

**THE INFLUENCE OF VISUALIZATION STRATEGY OF  
DRAW AND LABEL TOWARDS STUDENTS' READING  
COMPREHENSION IN DESCRIPTIVE TEXT AT  
EIGHTH GRADE OF SMP 17.1 GEDONG  
TATAAN IN ACADEMIC YEAR OF  
2022/2023**

**An Undergraduate thesis**

**Submitted as a Partial Fulfilment of the Requirements for  
the Bachelor Degree**

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## ABSTRACT

Reading is one of the language skills that English as a Foreign Language students should develop while learning English. The objective of this research is to know whether there is any influence of Visualization strategy of draw and label towards students' reading comprehension in Descriptive text of the eighth grade at SMP 17.1 Gedong Tataan. Based on preliminary research, it shows that students' reading comprehension in Descriptive Text is still low. In addition, there were various issues found by the researcher such as the students find difficulties in comprehending English text, especially in descriptive text. Then the students have lack Vocabulary and also have lack motivation and easily get bored when doing reading activities.

In this research, a quantitative approach with a quasi-experimental design was used by the researcher. The sample for this research was chosen via cluster random sampling. These samples consisted of VIII B as the experimental class and VIII A as the control class. This research took place from May 24, 2023 to June 12, 2023. There were also pre- and post-tests for both classes. The test was in the form of multiple-choice question consisted of 40 items. The results were analyzed by using SPSS 26 to compute Independent sample t-test to test the hypothesis.

After giving Post-Test, the data were analyzed by using independent sample t-test. The result showed that  $p_{\text{value}} < \alpha$ , which is  $0.000 < 0.05$ . So, it was revealed that  $H_a$  was accepted. So, it could be concluded that there was a significant influence of Visualization strategy of Draw and label towards students' reading comprehension in Descriptive text of the eighth grade at SMP 17.1 Gedong Tataan in academic year 2022/2023.

**Keywords:** Descriptive text, Reading comprehension, Visualization Strategy

## FREE PLAGIARISM LETTER

I hereby declare that this thesis, entitled “Influence of Visualization strategy of draw and label towards students’ reading comprehension in Descriptive text at the eighth grade of SMP 17.1 Gedong Tataan in academic year 2022/2023.” is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and any other kinds of document, are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, September 2023

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**ADMISSION**

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## MOTTO

اللَّهُ الَّذِيْنَ ءَامَنُوْا مِنْكُمْ وَالَّذِيْنَ أُوتُوْا الْعِلْمَ دَرَجَاتٍ

“Allah will elevate those of you who are faithful, and raise those  
gifted with knowledge in rank”

(Q.S Al-Mujadalah; 11)<sup>1</sup>

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<sup>1</sup> Holly Al-Qur'an, -surat al-mujadalah ayat11

## **DEDICATION**

I dedicate this thesis to:

1. My beloved parents, Mr. Suranto and Mrs. Tri Estuningsih who have provided me with unconditional love and never-ending support, not only for the completion of my studies but also for the success of my life,
2. My beloved brothers, Toni Febrian and Bimo Setiadi, who have been very supportive, caring, and generous during many difficult stages of my study at the university, and
3. My Almamater UIN Raden Intan Lampung

## **CURRICULUM VITAE**

The author of this thesis is Aulia Ayuningrum, famously called by her friend, Aulia. She was born on February 18<sup>th</sup>, 2000 in Gedong Tataan which is part of Pesawaran Regency. Aulia is the daughter of Mr. Suranto and Mrs. Tri Estuningsih. She has two older brothers, they are Toni Febrian and Bimo Setiadi.

In 2006, She went to the elementary school in SDN 3 Durian Wiyono, Gedong Tataan. Then, she continued her studies to junior high school at SMPN 1 Gading Rejo in 2012. After that, in 2015 she continued her study to senior high school at SMAN 7 Bandar Lampung. In 2018 she went to Raden Intan State Islamic University of Lampung in Sukarame, to pursue her bachelor's degree in English Education study program. During her university studies, she joined the Volleyball extracurricular activity, which is one of the extracurricular activities for students of the English Education Study Program. With this extracurricular team, she won many Volleyball competitions such as Silver medals of volleyball competitions at PKM I Palembang in 2018, Gold Medals of volleyball competitions at POMDA Lampung in 2022, then won bronze medals of volleyball competitions at PORSENI NU 2023 in Solo and last she won Gold Medals of volleyball competitions at PKM III in Jambi in 2023.

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# CHAPTER I INTRODUCTION

## A. Title Confirmation

The first point in order to avoid misunderstanding and misinterpretation, the keyword in the title of this proposal will be investigated here. The title is the Influence of using Visualization Strategy of Draw and label towards students' reading comprehension in descriptive text. As the title mentioned about, the meaning for several items will be explained below;

**Influence** is defined as the impact that someone or something has on how a person thinks or behaves, or on how something operates or develops.<sup>1</sup> According to Mariam, influence is to have an effect on the condition or development something.<sup>2</sup> Influence here means as the ability of Visualization Strategy of Draw and Label to affect Students' Reading Comprehension in Descriptive text by conducting an experimental-research.

**Visualization strategy of draw and label** is strategy that allow the student visualize what the teacher reads and sketch their visualization then label them with some detail information.<sup>3</sup> In order words, Visualization strategy of draw and label is strategy for creating images, diagrams, or animations to communicate a message. In this research, visualization of Draw and Label use as the strategy that can be apply to learn reading to be have good reading comprehension.

**Reading comprehension** is the reader's ability to read and remember, reproduce, learn from, and find deeper meaning in text for later use.<sup>4</sup> Student reading comprehension here means that the students' ability to read, remember and understand Descriptive text.

**Descriptive text** is a type of text with the purpose of providing information. The context of this type of text is a description of a specific thing, animal, or situation.<sup>5</sup> In this research, descriptive text as the material used to know how far

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<sup>1</sup> Cambridge online dictionary

<sup>2</sup> A Meriam Webster Online Dictionary

<sup>3</sup> Harvey, S., & Goudvis, A. "*Strategies that work: Teaching comprehension to enhance understanding*". Portland, ME: Stenhouse. (2000).

<sup>4</sup> Johnson, Keit.. *An Introduction to Foreign Language Learning and Teaching*. New York : Routledge (2013)

<sup>5</sup> Mursyid.M.PW. *Learning Descriptive Text*, (2011)



students' reading comprehension through Visualization of Draw and Label strategy.

To sum up, it confirms that this research entitled *The Influence of Visualisation strategy of draw and label towards Students' Reading Comprehension in Descriptive Text* is an experimental-research which will be conducted to investigate if there is influence of Visualization Strategy of draw and Label towards students' reading comprehension in Descriptive text of the eighth grade at SMP 17.1 Gedong Tataan.

## B. Background of the Problem

Reading is an activity to understanding written texts which can make people successful in study and knows the world. Harmer states that reading is the way in which people extract meaning from the text.<sup>6</sup> Reading is the most critical skill in learning English. It means if the students cannot read well, the door towards the path of learning will most often be closed for them<sup>7</sup>. Reading is very important for some purposes, such as for education, for entertainment, and for getting information. Drayer C. and Nel C. states that learning reading is essential not only to language learning but also to academic learning in all subject areas and to lifelong learners.<sup>8</sup> In conclusion, reading is an activity to understanding meaning from written text, and from doing reading people can get the advantage such as new meaningful information and got entertained from read a text.

Reading is one of the language skills that English as a Foreign Language students should develop while learning English. Mikulecky and Jeffries in Yuliani, the reasons for the importance of reading are as follows: reading allows students to improve their acquisition of the target language; reading also allows students to become more comfortable with written English; and as the result, reading allows students to gain new

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<sup>6</sup> Harmer, Jeremy. *How to Teach English: an Introduction to the Practice of English Language Teaching*, (Cambridge: Longman.1998).

<sup>7</sup> Harmer, Jeremy. *How to Teach English: an Introduction to the Practice of English Language Teaching*, (Cambridge: Longman.1998). p.153

<sup>8</sup> Dreyer C., Nel C., "Teaching Reading Strategies and Reading Comprehension within a Technology Enhanced Learning Environment", Vol. 31, (2003): 349-365, [https://doi.org/10.1016/S0346-251X\(03\)00047-2](https://doi.org/10.1016/S0346-251X(03)00047-2)

vocabulary, knowledge, ideas, and information from the text.<sup>9</sup> In short, reading is very crucial think that English as a Foreign Language students should develop while learning English. And reading is very essential for EFL students to improve their language comprehension skill as well as their knowledge.

Reading comprehension is an active process where the reader attempts to understand the meaning of the text. It is an important skill any language teaching and learning in a foreign or a second language context.<sup>10</sup> In conclusion, in the process of reading the reader not only needs to comprehend the direct meaning of what they read, but also they needs to understand the implied meaning of the text. So reading comprehension is a process to find out the purpose of the text, and it is very crucial in reading activity. And reading comprehension is critical for EFL students to understand every text they read. In line with the Junior High School English syllabus, there are three types of texts that eighth grade students should understand: descriptive, Descriptive, and recount texts.<sup>11</sup> So in this research focused of one of that kind of text that is Descriptive Text.

However, reading comprehension skill is quiet hard for English as a Foreign Language Students. To read an English text they should know vocabularies in the text. Besides, reading is difficult for EFL students because they must comprehend all linguistic aspects, such as new words and structure that are not found in their native language. Moreover, there are some facts that indicate the Reading ability of Indonesian students is still low. It seems from UN (Ujian Nasional), the final examination for the Indonesian Students to Graduate from their Elementary school or high school; one of the skills that are tested is reading. Which is reveal that in 2017 the mean score of students' achievement in English subject in reading was 50.18. Besides, based on the preliminary observation at SMP 17.1 Gedong Tataan the English teacher explained that the students still had problems in comprehending Descriptive text. It seems from average score of reading test from the teachers.

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<sup>9</sup> Mikulecky, B.S. & Linda, J. "More Reading Power", *Reading for Pleasure, Comprehension Skills, Thinking Skills*, Reading Faster 2nd Edition. (New York: Longman. 2004).

<sup>10</sup> Erni, hamidah yamat. *Teaching Reading in English Thought Student Centered Approach*. Penerbit Universiti Kebangsaan Malaysia. 2019. p.41

According to the English teacher who teaches English in the eighth grade of SMP 17.1 Gedong Tataan in Academic year of 2022/2023, the students scores on reading comprehension are generally still low. The statements is confirmed by results of a data for the teacher. The score of the students in reading descriptive text can be seen in table 1.1 below :<sup>12</sup>

**Table 1.1**

The students' score of Reading Test at the Eighth grade of SMP 17.1 Gedong Tataan in Academic year 2022/2023

No	Student score	Class			Total	Percentage
		VIII A	VIII B	VIII C		
1	<72	20	16	15	51	59%
2	≥72	12	11	12	35	41%
Total		32	27	27	86	100%

*Source : the data from english teacher of SMP 17.1 Gedong Tataan*

In table 1.1 it can be seen that there are many students get a score under Criteria of Minimum Mastery (KKM). The English teacher of SMP 17.1 Gedong Tataan said that the Criteria of Minimum Mastery (KKM) in English subject for reading, especially in reading descriptive text at the school is 72. There are 86 students in three classes . And from the table there are 51 (59%) students got score under KKM and 35 (41%) students got score more than KKM. In conclude that the students were still difficult in read and comprehending english text especially in descriptive text, and they have lack score in reading test.

In addition the researcher also gave interview to student at the second grade of junior high school student. Based on the results of the students' interview, there are several problem student faced in learning reading especially reading descriptive text. The problem are they has lack vocabulary and their motivation in reading is become a problem, they said could not focus in reading and they also easy to get bored when do reading activity, because of the English teachers only explained the

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<sup>12</sup> Toni Febrian English in the eighthgrade of SMP 17.1 Gedong Tataan in Academic year 2021/2022

materials and then just gave exercises in written form. There was no improvement or other teaching media used by the teachers. The English teacher only uses the textbook and whiteboard as teaching media. It can be indicated that it is very crucial thing to find a way to enhance students' reading comprehension skill. To solve this problem, the teacher must incorporate some media or methods into the teaching and learning process. The role of media and methods in teaching and learning English particularly in reading is critical. The teacher should be able to choose and in the teaching and learning process, use effective and appropriate media or methods. There are numerous media and methods in the education field that can be used to assist both students and teachers. One of the strategies that can use is Visualization Strategy of Draw and Label.

Rowe states that teaching strategy is helpful for effective teaching practice. The correct method use is very important, that the students can understand the lesson easily and rapidly. The goal of the teaching will be achieved.<sup>13</sup> In addition, the use of interesting teaching strategies can enhance students' enthusiasm and motivation to learn English. Specifically, visualization strategy is appropriate to enhance students reading comprehension achievement. Stephanie Harvey and Anne Goudvis say that visualization strategy draw and label is being read by drawing and speculate what may happen in our mind, to help students develop their ability. In visualization strategy, students has to make sense with the text by drawing in their mind. It can make the students focus on the text that they read. And also it can develop students' motivation and interest to read the text by speculating what may be happening with the characters in the text. Then, the students share they visualize with their friends, it can increase students' reading comprehension.<sup>14</sup> In summary, the teacher can determine whether the students truly understand the text or not. Therefore, the researcher is interested to do research by using visualization strategy of draw and label to look up whether this strategy gives influence towards student's reading comprehension or not.

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<sup>13</sup> Rowe, K. "Effective teaching practices for students with and without learning difficulties: issues and implications". *Australian journal of learning disabilities*, 11(3), 99-115. (2006).

<sup>14</sup> Stephanie Harvey and Anne Goudvis. *Strategies that work: Teaching comprehension to enhance understanding*, Portland, ME: Stenhouse (2000)

### **C. Identification and Limitation of the Problem**

It is an important part of this research to determine the identification and limitations of the problem as follows:

#### **1. Identification of the problem**

Based on the background of the problem, the problems as follows:

- a. The students find difficulties in comprehending English text, especially in descriptive text.
- b. The students have lack of vocabulary.
- c. The students have lack motivation and easy get bored when doing reading activity.

#### **2. Limitation of the problem**

Based on identification of the problems, this research focuses on using Visualization Strategy Draw and Label strategy towards student's reading comprehension in descriptive text material about thing around us for eighth grade of SMP 17.1 Gedong Tataan in Academic Year of 2022/2023.

### **D. Formulation of the Problem**

Concerning the background and identification of problem, the formulation of the problem that is revealed in this research as follows :

Is there any influence of using visualization strategy of draw and label influence towards students' reading comprehension in descriptive text at eighth grade of SMP 17.1 Gedong Tataan in Academic Year of 2022/2023?

### **E. Objectives of the Research**

The objective of the research is to know whether there is any significant influence of using of Visualization strategy of Draw and label towards students' reading comprehension in descriptive text at the eighth grade at Eighth Grade of SMP 17.1 Gedong Tataan in Academic year of 2022/2023.

### **F. Significance of the Research**

This research is expected to give advantages to the others:

#### **1. Theoretical Contribution**

This research is expected to be useful for English Education students and all the readers to provide some information about visualization strategy in draw and label.

## 2. Practical contribution

### a. English Learners

This research can give some information for the teacher whether this strategy will give better influence to improving student reading comprehension.

### b. English Teachers

This research can give some information about one of the Strategy that will be used to improving student reading comprehension.

### c. Next Researcher

This research can give some information about the influence of this strategy to improving student reading comprehension. This research also can be used as relevant study for the next research.

## G. Relevance Research

Previously, there are some of researchers that have been discussed about Visualization Strategy of Draw and Label. One of the researchers that take research about analyzing textbook is Musdizal. The objective of this research was to know the effect of using Visualization Strategy in teaching recount text on reading comprehension ability at the seventh grade students of SMPN 4 Kerinci. Then, the type of the research was quasi experimental research. Moreover, the sample of this research consisted of 50 students from two classes second grade students of SMPN 4 Kerinci. And after doing test, the finding showed that there was the significant improvement of using visualization strategy in the students' reading comprehension of recount text.<sup>15</sup>

The second research that discuss about Visualization Strategy of Draw and Label is Yeni Erlita. The objective of his research was to determine if visualizing when teaching reading learners is beneficial in reading comprehension for students. The findings of this research revealed that teaching reading by using visualization strategy is effective to improve student's reading comprehension of the seventh grade students. It can be inferred that teaching reading to young learners through visualization strategy is effective in reading comprehension for students.<sup>16</sup>

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<sup>15</sup> Musdizal, "The influence of visualization strategy on reading comprehension ability", vol. 8, no. 2, (2019): 317-328

<sup>16</sup> Yeni Erlita, "Teaching Reading by Visualization as a Strategy" vol. 32, no. 4 (2021): 386-388

The third research that discuss about Visualization strategy is held by Ainul addina, Ririn ovivia, and Risda Asvina which revealed that visualization strategy was proven to be significantly ineffective in enhancing student comprehension on account for some factor. Fifty four fifth-semester students who were taking extensive reading course at Universitas Negeri Malang participated in this study. The students were then divided into two groups, experimental and control group. There were 26 students in experimental group, while control group consisted of 28 students.<sup>17</sup>

The fourth research that discuss about this subject is Puspita Dewi. This research is aimed to know whether teaching reading to young learners through visualizing is effective or not at junior high school students. The research belongs to experimental one and it was carried out at SMP N 27 Purworejo in the academic year 2016/2017. The sample of the research is 72 students. The result of her research is revealed that it can be inferred that teaching reading to young learners through visualization strategy is effective.<sup>18</sup>

The fifth research that discuss about this subject is Baiduri, Agung deddiliawan ismail, Riny sulfiyah that have the aims to analyze the concept understanding of junior high school students in the visualization phase in geometry learning using van Hiele's models assisted by manipulative media of the rotary wheel. The research design used experimental teaching with descriptive type and there are 26 students with a total of 32 students of VII at Junior High School 4 Pamekasan. Data were collected by observation, VHGT, tests and analyzed descriptively. The results showed there was a positive effect on the use of the wheel media on the level of thinking of junior high school students, because there was an increase in the thinking phase from the visualization phase to the analysis phase.<sup>19</sup>

The difference of this research from previous research is the objective of this research was to know the how the visualization

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<sup>17</sup> Ainul addinna, ririn ovilia, risda asfina "The effect of visualization strategy in reading observed from students' cognitive learning styles" Vol. 13, no.1, (2019):26-34 <http://dx.doi.org/10.24036/ld.v1> 2019

<sup>18</sup> Puspa Dewi, "Teaching Reading to Young Learners through Visualization Strategy", (2017):178-182

<sup>19</sup> Baiduri, agung deddiliawan ismail, riny sulfiyah, "Understanding the concept of visualization phase student in geometry learning", (2020): vol 9, issue 02, p.2353-2359

strategy of draw and label influence students' reading comprehension especially in Descriptive Text on eighth grade of Junior High School student. Then, the type of the research was quasi experimental research. Moreover, the sample of this research consisted of 39 students from two classes second grade students of SMP 17.1 Gedong Tataan. The students were then divided into two groups, experimental and control group. There were 20 students in experimental group, while control group consisted of 19 students. And those previews research give some information about the influence of Visualization Strategy to improving student reading comprehension. And those researchs can be used as relevant study for this research.

## **H. Systematics of the Research**

### Chapter 1. Introduction

This chapter consists of title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research, and systematics of the research

### Chapter 2. Frame of theory and hypothesis.

This chapter consists of frame of theory and hypothesis. In this chapter, the theories use as a reference or foundation in this research will be explained here. The function is to strengthen the assumptions with the theory as the basis, because a strong theoretical foundation will support this research process into a good reseach.

### Chapter 3. Research Method

This chapter consists of place and time of research, research design, population, sample, and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfilment of the assumption, and hypothesis testing. In this chapter, research methodology will be explained.

### Chapter 4. Finding and Discussion

This chapter consists of data description and discussion. This chapter contains the finding of the research and also the discussion. In this chapter, research findings are presented and a discussion is provided to further explain the findings of this research.



## Chapter 5. Conclusion and Recommendation

This chapter consists of finding and suggestion. In this chapter contains a conclusion and recommendation of the research. In this chapter, the research findings are summarized to conclude. After knowing the conclusions of this research, suggestions are given to all parties

## CHAPTER II LITERATUR REVIEW

### A. Frame of Theories

#### 1. The Concept of Reading

Reading is a connection between our eyes and the text that allows us to obtain information from written sources. Reading is one of the language skills that English as a Foreign Language students should develop while learning English. Reading is an activity to understand the meaning of the written text, and from doing reading people can get the advantage such as new meaningful information and get entertained from reading a text. So reading is a very crucial thing that the student must be mastered.

##### a. Definition of Reading

Reading is one of the language skills that English as a Foreign Language students should develop while learning English. Nuttal in Erni states, Reading is the transfer of meaning from the mind is the transfer of message from the writer to the reader. In the Reading process, the reader is actively responsible for making sense of the text.<sup>1</sup> It means that Reading is an activity carried out to transfer meaning from the mind and transfer messages from the author to the reader in the reading process, the reader is actively responsible for interpreting the text. According to Urquhart and Weir Grabe define reading as a process of taking interpreting information in language from the medium of print<sup>2</sup>. It means that Reading is the process that the readers gain information from a written text. Romero states that reading is the process of interpreting written symbols.<sup>3</sup>

Nunan states that reading is a fluent process for the readers to mix the information from the text with their background knowledge to create meaning.<sup>4</sup> It means

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<sup>1</sup> Erni, Hamidah Yamat. *Teaching Reading in English Thought Student-Centered Approach*. Penerbit Universiti Kebangsaan Malaysia, 2019, p.41

<sup>2</sup> William Grabe. *Reading in a Second Language (Moving From Theory to Practice)*. New York: Cambridge University Press, 2009, p.5

<sup>3</sup> Romero, A.D. and Romero, R.C. *Developmental Reading: A Skill Text for College Students*. Quezon: Rex Printing Company, inc. (2008).

<sup>4</sup> David Nunan, "Teaching English to Speakers of Other Languages an introduction". Routledge, New York and London, (2015), p.64

that reading is a process in which someone receives information from the reading they are doing by combining current information with their prior knowledge to discern the meaning of the reading they are doing and to obtain information so that their knowledge grows. Reading is a tool to get information. It can be done not only in the classroom but also outside, as far as we can get new concepts. Reading is important because it allows students to improve their acquisition of the target language, it also allows students to become more comfortable with written English, and it allows students to learn new things such as contextual vocabulary, knowledge, ideas, and information about the text. There are two important functions of reading. The first is reading for communicative purposes, and the second reading for educational purposes. Reading is very essential for EFL students to improve their language comprehension skill as well as their knowledge. On the other hand, if the students have a good ability in reading, they will have a better chance to succeed in their studies.

To sum up, reading is one of the language skills which is an activity of transferring meaning from the author's mind to the reader in the reading process, readers can take the interpretation of information from printed media or written texts to create meaning and obtain information so that their knowledge increases.

#### **b. The component of reading**

Reading comprehension has important rules in Reading. Snow states reading comprehension is an activity that requires more than one component. Reading comprehension consists of three components<sup>5</sup>, which are as follows;

- 1) Consider the reader.

The first component in reading comprehension is the reader. The readers in this study are the students who are engaged in reading. As a foundation for reading texts, you must have

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<sup>5</sup> Snow, Chaterine. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Pittsburg: RAND Education. (2002).

language abilities and cognitive knowledge. Vocabulary mastery, linguistic knowledge, and discourse knowledge are all examples of cognitive knowledge. They should also be motivated to read. Their ability and cognitive knowledge change as they read. Reading can help students learn more. Their motivation, however, can shift. It is dependent on how well they read. Changes in reading ability and knowledge can also be influenced by the instructions given to students by the teacher. As a result, relevant instructions will help students improve their reading comprehension.

2) The written text

Texts can help students improve their reading comprehension. Those can be said simply or complexly. Simple texts are those that are appropriate for the readers' or students' prior knowledge. It means that the texts are simple when students can make connections between what they are learning in the text and what they already know. If this occurs, the student's reading comprehension is improved. In contrast, if students are unable to connect the information in the text to their prior knowledge, the texts can be classified as difficult because comprehension is not achieved. The topic of the text also has an impact on the students' reading comprehension. When students are given a text with an uninteresting topic, even if the text is labeled as easy, they may struggle to understand it. They even appear to be unwilling to read the text. Students, on the other hand, can comprehend the text well when they are given a text which is interesting and relevant to them.

3) The exercise

The reading activity is closely related to the purpose of the reading. Different activities are associated with various reading goals. The reading activity in this study is designed to improve student's reading comprehension of texts. The activities entail the process of finding the main idea, finding detailed information, guessing the

meaning of difficult words from context, and creating meaning for the entire text to achieve the students' reading comprehension.

From the theory above the researcher can sum up that there is three component of reading that is the reader, the written text, and also the reading activity. All those elements have an important role in the reading activity. First is the reader, in this study are the students who are engaged in reading. Second is the written text which is the material that can help students improve their reading comprehension, and the exercise is also important to help the student reach their goals in reading. In this case, the students need to be motivated to read and need some relevant instruction from the teacher. Then texts can help students improve their reading comprehension such as interesting text that will help students to enjoy reading. And reading activity in this study is designed to improve student's reading comprehension of texts.

### **c. Aspect of reading**

According to Brown reading has five aspects contained in reading texts. They are:

#### 1) Finding factual information

Factual information is facts in the text which are important information for the reader, to find factual information the readers are required to read the text in detail. The factual information is usually marked with WH question words. There are many types of questions related to the factual information which appear, such as reason, purpose, result, time, comparison, etc. The readers can find the answer to the question in the text.

#### 2) Finding main ideas.

Finding the main idea of the text is important for the reader, through the main idea the reader will be easy to remember the contents of the text later". The main idea is an idea from the author which is developed into a paragraph.

- 3) Finding the meaning of vocabulary in context  
Finding the meaning of vocabulary in the context could help the reader to develop guessing of the unfamiliar vocabulary which they did not know before by relating the close meaning of the content in the text read. "The meaning of the vocabulary has the nearly same meaning as another word.
- 4) Identifying references  
In the process of reading English text or other language text, it will tedious if the text uses the same word or phrase repeatedly, and it will be better if the author uses reference words than using repeating words. The reference words that are often used and frequently pronoun are: it, she, he, they, this, etc.<sup>6</sup>
- 5) Making inferences  
The ability of the reader to find out the author's implied conclusion in the text is called inference. King and Stanley divide into two most important attentions: draw logical inferences and make an accurate prediction<sup>7</sup>

#### **d. Micro and Macro Skills for Reading Comprehension**

##### **1) Micro skills**

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of the language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.

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<sup>6</sup> Library of Congress. *8th grade Reading Comprehension and writing skills*. United States by Learning Express New York of America, 2009. p.25

<sup>7</sup> Jane Oatkhill, et al. *Understanding and Teaching Reading Comprehension*. Routledge Taylor & Francis group. London and New York, 2015. P.16

- g) Recognize cohesive devices in written discourse and their role in signaling the<sup>8</sup>

## 2) Macro skills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in the context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.<sup>9</sup>When writing, distinguish between explicit and inferred meanings.

From that theory, we can conclude that the elements like micro and macro skills become very crucial things. The elements like what we do in the reading process such as discerning main ideas, understanding the sequence, finding specific information, making inferences, and creating comparisons. Discerning the main idea is when we as the reader know which part of the text stands as the core topic. Understanding the sequence means

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<sup>8</sup> H Douglas Brown, *Language Assessment Principle, and Classroom Practices Third Edition*. (Pearson, 2018),p.215

<sup>9</sup>H Douglas Brown, *Language Assessment Principle, and Classroom Practices Third Edition*. (Pearson, 2018),p.215

that the reader knows the sequence position. And also finding specific information is where the reader can get some ideas and information from doing the reading activity and must make a conclusion and doing comparisons from each part of the text.

#### e. **The Concept of Reading Comprehension**

Reading is a receptive skill to understand printed words such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and third grade. Instruction in a foreign language Furthermore, Reading is a skill to comprehend written English as it appears in textbooks, newspapers, magazines, etc. Comprehension is an active process that involves that child's integration non-verbal of prior knowledge with text to information in the Comprehend that text. In connection with that, Hornby, A.S states that reading comprehension is not just reading with a loud voice but reading the established meaning of words, sentences, and paragraphs sensing the relationship among the ideas.<sup>10</sup> If the students just read and cannot understand the content of the text, it means that they fail in comprehension.

According to Reinking and Scenery in Hamka, they stated that reading comprehension is understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experience and prior knowledge understanding vocabulary, seeing the relationship among words and concepts, making judgments, and evaluating. Because reading is not just an activity read something but reading for comprehending the passage we read, according to Tierney in Mahdavi reading comprehension is specifically the basic goal of ESL/EFL students to gain an understanding of the

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<sup>10</sup> Hornby, A. S. Oxford Advanced Learner's Dictionary of Current English. Fourth Edition. Oxford: Oxford University Press. (2005)



world and of themselves, enabling them to think about and react to what they read.<sup>11</sup>

Based on the definitions above, it can be concluded that reading comprehension is such a kind of language between an author and a reader in which the written language becomes the medium that causes the dialogue to happen when the through the print and need a full understanding of the whole meaning from written text.

#### **f. The Concept of Teaching Reading**

The teaching and learning process is a continuous activity the main goal is that students can absorb the subject matter.<sup>12</sup> According to Richard and Schmidt principles in teaching are beliefs and theories that teachers hold about effective approaches to teaching and learning and that serve as the foundation for some of their decision-making.<sup>13</sup> Harmer States there are six principles behind teaching reading, which is as follows:<sup>14</sup>

1) Reading is an incredibly active occupation.

To do it successfully, one must first understand what the words mean, then see the picture that the words are painting, then understand the arguments and determine whether or not one agrees with them. If one does not do these things – and if students do not do these things – one only skims the surface of the text and quickly forgets it.

2) Students must be interested in what they are reading.

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<sup>11</sup> Mahdavi, Amir. The Effect of Cognitive Strategies i.e. Note Making and Underlining on Iranian EFL Learners' Reading Comprehension. *International Journal of Applied Linguistics & English Literature*. Vol.1 No.6; (2012).

<sup>12</sup> Syofnidah Ifrianti. "Pemanfaatan Lingkungan Sekitar Sebagai Media Pembelajaran IPS untuk Meningkatkan Aktivitas dan Hasil Belajar Peserta Didik Kelas III MIN 10 Bandar Lampung". *Jurnal Pedidikan dan Pembelajaran Dasar* 3, no. 2(2016), <http://www.ejournal.radenintan.ac.id/index.php/terampil/article/view/1186/2164>.

<sup>13</sup> Richards, J.C. *Beyond Training*. Cambridge: Cambridge University Press. (1998).

<sup>14</sup> Harmer, Jeremy. *The Practice of English Teaching Learning*. Melbourne: Cambridge University Press. (2001).

Students who are not engaged with the reading text, and who are not actively interested in what they are doing, are less likely to benefit from it. When they are enthused about a topic or a task, they absorb much more of what is in front of them.

- 3) Students should be encouraged to respond to a reading text's content rather than just the language.

It is crucial to examine reading texts for the way they use language, the number of paragraphs they contain, and the frequency with which they use relative clauses. However, the meaning, or message, of the text, is equally important, and teachers must provide students with opportunities to respond to that message in some way. They must be allowed to express their feelings about the subject, thereby encouraging personal engagement with it and the language.

- 4) Prediction is an important part of reading.

When one reads texts in his or her native language, he or she frequently has a good idea of the content before actually reading. Book covers give him/her an idea of what is inside the book; photographs and headlines give an idea of what articles are about; and reports look like reports before he/she reads a single word.

- 5) Align the task with the topic

Teachers could assign Hamlet's famous soliloquy "to be or not to be" to students and ask them to count the number of times the infinitive is used. Teachers could give them a restaurant menu and ask them to alphabetize the ingredients.

- 6) Great teachers make full use of reading texts.

Any reading text contains sentences, words, ideas, descriptions, and so on. It makes no sense to have students read it and then put it to move on to something else. Good teachers incorporate the reading text into engaging class sequences, utilizing the topic for discussion and additional tasks, and utilizing the language for study and later activation.

### **g. The Concept of Descriptive Text**

Descriptive text is a type of text which is used by the writer or speaker to describe a particular thing, person, animal, place, and or event to the readers or hearers it means the descriptive text is a text to describe a specific object person, place, or thing. Descriptive text is a type of text which is used by the writer or speaker to describe a particular thing, person, animal, place, and or event to the readers or hearers. <sup>15</sup>The process of describing is done by ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can notice what the writer is writing about as if they could directly see it through their own eyes. In conclusion, descriptive text is a text in English to written to tell about describe a specific object person, animal, place or thing, etc.

#### 1) Generic Structure of Descriptive Text

##### a) Identification:

Identification is an introduction to a text in descriptive text such as character recognition and also the topic, containing the introduction of a person, place, animal, or object that will be described.

##### b) Description:

Function to describe or describe a thing in detail and in full of color, shape, features, and so forth.

##### c) Conclusion:

In the descriptive text, there are two kinds of choices, whether there is a conclusion or not. This does not affect the form or function of the descriptive text itself.

#### 2) Grammatical features of Descriptive Text

##### a) Specific participant

Has a certain object, is not common and unique (only one) example: Pandawa beach, my house, Borobudur temple. Etc

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<sup>15</sup> Gerot, L. and Wignel, P. Making sense of functional grammar. Queensland: Gerd Stabler, AEE Publishing. (1994).

- b) Simple present tense  
The sentence pattern used is simple present because it tells the fact of the object described. Example: She is Traveler Girl.
  - c) The use of the adjective to clarify the noun  
Example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
  - d) Action verbs  
Verbs that indicate the activity contained in descriptive text. Example: run, sleep, walk, cut, etc.<sup>16</sup>
- 3) Example of Descriptive Text

*Maudy Ayunda*

*Maudy Ayunda is my favorite artist. She is so beautiful and smart. She has made me fall in love with her since I first saw her on TV. My first time seeing her is when she promotes a beauty product on a TV's advertisement. Since then, she has played in movies and also become a singer. Her voice is also wonderful. I have liked her song since the first time I heard it. Maudy is also an actress that cares about her education. I hear now she is studying somewhere at foreign university. I hope she will make new movies and songs soon.*

## **2. The Concept of Visualization Strategy of Draw and Label**

Visualization strategy draw and label is being read by drawing and speculating what may happen in our mind, to help students develop their ability. In the 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 it can develop students' motivation and interest to read the text by speculating what may be happening with the characters in the text.

### **a. Definition of Visualization Strategy of Draw and Label**

Goudvis and Harvey define visualization as the process of creating images in the minds of readers that

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<sup>16</sup> Ibid.p.29

are unique to each reader. Miller defines visualization as the process of forming a mental image in one's mind, as does Nelson, Wooley state that the visualization strategy links visually and verbally encoded information. Reynolds and Miller state that knowledge is constructed when the learners integrate visual and verbal information with their background knowledge. Furthermore, the knowledge is stored in the long-term memory. Goudvis and Harvey in Nelson suggest the use of gradual releases of responsibility which consist of four steps. These are (1) Teacher Models; (2) Guided Practice; (3) Independent Practice; and Application of the strategy in Real Reading Situations.

From that theory, it can be concluded that visualizing ability to create pictures in our heads based on the text we read or words we hear. The visualization strategy is a reading strategy in which readers imagine their own images of the text. Their prior knowledge heavily influences the images formed in the readers' minds. Because it embeds both visual and verbal information, this strategy requires a small amount of working memory. As a result, the readers will comprehend the text as a whole. This strategy also aids readers in memorizing more specific information.

#### **b. Procedures of Teaching reading through Visualization Strategy of Draw and Label**

Based on the format from Goudvis and Harvey<sup>17</sup>, McLaughlin in Nelson designs the steps of drawing and Label Visualizations with the implementation of the process of gradual release responsibility those steps are described as follows.<sup>18</sup>

##### 1) Teacher Models

- a) The teacher demonstrates (models) the strategy by using the reading title and first paragraph to the students.

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<sup>17</sup> Stephanie Harvey and Anne Goudvis. *Strategies that work: Teaching comprehension to enhance understanding*, Portland, ME: Stenhouse (2000)

Nelson, Amanda N. *Developing Reading Comprehension through Use of the Visualization Strategy*. Oshkosh: the University of Wisconsin Oshkosh. 2005.

- b) Then, the teacher sketches what she sees in her mind and labels the pictures. The teacher reminds the students that sketches are acceptable. The teacher also makes simple sketches 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 partners 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 on their sketches in improving their understanding.

From that theory, it can be concluded that there are 3 steps in the teaching visualization strategy of Draw and Label which are Teacher Models; Guided Practice; Independent Practice. Teacher models consist of steps in the pre-teaching activity and demonstrate by the teacher, Guided Practice consists of steps in the teaching activity and independent practice consists of student individual practice.

The other theories about teaching reading through the visualization strategy of Draw and label sad that visualization strategy of the Draw and label strategy can

be an alternative that can be used by the teacher as a model for students in reading a text. According to Puett Miller teachers should follow this step to teach visualization.<sup>19</sup>

- 1) Teachers should directly model the thought processes involved in visualizing. They should read the familiar text and describe the images they see in their mind.
- 2) Read a passage for students to visualize. Choose something that is descriptive so they can easily create vivid images in their mind. Explain to students that when they visualize, it is important to use their background knowledge and words in the text to help them imagine a picture in their minds. It is important for students to understand that there is not one correct answer. For younger students start with an object and describe it by color, size, shape, and smell. Ask the students to close their eyes and create an image.
- 3) Students should share their images with a partner. They can use the “Think, Pair, Share.” technique. 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.
- 4) Teachers 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.
- 5) Students should practice the strategy frequently. They should use visualization during read-aloud and silent reading. Teachers should incorporate both drawings and mental imagery to meet the needs of all students.

The steps in teaching reading using the visualization strategy of draw and label in this research has used Puett Miller theories, so it can be constructed

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<sup>19</sup> Miller, Puett C. *Opening the Door: Teaching Students to Use Visualization to Improve Comprehension*. Education World. (2004).

that the steps in teaching reading using the visualization strategy of draw and label are:

- 1) Pre-Teaching
  - a) The teacher starts the class with prayer and should greet the students.
  - b) The teacher checks the attendance list to see who is absent on that day
  - c) The teacher gives some questions to engage the students with the material that will be learned on that day.
- 2) While-Teaching
  - a) The teacher distributes colored pencils to the student
  - b) The teacher read a passage to students and asks the students to close their eyes to visualize and create an image.
  - c) Explain to students that when they visualize, it is important to use their background knowledge and words in the text to help them imagine a picture in their minds.
  - d) The student gives the label of the picture they visualize
  - e) Students should share their images with a partner.
  - f) The students are encouraged to reflect on their sketches in improving their understanding.
- 3) Post-Teaching
  - a) The teacher with the student reviewing all of the material that has been learned.
  - b) The teacher explains the conclusion of the material.
  - c) The teacher gives appreciation to the student.
  - d) The teacher closes the class.

From that theory, we can conclude that teacher has important rules in this strategy. It means that in this case, Teachers should directly model the thought processes involved in visualizing. They should read the familiar text and describe the images they see in their mind.



### **c. The Advantage and Disadvantages of using the Visualization Strategy of Draw and Label**

- 1) The advantage of using the Visualization Strategy of Draw and Label:
  - a) Students can enjoy the teaching and learning process, this strategy can improve their understanding of reading comprehension.
  - b) This strategy makes it easier for students to understand the material.
  - c) This strategy is good to stimulate students' thinking and stimulate their imagination.
  - d) And these strategies motivate students to learn.
- 2) The drawback of using the visualization strategy:
  - a) The teachers cannot give students long descriptive texts,
  - b) only teachers have the time and effort to make students understand a simple text can be given.

### **3. Concept of Translation Strategy**

Translation strategy has been one of the most commonly used strategies in learning an additional language. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates a word-for-word representation of the original is known as a literal translation. A translation that has been produced by a computer is known as a machine translation. The terms translation and interpretation are often used interchangeably. While both activities involve transferring a message between two different languages, translation refers to the transfer between written texts and interpretation refers to spoken discourse and the unrehearsed transfer of a spoken message from one language to another.<sup>20</sup>

According to Klaudy, there are two types of translation, namely, pedagogical translation and real translation. Pedagogical translation is an instrumental kind of translation in which the translated text serves as a tool for improving

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<sup>20</sup> Richards, J.C. & Richard, S. (2002). Longman Dictionary of Language Teaching & Applied Linguistic, 3rd Edition. Longman: person education

language learners' foreign language proficiency. In real translation, on the other hand, the translated text is not a tool but the very goal of the process. As such, the aim of real translation would be to develop the translation skills of translators.<sup>21</sup>

**a. Definition of Translation Strategy**

According to Said Shiyab, translation is the process of transferring a text's meaning from one language to another, taking into consideration the text's textual, grammatical, and pragmatic meanings, as well as the fact that meaning needs a reference to linguistic and non-linguistic aspects contained within the text. Thought, circumstance, (cultural) knowledge, intention, and usage are all non-linguistic characteristics of the text.<sup>22</sup>

Translation refers to the transfer between written texts and interpretation refers to spoken discourse and the unrehearsed transfer of a spoken message from one language to another. The process of translating written language from one language (the source language) into another (the target language), or the target language version that results from this process, is referred to as translation. Free translation is defined as translation in which the emphasis is placed on overall meaning rather than the exact wording. A literal translation is one that approximates a word-for-word representation of the original. A machine translation is a translation that was generated by a computer.

From that theory, we can conclude that the translation strategy is one of strategy in the teaching-learning process that allows the students to transfer their meaning from their source language to their target language. It means that not only about the meaning, but we also have to pay attention to some of the non-linguistic aspects like the culture of the target language.

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<sup>21</sup> Klaudy, K. (2003). *Languages in Translation*. Budapest: Scholastica.

<sup>22</sup>Said Shiyab, *Translation and Foreign Language Teaching*, (Journal of Language and Translation Vol. 13) 1

## **b. Procedures of Teaching Reading through Translation Strategy**

There are several steps that must be done by the teacher by using the translation technique.

Based on Richards, J.C. & Richard, S.'s theory about translation strategy, the writer concluded that the steps in teaching reading using translation strategy are:

### 1) Pre-teaching

This stage is also known as the introduction.

And the steps are:

- a) The teacher should greet the students as the initial step in this process.
- b) The teacher must then check the attendance list to see who is absent on that particular day.
- c) The teacher should next inquire about the prior subject
- d) Give brainstorming to engage the students in the material that will be covered that day.

### 2) While-teaching

In this step, the teacher should deliver the material. In this study, the teacher took Descriptive text as the material.

- a) The teacher will then present the information in Descriptive text. It includes a definition, generic structure, language characteristics, and a Descriptive text example.
- b) Not only about that material, but the teacher also can teach about vocabulary because the translation technique is more focused on this component.
- c) The teacher gives a reading passage to the students.
- d) The teacher asks the student to read the text and then translate the whole text.
- e) If they have mastered the material, then the teacher will give a test.

### 3) Post-teaching

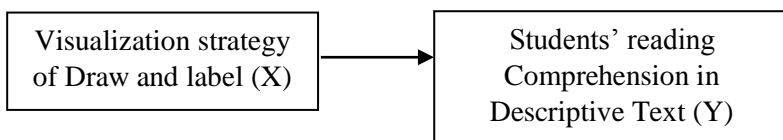
This stage is the conclusion, And the steps are:

- a) the teacher needs to give the students feedback about the use of translation techniques.

- b) The teacher can ask the students about how they feel after using this technique. Not only for that but also the feedback must consist of their difficulties in reading a text. It could be from the idea, grammar, vocabulary, or other obstacles.
- c) The teacher also needs to give a solution for their problem.
- d) The last is the teacher needs to close the class.

## B. Frame of Thinking

Students in these schools are still not doing optimally in terms of actuating English, especially in comprehending Descriptive Text. The teachers' use of learning strategies is still insufficient to help the students to increase their reading comprehension. These obstacles can be helped by employing interesting strategies. In order to assist with those challenges, the visualization strategy of draw and label is used in the classroom. On this research, the researcher used the Descriptive Text as the material in teaching reading. This is the study frame work:



## C. Hypothesis

$H_0$  = There is no significant influence of Visualization strategy of draw and label towards students' reading comprehension in Descriptive Text at Eighth Grade of SMP 17.1 Gedong Tataan in Academic Year 2022/2023.

$H_1$  = There is a significant influence of Visualization strategy of draw and label towards students' reading comprehension in Descriptive Text at Eighth Grade of SMP 17.1 Gedong Tataan in Academic Year 2022/2023.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusion**

Based on the data on the previous chapter, it can be concluded that there was an influence of using visualization strategy of draw and label towards students' reading comprehension in Descriptive text.  $p_{\text{value}} < \alpha$  which is  $0.000 < 0.05$ . From the result of analysis data, it can be determines some conclusions as follows:

There is an influence of using visualization strategy of draw and label towards students' reading comprehension in Descriptive text.

#### **B. Recommendation**

Based on the result of the research that was conducted, the researcher would like to give several suggestions:

1. For the students
  - a. This strategy required additional tools such a colored pencils, so it will be better to student to prepare their own colored pencils to avoid noises.
  - b. The students are better to focus on their own text and make a sketch from that text and keep the class conducive
  - c. The students are better off increasing their motivation learning English and they must increase their reading comprehension.
2. For the teacher
  - a. This Strategy was limited that the teachers cannot give students long descriptive text, and as the solution the teachers can provide the simple descriptive text which is appropriate with eight grade's syllabus.
  - b. The teachers can remind the student to bring colored pencils before using this strategy or as the alternative the teacher could be provide the colored pencils to the student

- c. The teachers can use Visualization Strategy of Draw and Label as the alternative interested strategy for teaching reading, so it will not make the students feel bored in the class.
3. For the next researcher
    - a. The researcher must prepare all of the tools needed in this strategy such as Descriptive text, colored pencils, and also paper.
    - b. This research focused on students' reading comprehension only but the next researcher can focus for the other English skills.

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