

Visual Imagery Strategy as Effort To Acquire Comprehension

Riyan Azkalia

English Education Study Program, Faculty of Languages and Arts, Semarang State University
Email: riyanazkalia@gmail.com

Received: July 2018; Accepted: November 2018; Published: November 2018
DOI: 10.7290/jpk.v4i2.17374

Abstrak

Visual Imagery Strategy merupakan sebuah strategi membaca dimana pembaca memahami sebuah teks dengan cara menganalisa kode verbal (bahasa visual/ tulisan) dan kode nonverbal (objek visual) pada teks tersebut. Artikel ini didasarkan pada sebuah penelitian yang bertujuan untuk mendeskripsikan efektivitas dari Visual Imagery Strategy dalam pembelajaran teks naratif. Dengan menggunakan desain quasi-eksperimental, penelitian ini melibatkan siswa kelas X MAN 1 Kota Magelang pada tahun akademik 2015/2016. Dalam kasus ini, kelompok eksperimental adalah X IS 1 dan kelompok kontrol adalah X IA 3. Hasil penelitian menunjukkan bahwa nilai rerata dari kelompok eksperimental meningkat dari 58.65 dan 72.60 setelah diberikan beberapa kali perlakuan menggunakan strategi tersebut. Perhitungan t-test menunjukkan adanya perbedaan yang signifikan antara kedua kelompok. Hal ini dibuktikan oleh nilai (2.395) yang lebih tinggi dari tabel (1.997). Selain itu, kuesioner dibagikan untuk mengetahui pengaruh penerapan strategi terhadap siswa. Hasil analisis menunjukkan bahwa 62,50% siswa setuju bahwa pelaksanaan strategi membantu pemahaman mereka dan 25% dari mereka bahkan sangat setuju terhadap pernyataan tersebut. Dengan demikian, Visual Imagery Strategy terbukti merupakan sebuah strategi yang efektif dalam pembelajaran teks naratif.

Kata kunci: membaca, penelitian quasi-eksperimental, Visual Imagery Strategy.

Abstract

Visual Imagery Strategy is a reading strategy in which readers comprehend a text by analyzing the verbal codes (visual language/writing) and nonverbal codes (visual objects) within the text. This paper is based on a research aims to describe the effectiveness of visual imagery strategy in teaching reading narrative text. By using a quasi-experimental design, the research involves the tenth grade students of MAN 1 Kota Magelang in the academic year of 2015/2016. In this case, the experimental group is X IS 1 and the control group is X IA 3. The result shows that the mean score of the experimental group increases from 58.65 to 72.60 after several treatments applying the strategy. The t-test computation reveals that there is a significant difference between the two groups. It is proven by the tvalue (2.395) which is higher than the ttable (1.997). In addition, a questionnaire is administered to know the effect of implementing the strategy to the students. The analysis shows that 62.50% of the students agree that the implementation of the strategy assists their comprehension and 25% of them even strongly agree towards the statement. Therefore, Visual Imagery Strategy is proven an effective strategy in teaching reading narrative text.

Keywords: reading, quasi-experimental research, Visual Imagery Strategy

INTRODUCTION

Understanding how Indonesian students learn English as a foreign language, researcher considers that the language input obtained by students may not be as much as in their first language. Renandya (2007:134) who argued that the amount of input in foreign language learning was severely limited supports the statement; moreover, the quality of input was rarely exemplary.

Living in the environment of language students are learning will help them learn the language faster. Nevertheless, foreign lan-

guage learners may have less chance to be directly involved in certain foreign language environment. Not everyone can afford to live in the English speaking country to learn English. Hence, a statement by Renandya (2007:134) claimed, "By providing a large supply of books and other print or non-print materials in the classroom, teachers could immerse their students to language they were learning; in order to develop foreign language environment". Thus, in the learning process students can enrich their English input through reading English materials.

However, reading comprehension for foreign language learners may not be so easy. Comprehending written texts in a foreign language means that they are demanded to make extra efforts to understand the texts. Every single of them may have a chance to get frustrated even when they start to read some paragraphs. The initial problem comes up; students do not understand the meaning of certain words. Not to mention, they have to construe word by word to comprehend the meaning of a sentence in a paragraph.

As the matter of fact, people might achieve things they are struggling. Students' skill can be better when they study hard mastering a certain language. Nonetheless, a four-years-old child cannot spell a word if no one introduce her how to spell. Indeed, foreign language learners need teachers to train them the language. In case, English teachers take roles as facilitator and mediator for their students' learning developments. Due to the reason, the teachers need to consider having such an effective strategy to train their students. As what Ellis (2003:78) argued, "The study of learning strategies is of potential value to language teachers". Providing students with reading strategies that they can use, is one way to help students perform well on any reading comprehension (Jekins, 2009:8). It is assumed that reading comprehension skill is a competence to construe written texts. To comprehend a text, the application of comprehension strategy is recommended.

At school, Indonesian teachers teach English using genre-based texts. In the Curriculum of 2013, senior high school students have reading class about the same genre of texts but in different level of grammar. Students of the first grade learn about narrative texts. Yet, in the second grade, they will still learn about narrative texts that are given in a higher level of grammar compare to the first grade.

Unfortunately, English teachers still tend to teach their students by delivering list of vocabularies of certain text in almost their reading classes. They consider that as long as students understand the meaning of certain words, they will comprehend any texts. A study by Kara (2015) showed that even prospective teachers do not have much intention to teach strategies such as "Strengths", "Consider", "Evaluate", and "Visualize" in their reading classes. They tend to teach reading as the ways they read for themselves. In this case, teachers need another alternative strategy to make students being more motivated participating the class

The Journal of Language Teaching and

Research published one of the application serves as reading comprehension strategy, on January 2011. It studied the role of visualization on English for Specific Purposes (ESP) of Iranian students whose focuses on reading comprehension skill. The result showed that visualization is the key effective of reading comprehension strategy. Not to mention, the research was recommended the strategy to be used as an alternative for university ESP classrooms because students can be more active in the reading class.

Talking about visualization and reading, as the matter of fact, readers tend to imagine about things they are reading. When they are able to construct their imagination to be alive, the process of comprehending messages is on-going. In line with the statement, McDonald (2001:4) argued: "Since reading comprehension is a mental dialogue between writer and reader, the reader needs to interpret and process what is being read in accordance with what is already known". Thus, instructing students to create visual images of text might be a potential strategy to interpret and process message.

One of the strategy instructed students to create a visual image based on the text is Mental Imagery. It is designed to encourage students to relate sentence to one another by creating mental visual image of the text. By using the strategy, students are expected to develop the images of texts in their minds. Nevertheless, only a few numbers of studies were investigating the strategy. The fact is based on Willingham (2006:43). It was declared that there are only seven number of studies investigated the strategy.

Mental imagery expects learners to develop images of text in their minds; however, there might be a possibility that learners do not follow the instructions. Teachers might have difficulty to assure that students imagine. In attempt to make the strategy of visualization to be more observable and meaningful, this study is intended to instruct students developing images through creating real visual images of text. Thus, teachers are expected to develop students' reading comprehension by applying Visual Imagery as the strategy.

Due to the urgency of developing reading skills, a study about strategy for teaching reading is essential. In case, Indonesian teachers need such an alternative strategy to teach reading in classroom. Meanwhile, the study applying Visualization was proven an effective strategy; moreover, the study claimed that the strategy engaged students to be more active participating reading class. Thus, it is possible to apply the same strategy for teaching read-

ing for Indonesian students. Due to the considerations, the researcher expects that it will be very advantageous to investigate how effective is Visual Imagery as a strategy to be implemented in teaching reading class for Indonesian senior high school level.

Related to the terms Visual Imagery Strategy, Sadoski & Paivio (2001) claims that external experiences are perceived through the stimulation of our various sense modalities, including the visual, auditory, haptic, gustatory, and olfactory sense modalities.

In the one hand, the visual imagery exists within verbal codes (visual language/writing) and nonverbal codes (visual objects) (Sadoski & Paivio, 2001). The experience of something seen is created through written text and visual objects. By analyzing the verbal and nonverbal codes of a text, readers are expected to visualize when they are reading. Thus, they could comprehend the text.

In the other hand, cited from Chamot (1998:4), she stated; "Learning strategies are the thoughts that students have and actions that they can take to assist their comprehension, recall, production, and management of their language learning". Therefore, Visual Imagery Strategy is a learning strategy in which students have to analyze the verbal codes (visual language/writing) and visual codes (visual objects) to comprehend a text.

The Visual Imagery Strategy is applied by constructing imaginations about everything described in a text. In the same case, during reading a narrative text, readers are demanded to develop their imagination about the characteristics inside the story. Due to the consideration, it is appropriate to apply Visual Imagery Strategy to comprehend narrative texts. Since students are expected using their imaginations, depicting the story by their own versions will also create pleasure and meaningful sensation of reading.

In teaching reading, teachers are supposed to consider some points. According to Brown (2001:315) there are three major points which are, (1) before reading: introducing topic, encouraging skimming and scanning, activating schemata; (2) while reading: global reading and taking notes; (3) after reading: comprehension questions answering. Based on the theory, the researcher intended to implement the strategy in while reading activity. In addition, adapting from Darch & Simpson (1990), and Erfani, et al. (2011); the researcher train students the strategy by instructing them to sketch at every stopping point of texts to gain comprehension.

In an attempt to train the strategy, the Visual Imagery Strategy is applied explicitly by

focusing on design of activities. Cohen (1999:81) declared; "Strategies-based Instruction (SBI) is a learner-centered approach to teaching that extends classroom strategy training to include both explicit and implicit integration of strategies into the course content".

Because the Visual Imagery Strategy is implemented in teaching reading narrative text, therefore; the understanding about the genre of text might influence the design of activities. Anderson & Anderson (2003:8) stated that narrative text is a text in which it was constructed of (1) orientation, (2) complication, (3) sequence of events, (4) resolution, and (5) coda. Thus, students are instructed to sketch at every stopping points based on the text structure of narrative text.

This research is aimed to describe the effectiveness of implementing the strategy in teaching reading narrative texts. In order to investigate the effectiveness, an experimental research was chosen. In this case, as a quantitative research applied in teaching and learning process, it compares the result of two groups after treatments in the teaching and learning process are given. According to Creswell (2012:21) "Experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in result for participants." Through the design, the researcher intended to compare the result of experimental group and control group. Nonetheless, because there is no procedure of giving random assignment to decide the groups; thus, the design is called as a quasi-experimental design Griffee (2012:72).

RESEARCH METHODS

Applying Creswell pre and post-test design, below is the design of this research.

Pre- and Post-test Design			Time
Select CG	Pre-test	No Treatment	Post-test
Select EG	Pre-test	Experimental Treatment	Post-test

This research was conducted at MAN 1 Kota Magelang in academic year of 2015/2016. The population of this research was 392 tenth grader students of the school in the academic year. Because there was no procedure of giving students random assignment; thus, the researcher took two intact groups randomly. The two groups were X IPA 3 and X IPS 1. The experimental group was X IPS 1; while, the control group was X IPA 3.

There were two kinds of instruments used in this research. Those are test and question-

naire. The test used was multiple-choice reading comprehension item-test. The researcher analyzed the data collected from both of the groups pre-test and post-test scores. Before the test, the researcher checked the condition of the test and the item analysis. Below was the procedure of analyzing the data; Analyzing try-out test; Analyzing pre-test and post test scores of both groups; and Analyzing questionnaire.

By calculating the validity and the reliability of the test instrument, the researcher analyzed the condition of the test. In addition, each of the test-item was analyzed by calculating the item facility and the discriminating power.

After analyzing the try-out test, the pre-test and post-test scores were analyzed, independently. The following were the procedures of analyzing the test scores; Scoring students' works; Analyzing the normality of the test scores; Analyzing the homogeneity of the test scores; Analyzing the t-test of the test scores; and Analyzing the paired-samples t-test of each group scores.

Nonetheless, in order to analyze the pre-test and post-test scores, the researcher used the SPSS 18.0. Through the program, the normality, homogeneity, and t-test were analyzed. The significant difference between the two groups' scores is accepted if the value of Sig.(2-tailed) on the t-test is less than 0.05. In addition, the effectiveness is proven if the t value is more than the \geq t table. Thus, if the prerequisites are fulfilled, it is concluded that there is a significant difference between students who were taught by using visual imagery strategy and those who were taught by using discussion strategy.

In order to support the result of tests, students were delivered questionnaire in the end of the post-test. It was used to further describe the effect of Visual Imagery Strategy for the experimental group. Through the questionnaire, the researcher intended to analyze the responses of students towards the implementation of Visual Imagery Strategy. The format of the questionnaire was Likert-type items. Written in Indonesian, it was supposed to gain students' better understanding in fulfilling the questionnaire. Thus, they could easily share their opinions. The Likert-type items were completed with five likert scales. The five scales were strongly disagree, disagree, neutral, agree and strongly agree each of the scale represented different scores; strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5. Next, the questionnaire was administered to describe the effect of implementing the strategy towards the

students. It supports the result of the test. In this case, the questionnaire was analyzed by calculating the mean scores of each test-item.

RESULTS AND DISCUSSION

Results of the Test

Based on the try-out analysis, the test instrument was reliable to be used. There were seven test items, which were not valid. Those were number 6, 9, 14, 22, 30, 33, and 35. Meanwhile, the analysis of item facility showed that thirty-four items were appropriate, four items were easy, and two items were difficult. In addition, there were five poor items, nine satisfactory items, twenty-one good items, four excellent items, and a very poor item. Due to the try-out analysis, the researcher was confident to use thirty items of test for pre-test and post-test.

The achievement of pre-test in the control group was 59.05 and the experimental group was 58.65. The test was aimed to investigate students' initial level of ability to comprehend narrative texts. The normality was checked by using One-Sample K-S Test. The hypothesis was accepted if Asymp. Sig.(2-tailed) was higher than 0.05. The test showed that the value of Asymp. Sig.(2-tailed) of experimental group pre-test scores was 0.201 and the value of Asymp. Sig.(2-tailed) of control group pre-test scores was 0.193. Both were higher than 0.05. Hence, it meant that the data of pre-test were normally distributed. In addition, the data were also homogeneous. The test by using ANOVA showed that the Significance value of pre-test was 0.778. The hypothesis was accepted if the Significance value was more than 0.05. The pre-test scores of both groups were homogeneous; since the Significance value was higher than 0.05.

After checking the normality and homogeneity, t-test was calculated. By using Independent Sample T-test in SPSS 18.0 program, the result showed that the students of both groups were initially in the same level of ability. It was proven by the value of Sig.(2-tailed) which was 0.888. In addition, H_0 was accepted if t value was less than t table. The t value was -0.142. For $\alpha = 5\%$, $df = 32 + 35 - 2 = 65$, the t table was 1.997. Because t value was less than t table; thus, H_0 was accepted. Based on the results; hence, H_0 was accepted. Therefore, the initial levels of both groups were equivalent.

Next, the post-test was analyzed. The One-Sample K-S Test defined that the value of Asymp. Sig.(2-tailed) of experimental group post-test scores was 0.428 and the value of Asymp. Sig.(2-tailed) of control group post-test scores was 0.931. The groups' scores were

normally distributed, because the value of Asymp. Sig.(2-tailed) was higher than 0.05. Moreover, the test of homogeneity by using SPSS 18.0 showed that the Significance value was 0.070. The hypothesis was accepted; since, the Significance value was higher than 0.05.

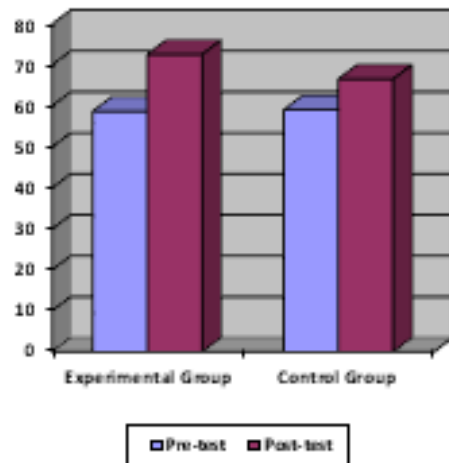
A satisfying result was achieved on post-test. The post-test was conducted to investigate students' achievement after treatments were given. On one hand, the mean score of the experimental group was 72.60. On the other hand, the mean score of control groups was 66.57. Both of the mean scores showed that both of the groups were enhanced after the treatments. Thus, the significant difference of the post-test scores had to be measured. In order to compare the means scores of both groups, Independent Sample T-test was used to define the significant difference.

The analysis of Independent Sample T-test showed that the value of Sig.(2-tailed) was 0.02. With $\alpha = 5\% = 0.05$, the value of Sig.(2-tailed) was less than 0.05. Moreover, H_a was accepted if t value was more than t table. The t value was 2.395. For $\alpha = 5\%$, $df = 32 + 35 - 2 = 65$, the t table was 1.997. Because t value was more than t table; thus, H_a was accepted. It indicated that there was a significant difference of both groups' scores.

In addition, the analysis of Paired-Sample T Test showed that both of the groups were improved after the treatments. However, the mean scores differences indicated that the experimental group (13.95) improved better than the control group (7.52). Through the mean scores differences, the t-value of the experimental group was 6.687. Meanwhile, the t-value of the control group was 4.445.

The significant difference proved that there was a significant difference on experimental group achievements. Thus, the implementation of Visual Imagery Strategy in teaching reading narrative text resulted satisfying result to students' achievements.

Ultimately, after completing the procedures of analyzing the result of test, it showed that there was a significant difference on tenth grade students of MAN 1 Kota Magelang in the academic year 2015/2016 who were taught by using Visual Imagery Strategy compared to those who were taught by using conventional strategy. Thus, the working hypothesis (H_a) was accepted. In order to make the analysis to be more comprehensible, the comparison result of pre-test and post-test scores would be presented on this chart below.



According to the chart, Visual Imagery Strategy was proven to be an effective strategy for teaching reading narrative texts. By using the strategy, tenth grade students of MAN 1 Kota Magelang in the Academic Year 2015/2016 gained significant achievement in comprehending narrative texts.

Results of the Questionnaire

In order to investigate the effect of implementing the strategy, several statements were provided in the questionnaire. The students had to give check mark () based on their degree of agreements. The test-items of the questionnaire were about: interest in reading; interest in reading English; awareness of the importance of learning English; difficulty of reading in English towards academic achievement; initial interest towards Visual Imagery Strategy; achievement after applying Visual Imagery Strategy for learning narrative texts; interest towards Visual Imagery Strategy for learning narrative texts; motivation to learn narrative text after applying Visual Imagery Strategy; advantages of applying Visual Imagery Strategy for learning narrative texts; and consideration of applying the strategy in learning English. Below was the tabulation of results of the questionnaire.

The following is the results of the questionnaire.

Test Item	strongly disagree	disagree	neutral	agree	strongly agree	Mean
1	0	0	8	15	9	4.03
2	0	3	12	16	1	3.46
3	0	1	5	20	6	3.96
4	0	1	4	21	6	4
5	0	1	5	18	8	4.03
6	0	0	3	21	8	4.15
7	0	0	5	19	8	4.09
8	0	0	6	18	8	4.06
9	0	0	4	20	8	4.12
10	0	0	5	20	7	4.06

The result of the questionnaire showed that more than a half number to the total respondents like reading (mean: 4.031). Meanwhile, 37.50% of the respondents were not sure that they like to read in English. Although they did not really like to read in English, twenty students were aware that learning English is important. They agreed that difficulty of reading in English influenced their reading achievements (65.63%); in addition, six students were strongly agree about it (25.00%).

At the beginning of the treatment, students were interest towards Visual Imagery Strategy for Learning Narrative text (mean: 4.031). They recognized that the implementation of the strategy for learning narrative texts gave positive impacts (agree: 59.38%, and strongly agree: 25.00%). After the treatments, twenty-four students were motivated to apply the strategy. They argued that the strategy assisted them to comprehend narrative texts (mean: 4.125). The last item, twenty students were agree to apply Visual Imagery Strategy in learning English material (62.50%) and seven students were strongly agree to apply it (21.88%). Ultimately, the result of questionnaire above further elaborated how Visual Imagery Strategy effects on tenth grade students of MAN 1 Kota Magelang in the academic year 2015/2016 in teaching reading narrative texts.

CONCLUSION

The first objective of conducting the research was to describe the significant difference between tenth grade students of MAN 1 Kota Magelang in the academic year 2015/2016 who were taught by using Visual Imagery Strategy and those who were taught by using discussion strategy. By determining the significant difference, the effectiveness of Visual Imagery Strategy could be proven. The re-research findings from pre-test and post-test mean scores of experimental group showed that it was statistically increased from 58.65 to 72.6. Meanwhile, the scores of control group only increased from 59.05 to 66.57.

Identified by using Independent Sample T-Test, the mean scores comparison of both groups in post-test proved that the working hypothesis (H_a) was accepted. The analysis showed that the value of Sig.(2-tailed) (0.02) was less than the value of $\alpha = 5\% = 0.05$. Moreover, the t value (2.395) was more than the t table (1.997). According to the results, it can be concluded that there was a significant difference between the two groups, after being given several treatments. Thus, the analysis of significant difference revealed that Visual Imagery Strategy was effective in teaching reading narrative texts for the subjects of this research.

The second objective, in order to describe further about how the strategy effects on the subjects, the researcher delivered a questionnaire. The questionnaire was used to recognize the responses of students towards the implementation of Visual Imagery Strategy. The questionnaire with Likert-type items was delivered to fill in. The analysis showed that 62.50% of the students agreed that the implementation of the strategy assisted them to comprehend narrative texts. In addition, 25% of them even strongly agreed towards the statement.

REFERENCES

- Ellis. (2003). *Second Language Acquisition*. Oxford: Oxford University Press.
- Kara, S. (2015). *Reading Strategies: Prospective Teachers and Their Teaching Practices*. Journal of Educational and Instructional Studies in the World, Vol: 5 Issue: 03, August: 2015. Online. Available at: http://www.wjeis.org/FileUpload/ds217232/File/03a.selma_kara.pdf [Accessed: 1/10/16]
- Sadoski, M, and Allan P. (2001). *Imagery and Text: A Dual Coding Theory of Reading and Writing*. New Jersey: Lawrence Erlbaum Associates.

- Chamot, A.U. (1998). *Teaching Learning Strategies to Language Students*. Washington: Center for International Education Research and Studies Program U.S. Department of Education. Online. Available at: http://www.ijhssnet.com/journals/Vol_2_No_5_March_2012/20.pdf [Accessed 08/04/16]
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. New York: Longman.
- Darch, C, and Simpson. (1990). *Effectiveness of Visual Imagery Versus Rule-based Strategies in Teaching Spelling to Learning Disabled Students*. *Research in Rural Education*, Fall 1990, Vol. 7, No. 1, pp. 61-70. Online. Available at: http://jrre.vhost.psu.edu/wp-content/uploads/2014/02/7-1_7.pdf Accessed [01/25/2016]
- Erfani, S.M, Abutaleb Iranmehr, Hossein Davari. (2011). *Deepening ESP Reading Comprehension through Visualization*. *Journal of Language Teaching and Research*, Vol. 2, No. 1, pp. 270-273, January. Online. Available at: <p://www.ojs.academypublisher.com/index.php/jltr/article/download/0201270273/2517> Accessed [01/13/2016]
- Cohen, A.D. (1998). *Strategies in Learning and Using a Second Language*. New York. Longman.
- Creswell, J.W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson.
- Griffiee, D.T. (2012). *An Introduction to Second Language Research Methods 'Design and Data'*. *TESL-EJ Publications, First Edition*. EBook Edition. Online. Available at: http://www.tesl-ej.org/pdf/ej60/sl_research_methods.pdf [Accessed 02/03/14]
- Jenkins, M.H. (2009). *The Effects of Using Mental Imagery as A Comprehension Strategy for Middle School Students Reading Science Expository Text*. Online. Available at: http://drum.lib.umd.edu/bitstream/handle/1903/9551/Jenkins_umd_0117E_10579.pdf?sequence=1&isAllowed=y [Accessed 12/15/15]
- McDonald, S. (2001). *Experiences and Pictures: Using Visual Imagery and Background Knowledge to Improve Reading Comprehension*. Alberta: Lethbridge. Online. Available at: https://www.uleth.ca/dspace/bitstream/handle/10133/945/McDonald_Shannon.pdf [Accessed: 1/10/16]
- Renandya, W.A. (2007). *The Power of Extensive Reading*. *RELC Journal*. Online. Available at: <http://rel.sagepub.com/cgi/content/abstract/38/2/133>. [Accessed: 1/8/16]
- Willingham, D.T. (2006). *The Usefulness of Brief Instruction in Reading Comprehension Strategies*. *Journal of American Federation of Teachers*. Page 39-50. Online. Available at: <http://www.aft.org/sites/default/files/periodicals/CogSci.pdf> [Accessed: 11/18/15]