 2020.

was found that most of the students at the Eighth grade of that school still had difficulties in comprehending the text. Sometimes they also did not focus on their lesson because they are lazy and less motivation in learning reading comprehension. English teacher there can be possibly find out the other ways with the strategy to run better.

Based on the background above, this research entitled "Teaching and Learning Reading Comprehension by Using Visualization Strategy at the First Semester of the Eighth Grade Students of MTs Assalam Tanjung Sari South Lampung in the Academic Year of 2020/2021."

B. **Identification of the Problem**

Based on the class observation and interview from the teacher of Eighth grades MTs Assalam Tanjung Sari South Lampung. There are three major factors of the student's problem, which cause:

1. The students are still low in comprehending the text

2. The students are lazy to read material an English

3. The visualization strategy that is used by the teacher is not maximal yet.

C. Limitation of the Problem

This research focuses on the process in teaching and learning reading comprehension by using visualization strategy, the teacher problems and the student's problem in teaching and learning reading comprehension by using visualization strategy in the first semester of the Eighth grade of MTs Assalam Tanjung Sari South Lampung in academic year 2020/2021.

D. Formulation of the Problem

Based on the background and limitation of the problem above, the formulation of the problem as follows:

1. How is the process of teaching and learning reading comprehension by using visualization strategy?

2. What are the teacher's problems in teaching and learning reading comprehension by using visualization strategy?

3. What are the student's problems in teaching and learning reading comprehension by using visualization strategy?

E. Objectives of the research

Based on the formulation of the problem, objectives of the research as follows :

1. To know the process of teaching and learning reading comprehension by using the visualization strategy.

2. To know the teacher's problems in teaching reading comprehension by using visualization strategy.

3. To know the student's problems in learning reading comprehension by using visualization strategy.

F. The Significance of the research

The significance of the research as follows :

1. Theoretically

The results of the research, visualization strategy that can be used as a reference and a strategy to improve the students' reading comprehension and modifying the learning style especially in reading skills.

2. Practically

   a. Teacher : By using visualization strategy the teacher can improve their creativity in teaching process, so that the goal of learning can be achieved, and giving information about the teacher's and students' problems in teaching reading

comprehension by using visualization strategy of MTs Assalam Tanjung Sari South Lampung.

b. Students : By using visualization strategy, it is expected that the students are more interested and motivated in learning English, especially in English reading to developed and it gives positive effect on their English achievement.

G. Scope of the Research

The scope of the research as follows:

1. Subject of the research

   Subject of the research is the English teacher and the students at the eighth grade of MTs Assalam Tanjung Sari South Lampung

2. Object of the research

   Objects of the research are to know the process and the problems in teaching and learning reading comprehension by using visualization strategy.

3. Time of the research

   In this research was conducted in the first semester of eighth grade in the academic year of 2020/2021

4. Place of the research

   The research was conducted in MTs Assalam Tanjung Sari South Lampung. Which the location on Jl. Raya Kertosari, Tanjung Sari, South Lampung.

CHAPTER II

REVIEW OF LITERATURE

A. Teaching English as a Foreign Language

In learning English as a foreign language, the students are intended to not only able to understand the language, but also sending and receiving get information from the language about it. It is define by Harmer that English as a foreign language is generally taken to apply the students who are studying the general English at the schools and institutes in their own country or as a transitory visitor in a target language country.[11] It means that English as a foreign language is the students only use English in institutions or schools but do not use English in their daily life.

Brown stated that teaching is the activity in guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[12] It means that teaching is the activity by the teachers and students to facilitate learning and giving instructions.

In conclusion, teaching English as a foreign language is the process of facilitating learning, and helping someone to learn how to do something about teaching English is the student's condition that is not as the native speakers. And this process will be done to teach students based on the material preparation, knowledge and experience, and the students can achieve the goals

---

[11] Jeremy Harmer, *How to Teach Writing*, (New York: Longman,2004), p.39

[12] H Douglas Brown, *Principles of Languages Learning and Teaching,* (5th Ed), (San Francisco: Pearson Education, 2006), p.8

of learning. Besides, the teacher as a notified of the students who use English as a foreign language has not familiar with English in daily activity.

B. Definition of Teaching and Learning

1. Teaching

Teaching is a kind of activity to transfer knowledge to others. Harmer shows that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical tasks or activities the intention of which is to induce learning.[13] It means that teaching is the activity which teacher gives some information or knowledge in the school or institutions and the students can reach the goal of learning, for example learning English, as their English skill can be improved as well.

Moreover, Wilson and Peterson stated that teaching is shared work between students and teachers (teachers still have responsibility for making sure that students learn).[14] It can be concluded that teaching English is the activity which the teacher shares the knowledge to teach English for the students. In order that they can understand English and be a prospect master an English. Teaching is not only sharing about knowledge but also teaching is the center educating to use wisely in all learning especially teaching English. Determining approach, technique, and

---

[13] Jeremy Harmer, *English Language Teaching*, (New York: Longman, 2004), p. 57
[14] Suzanne.Wilson, Penelope L. Peterson, *Theories of Learning and Teaching What do They Mean for Educators?* (Washington DC: NEA, 2006), p.11

strategy based on the needs to help and give knowledge for the students in learning, is important for them.

2. **Learning**

Learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice.[15] It means that learning is an activity of getting knowledge in teaching, experience, and finding out about the skill in the English language as the object in the learning process to improve quality aspect in English.

Moreover, Wilson and Peterson stated that learning is a process of active construction: that learning is a social phenomenon, as well as an individual experience: and that learner differences, are resources, not obstacles.[16] And the other side, learning is processed from not know to know. It is define by Redfern, learning is similar to mind mapping in that it requires students to take different of knowledge and explore how they are related to one another.[17] It means that learning is the process of getting new knowledge from another person.

---

[15]H Douglas Brown, *Principles of Languages Learning and Teaching,* (5th Ed), (San Francisco: Pearson Education, 2006)*,* p.18

[16]Suzanne.Wilson, Penelope L. Peterson, *Theories of Learning and Teaching What Do They Mean for Educators?* (Washington DC: NEA, 2006), p.1

Andrew Redfern, The Essential Guide to Classroom Practice, (New York : Routledge, 2015), p.57

Based on the theories above learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes and preferences. Learning will be given effect for the students it makes them more change mindset and attitudes in their life.

C. Definition of Reading

1. Reading

Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, magazines, and novels. The printed page is a text of writing in which there is information. It is supported by Grabe, reading is the process of receiving to receiving and interpreting information encoded in language via the medium of print.[18] It means that reading is some process that is done by someone to get information or knowledge from a magazine, newspaper, novels and journals or internet.

To be a successful reader, one must comprehend or understand the information in written material. Reading is an incredibly active occupation. To do it successfully, we have to understand what the vocabulary mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.[19] It means that reading is a habit in all activities when give and answer the question from the text. Reading is not only for education but also activity in an occupation that aims to find the meaning, topic sentence, and main idea based on the text.

---

[18] William Grabe, *Reading In A Second Language*, (New York: Cambridge University Press, 2009), p.14

[19] Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), p.70

Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these message[20] It means the readers will be a focus on when they read and in order that can be getting meaning. In addition, Moreillon states that reading is making meaning from print and from visual information. [21] It can be concluded that the readers will do an activity to get information and messages from the other reader's appropriate context in text.

Based on the theories above, Reading is the process of getting knowledge, understanding the content of the material and getting some information from the text and appropriate context.

2. **Types of Reading**

a. Perceptive reading

Perceptive reading involves attending to the components of larger stretches of discourse letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.[22] It means that is Students more focus on word, sentence, punctuation, and symbol from the text. And otherwise, the processing from bottom-up is implied.

b. Selective reading

Selective reading is to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very

---

[20]Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman,1991), p.190
[21]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p.10
[22] H. Douglas Brown, *Language Assessment Principle, And Classroom Practices*, (New York: Person Education. 2004), p.189

short stretch of language.[23] It means that selective reading is the reader only reads some point of the text, does not all the content. Because selective reading is a reading to select a part of the text.

c. Interactive Reading

Interactive reading stretches of the language of the several paragraphs to one page or more in which the reader must interact with the text.[24] It means, the interaction between the reader and the text, and focus on the students read some text and finding information from the text.

d. Extensive Reading

Extensive reading as longer stretches of discourse, such as a long article, and books that are usually read outside a classroom hour.[25] It means extensive reading is the students can be read a lot of the text.

Based on the statement above we can concluded that there are four types of reading included percepective reading, selective reading, interactive reading and extensive reading. Percepective reading is ask the students to analyze the letter, word and symbol separately. Selective reading is the process to know the grammatical or the paragraph in the short passage. Interactive reading is ask the students to read some text and find the information from the text. Meanwhile, extensive reading deals with longer text, this requires students ability to understand the whole text.

---

[23] Ibid

[24] Ibid

[25] Ibid

3. Purpose of Reading

Everyone has a purpose in reading the text either to get information about something or to get entertainment. The purpose of reading in relation to the teaching of reading into purpose :

a. Reading for information

This activity is teaching the recognition and interpretation of text type, which contains information. An overall emphasis on topics within each text type.

b. Reading for meaning

This is purposed to teach the recognition and interpretation of the relationship between form and in text.

c. Reading for pressure

This is a benefit to teach the recognition and the ways of reading those texts often associated with reading for pleasure.[26]

Based on the theories above, the purpose of reading is to get the information and knowledge of the text and as the amusement. Reading is not only for information but also for meaning and pressure. It is the beneficial of teaching reading.

---

[26]Jeremy Harmer, *The Practice of English Language Teaching,* (New York: Longman,1991),p.56

D. Definition of Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. [27] It means, reading comprehension is the process to transfer the knowledge or information from the writer to the readers, then the reader understands what the writer conveyed.

Reading comprehension is intentional thinking during which meaning is constructed through interaction between text and reader.[28] It means that reading comprehension is considered as the ability of the student to understand the text in finding and determining the main idea and topic sentence from the book.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader can exercise metacognitive control over the content being read. The third and most crucial criterion influencing comprehension is that the reader has an adequate background in the material and vocabulary being presented.[29]

---

[27]Jannete K.Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007),p.8

[28] Paula J Clarke and Dean Chesher, *Developing Reading Comprehension,* (New York : The Guilford Press,2014),p.1

[29] Karen and Tankersley, *Literacy Strategies for Guides 4-12,* (NewYork : Literacy Development, 2005),p.108

Additionally, reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.[30]

Based on the theory of Brown in language assessment, there are some criteria commonly used in measuring students' reading comprehension ability, there are:

1. Main idea (topic)

2. Expressions/idioms/Phrases in content

3. Inference (implied detail)

4. Grammatical feature

5. Detail (scanning for a specifically stated detail)

6. Excluding fact not written (unstated details)

7. Supporting idea(s)

8. Vocabulary in context.[31]

In conclusion, based on the brief explanations above reading comprehension is the process with the interaction between the reader and the text, comprehend the words, and the reader will have the ability to transfer and getting some information from text in other that the reader knows about the main idea, topic sentence, inference, grammatical features, expression/idiom/phrases in context, detail meaning, supporting the idea, and vocabulary in context.

---

[30] Danielle S. McNamara, *Reading Comprehension Strategies,* (New York : University of Memphis,2006),p.6

[31]H Douglas Brown, *Language Assessment Principle, and Classroom Practices*, (San Fransico: California, 2004), p. 206

E. Definition of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[32] It means teaching is an activity to help someone or students to be more understanding about knowledge and as facilitating learning. Teaching is not only transferring the knowledge to the students but also hopefully can change the students' attitude.

Teaching reading must be for teaching comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language and to build understanding and comprehension skills.[33] It means that the teacher should understand how to approach to all the types of text to help the students to make them know with the meaning of the text.

Based on the theories above, teaching reading is the process of facilitating, guiding and helping students to comprehend the text. And make them acquired the meaning and information from the writer in the text.

Besides, the teacher needs to notice the principles that can be a guideline in teaching reading. The principles in teaching reading according to Harmer are as follow:

a) Principle 1: Reading is not a passive skill

b) Principle 2: Students need to be engaged with what they are reading.

c) Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language.

---

[32]H. Brown Douglas, *Principles of Language Learning And Teaching*, (San Fransico, California, 2004), p.8
[33]KerenTankersley, *The Threads of Reading,* (Virginia: Literacy Development, 2003),p.144

d) Principle 4: Prediction is a major factor in reading

e) Principle 5: Match the task to the topic

f) Principle 6: good teachers exploit reading texts to the full.[34]

Based on the theories teaching reading, six principles can be a guideline in teaching reading. It means, teaching reading needs more than only reading the text, and we must know how to teach reading to teach students. In teaching reading, the students and the teacher can be a partner to make the process of teaching is effective.

F. The problem in Teaching and Learning Reading

1. The problem in Teaching Reading

Problem is the deviation between that should be and what happened, between and practice, between the rules and implementation, the plan and implementation.[35] The result of the problem in teaching reading is distinguishing between real fact or abstract with properly, to achieve goals maximum.

Baradja in Budiharso books stated that two facts exist as issues in teaching reading. The problem in teaching reading there are as follows:

a. Text Selection

In the text selection, teachers are not confident to choose the reading materials. The teacher mostly really upon English textbooks available

---

[34]Jeremy Harmer, *The Practice of English Language Teaching,* (New York: Longman,1991),p.68

[35] Sugiyono, *Metode Penelitiaan Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2011), p.32

by which modifications are not required. To use the textbook the teachers follow the contents and exercises on the book.

b. Exercise to include

Exercise following the reading passage has been questioned as they impose the teachers to implement the teaching. Strategies at the artificial some ways the format of exercises in the traditional comprehension are following passage, the writer provides some comprehension question text.[36]

In addition, the teacher's problems in teaching reading comprehension by Linane are:

a. The teacher finds out the difficulty to make sure whether the students read the text or not. The teacher argues the students only pretend that they have read the text or assignment. But the reality, there are only several students who read or understand the text. The teacher feel overwhelmed to overcome and control the situation when the students do not have the willingness to read and keep neglecting what they are supposed to do. When the teacher gives a reading task as homework, the teacher does not know whether the students have answered the assignment by their selves or the student simply copying the answer from another student.

b. The teacher does not give meaningful feedback to the students. It is even more difficult to give quick feedback on the student's

---

[36]Teguh Budiharso, *Prinsip dan Strategi Pengajaran Bahasa,* (Surabaya: Lutfansyah Mediatama, 2004), p.54

comprehension. The alternative is to give low-tech, highly efficient verbal feedback during a class discussion.

c. The teacher does not give an assessment with the proper standard. When the teacher have to validate that the assignment is aligned with the proper standards. This step could take some time depending on how familiar the teacher with their relevant standards. The worst is if the teacher takes a long time to assess with the proper standards.[37]

Based on the explanation above, the problem in teaching reading is not an easy thing for the teacher, because the teacher finds out the problems while in teaching reading. They only include the text selection and practice to include.

2. **The problem in Learning Reading**

In learning reading usually, students also find out some problems. Klinger mentioned that students with learning disabilities often the poorest readers, including poor decoding, fluency, and comprehension. These students also exhibit characteristics of inactive learners who do not monitor their learning or use strategies effectively.[38] The explanation about the problem in learning reading based on Klinger as follows:

---

[37]MJ.Linane, "*6 Reading Comprehension Problems*", (Online), Available at:http:/www.coolcatteacher.com/6-reading-comprehension-problem/ 9, (Accessed on January 9th, 2019)

[38]Janette.Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties,*(New York: The Guilford Press, 2007), p. 4

a. Word Reading (decoding)

Knowing how to read, or decode, words are not a small part of the reading process. It is a critical link whose absence inhibits understanding.[39]Decoding is being able to use visual, syntactic, or semantic cues to make meaning from words and sentences.[40] It means that the teacher gives support for the students with the aims of decoding skills students need initially to read more basic words.

b. Fluency (accuracy and speed of reading)

Fluency is the ability to read a text accurately, smoothly, quickly, and expression.[41] It means that fluency is a student's ability quickly, accurately, smoothly and with an expression that students have to free up their think-aloud to concentrate on text meaning. One of the students' problems in reading is the habit of slow reading.

c. Comprehension

Comprehension is our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about.[42] Thus, comprehension ultimately depends on the ability to decode and master sights words. When that word recognition becomes automatic, the readers are better able to concentrate on the meaning of whole sentences and paragraphs while they read.

---

[39] *Ibid*, p.6

[40] Karen Tankersley, *The Threads of Reading,* (Virginia: Literacy Development, 2003), p. 31

[41] *Ibid,* p. 73

[42] William Grabe, *Reading In A Second Language*, (New York: Cambridge University Press, 2009), p.39

There is four student's problem in learning reading based on Nation as follows:

a. Inference making

To understand language, it is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message. Numerous studies have demonstrated that poor comprehension has difficulty drawing inferences when reading or listening, and it has been argued that such difficulties are causally implicated in children's poor reading comprehension.

b. Working memory

Language comprehension places heavy demands on working memory resources. Verbal working memory weakness may be a consequence of poor language comprehension.

c. Knowledge

Knowledge is essential to comprehension. Without an appreciation of the meanings words, there can be no comprehension. There is evidence suggesting that poor comprehension has been a relative weakness in expressive and receptive vocabulary indicative of lack of knowledge at the word level.

d. Prior knowledge

Prior knowledge about a text predicts comprehension of it and it is plain that complete lack of knowledge will result in a complete lack of comprehension.[43]

Based on the theories above, the conclusion about the problems in learning reading as follows:

1. The students have not good vocabulary mastery.

2. The students have difficulties to decode the text and sentence.

3. The students have a habit of slow reading.

4. The students have problems in making an inference.

5. The students have problems in working memory to remember the text

6. The students have a problem in lack of comprehension
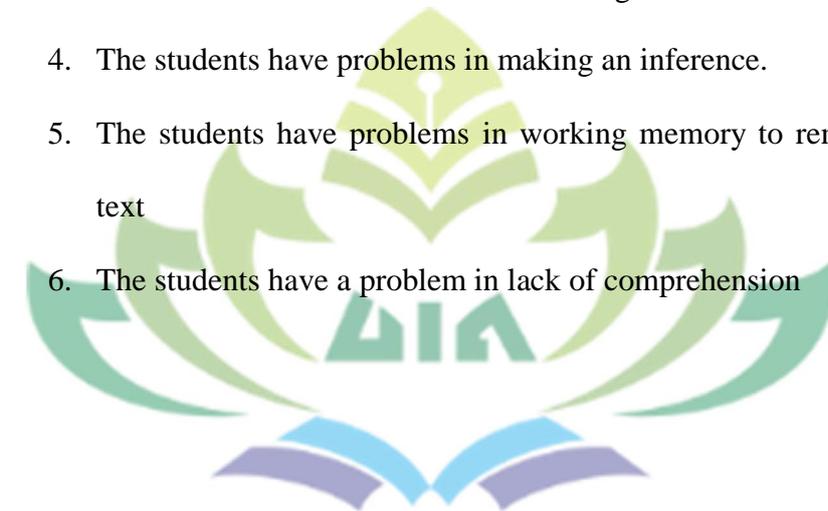
---

[43]Kate Nation, "*Children's Reading Comprehension Difficulties"*, (Online), Available at http://www.pitt.edu/~perfetti/PDF/Nation.pdf, (Accessed on January 22nd,2019)

G. Definition of Visualization Strategy

Introduces visualization or imagery as a useful way of going beyond the text, because visualizing introduces the reader to draw on prior knowledge and thus ground ideas discussed in the text.[44] It means that visualization is the ability to help student with creating or building pictures and imagination in minds, that aim to make an understanding with comprehending the text. In addition, imagination is the ability to create an idea, a mental picture, or a feeling sense of something, in others that, continue to focus on the idea, feeling, or pictures regularly, giving the positive energy until it becomes objectives reality.[45]

Visualization strategy is a strategy in reading comprehension instruction and as primarily visual strategy in which readers learn to mentally create and describe about movie in their heads as they read.[46]

Visualization involves students creating mental pictures in their minds while reading, or stopping at certain points in reading selection to make these visualizations.[47] It means that by using visualization strategy, students will be easier to received knowledge from the teacher while reading.

In other words, visualization is one of the memory strategies in reading that involves specific actions, behaviors, steps or techniques used by the

---

[44]Seyyed Mahdi Erfani, Abutaleb Iranmehr, and Hossein Davari, *"Deepening ESP Reading Comprehension through Visualization"*. in Journal of Language Teaching and Research, Vol.2, No.1, pp. 270-273, (January 2011), p.271

[45] Shakti Gawain, *Creative Visualization,* (California: New World Library, 1998),p.4

[46] Danielle S. McNamara, *Reading Comprehension Strategies*, (New York: University of Memphis, 2006),p.300

[47]Agus Rahmad, *Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba,* STMIK Handayani Makassar, Metathesis, Vol.1, No.2 (Oktober 2017),p.23

readers to enhance their learning by utilizing and enhancing their memories.[48] It means that visualization is the process that use the readers to visualize what they read into lively with pictures, diagram, and images.

Based on the theories above, the conclusion of visualization is one of strategy in reading that aims to help the students to create, build pictures or imagination in their minds. Because visualization can help the students to solve the problem in reading and understand the text to achieve goals representation in front of the class.

H. Advantages and Disadvantages of Visualization Strategy

1. Advantages of Visualization Strategy

a. The students can enjoy the teaching and learning process

b. The strategy can improve understanding of reading skill

c. Makes the students easier to understand about materials

d. Increase student's thinking and create their imagination

e. This strategy makes the students motivated to learn.

2. Disadvantages of Visualization Strategy

a. The students do not master much vocabulary

b. The teacher cannot give a long text to the students

c. The teacher only gives an easy text to make the students understand with the text.[49]

---

[48] Ainul Addinna, Ririn Ovilia and Risda Asfina, *The Effect of Visualization Strategy in Reading Observed From Students' Cognitive Learning Styles,* Universitas Negeri Padang: English Language and Literature Departement, Faculty of Language and Arts, 2 Vol.13, No.1 (Agustus 2019),p.27

It can be concluded, visualization strategy is to help the students in learning reading. The students can be active and creative to find information from the text in their reading. Thus, this strategy can motivate them to be more active to find detail information from the text.

I. Procedures of Teaching Reading by Using Visualization Strategy

Before Reading :

1. Choose a section of text for students to read.

2. Tell students that they are going to make pictures or a "movie" in their minds as they read the passage

3. Ask the class to select keywords in the title and describe everything that comes to their mind.

4. Discuss various responses as a class

During Reading :

1. 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.

2. Students discuss their images within their group.

3. You may elicit some responses for class discussion.

4. Continue in this manner until the entire passage is read.

5. Students, may draw sketches or graphic representations of information.

---

[49]Rifa Aulia, "*The Effect of Using Visualization Strategy on the Students' Achievement in Reading Comprehension*". (Faculty of Teacher Training and Education University of Muhammadiyah Sumatra Utara, Medan, 2017),p.27

After Reading :

1. Conduct a whole- class discussion of the content, asking for elaboration and inferred details wherever appropriate.

2. Ask students to identify places in the text where they created a mind picture.

3. Ask them to describe these pictures and identify the words that helped them create images.

4. You may evaluate students by asking them to write about the content covered.[50]

[50] Margaret Bouchard, *Comprehension Strategies For English Learners*, (New York: Scholastic Inc.2005),p.66

REFERENCES

Ali, Abdullah Yusuf. *The Holy Qur'an English Translation of The Meaning.,* New Johar: The King Fahd Holy Quran Printing Complex. 1987.

Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. Yogyakarta: Rineka Cipta, 2002.

Auerbach, Carl F. et.al, *An Introduction to Coding and Analysis*, New York : New York University, 2003.

Bouchard Margaret. *Comprehension Strategies For English Learners*. New York: Scholastic Inc.2005

Brown, H Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition.* San Francisco: Longman, 2001.

_____. *Language Assessment Principles and Classroom Practice*. San Fransisco: Pearson Education. 2003.

_____. *Principles In Language Learning And Teaching*. (5th Ed). San Fransisco: Longman, 2006.

Budiharso, Teguh. *Prinsip dan Strategy Pengajaran Bahasa.* Surabaya : Lutfansyah Mediatama, 2004.

Grabe, William. *Reading in a Second Language.* New York: Cambridge University Press, 2009.

G Esterbeg, Kristian. Qualitative Methods in Social Research. New York: Mc.Graw Hill. 2002.

Harmer, Jeremy. *How to Teach English*. London: Longman, *2001.*

_____. *How to Teach Writing.* New York: Longman, 2004.

_____. *The Practice of English Language Teaching,* London: Longman, 2001.

J.Clarke, Paula and Dean Chesher. Developing Reading Comprehension, New York: The Guildford Press. 2014.

Jane Ritchie , et.al, *Qualitative Research Practice*, London: Sage Publications,2003.

Johnson, Andrew P. Teaching Reading and Writing . USA: Rowman & Littlefield

Education. 2008.

Klinger, Jannete K. *Teaching Reading Comprehension to Students with Learning Difficulties.* New York: The Guilford Press, 2007.

Linane, MJ. "*6 Reading Comprehension Problems''*, (Online), Available at: http:/www.coolcatteacher.com/6-reading-comprehension-problem/ 9

Longhofer, Jeffrey, Etc. *Qualitative Methods for Practice Research*. New York: Oxford University Press, 2013.

Marguerite, et.al. *Methods in Educational Research: from Theory to Practice* . San Francisco: Jassey-Bass, 2006.

McNamara Danielle S. *Reading Comprehension Strategies*. New York: University of Memphis, 2006.

Miles, Matthew B. and A. Michael Huberman. *Qualitative Data Analysis*. Thousand Oaks: Sage Publications, 1994.

Setiyadi, A.g Bambang. *Teaching English as a Foreign Language.* Yogyakarta : Graha Ilmu, 2006.

_____. *Metode Penelitian Untuk Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu, 2006.

Sugiyono. *Metode Penelitian Pendekatan Pendidikan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2010.

Tankersley, Karen. *The Threads of Reading*. Virginia: Literacy Development, 2000.

Van Gelderen, Elly, A History of the English Languages. Amsterdam: Arizona State University. 2006.

Wilson, Suzanne. Penelope L. Peterson. Theories of Learning and Teaching What do They Mean for Educators. Washington DC: NEA, 2006.

INTERNET SOURCES

Abbas Pourhosein Gilakjani & Narjes Banou Sabouri. *A Study of Factors Affecting Learners Reading Comprehension Skill and the Strategies For Improvement, International Journal of English Linguistics:* Vol.6, No.5. Published by Canadian Center of Science and Education. 2016.

Agus Rahmad*, Small Group Discussion Strategy Towards Students' Reading Comprehension* of SMA Negeri 11 Bulukumba, STMIK Handayani Makassar, Metathesis Vol.1, No.2, Oktober 2011.

Ainul Addina, Asfina Risda, and Ririn Ovilia, *The Effect of Visualization Strategy in Reading Observed From Students' Cognitive Learning Styles.* Universitas Negeri Padang: English Language and Literature Departement. Faculty of Language and Arts, 2 Vol.13, No.1 Agustus 2019.

Dewi Puspa, "*Teaching Reading to Young Learners Through Visualization Strategy*". Muhammadiyah University of Purworejo, Indonesia. 2017.

Dhanika Furi, "*Improving Students Reading Comprehension through Visualization Strategy".* Surakarta, Slamet Riyadi Surakarta. 2014.

Kate Nation, "Children's Reading Comprehension Difficulties", (Online), Available at http://www.pit.edu/-perfetti/PDF/Nation.pdf,(Accesseed on January 22nd 2019.

Mahdi Erfani. Seyyed, Abutaleb Iranmehr, and Hossein Davari*, "Deepening ESP Reading Comprehension through Visualization".* in Journal of Language Teaching and Research, Vol.2, No.1, pp. 270-273. January 2011.

Musdizal. *The Influence of Visualization Strategy on Reading Comprehension Ability.* English Education Program, Faculty of Education and Teacher Training, State Islamic Institute of Kerinci, Indonesia, Dimensi, Vol.8, No.2, p.319 July 2019.

Rahmad, Agus. *Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba,* STMIK Handayani Makassar, Metathesis, Vol.1, No.2 Oktober 2017.

Rifa Aulia, "*The Effect of Using Visualization Strategy on the Students" Achievement in Reading Comprehension*". Faculty of Teacher Training and Education University of Muhammadiyah Sumatra Utara, Medan. 2017.

Seyyed Mahdi Erfani, Abutaleb Iranmehr, and Hossein Davari, "Deepening ESP Reading Comprehension through Visualization", in Journal of Language

Teaching and Research, Vol.2, No.1, pp.270-273, January 2011.