

TEACHING READING BY VISUALIZATION AS A STRATEGY

Yeni Erlita

Universitas Negeri Medan
yenierlitafbs@unimed.ac.id

Abstract

This study aims to determine if visualizing when teaching reading learners is beneficial in reading comprehension for students. One of the ways for teaching reading is visualization. It is the ability of a student to visualize what he or she is reading. Students learn to develop mental pictures to aid comprehension and recall in this method. And students can increase their comprehension of written content by creating mental representations. It increases students' focus, attention to detail, and independent reading skills by assisting them in transforming words into higher-level concepts. And teacher can make students work in pairs and allow them to work through the texts together from different subject areas. It can be inferred that teaching reading to young learners through visualization strategy is effective in reading comprehension for students.

Keywords: teaching, reading, students, visualization, comprehension.

1. Introduction

There are many ways of acquiring language, especially English. Language as the tool of communication and share ideas, people who do not want to be left behind by the fast development of science and technology begin to think of the importance of mastering English, a language widely used in printed media and oral communication as a means of exchanging variety of information, including science and

technology which grows rapidly nowadays because of the globalization effect on the information era. Meanwhile, reading is the act of looking at printed words and understanding or comprehending what they are saying, or the act of saying those words out loud or of interpreting those words. An example of reading is when you look at a book and the words in it and understand the story. Reading is one of the skills in language proficiency for the students to master as the requirements for

sharing information and enrich their knowledge. Comprehension, or extracting meaning from what you read, is the ultimate goal of reading. Experienced readers take this for granted and may not appreciate the reading comprehension skills required. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyze it, internalize it and make it their own. In order to read with comprehension, developing readers must be able to read with some proficiency and then receive explicit instruction in reading comprehension strategies (Tierney, 1982). To acquiring reading comprehension in English need practice and strategy.

General Strategies for Reading Comprehension

The process of comprehending text begins before students can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent. In order to learn comprehension strategies, students need modeling, practice, and feedback. The key comprehension strategies are described below.

Using Prior Knowledge/Previewing

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

Predicting

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.

Identifying the Main Idea and Summarization

Identifying the main idea and summarizing requires that students determine what is important and then put it in their own words. Implicit in this process is trying to understand the author's purpose in writing the text.

Questioning

Asking and answering questions about text is another strategy that helps students focus on the meaning of text. Teachers can help by modeling both the process of asking good questions and strategies for finding the answers in the text.

Making Inferences

In order to make inferences about something that is not explicitly stated in the text, students must learn to draw on

prior knowledge and recognize clues in the text itself.

Visualizing

Studies have shown that students who visualize while reading have better recall than those who do not (Pressley, 1977). Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.

1. Discussion

To improve students' reading comprehension, teachers should introduce the seven cognitive strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. With regards to literacy methods courses, the focus is on the instruction of these core literacy skills outlined in state standards and usually implementing literacy instruction to students within a practicum in a classroom setting. Instruction includes reading comprehension strategies such as visualization, making connections, and determining the main idea which are addressed in textbooks focused around providing effective literacy instruction at the elementary level (Harvey & Goudvis, 2007).

And visualization is the crucial and interesting ones. Visualization is a

strategy for creating images, diagrams, or animations to communicate a message.

Visualization through visual imagery has been an effective way to communicate both abstract and concrete ideas since the dawn of humanity. By having visualization it is more interesting and not bored for the students. Students can use visualization activities to help them remember what they learned in class. The use of visualization to present information is not a new phenomenon. It has been used in maps, scientific drawings, and data plots for over a thousand years. It is applied to improve the reading enjoyable to learn by students. Goudvis and Harvey (2000) in Nelson (2005:11) propose some strategies of visualization. Those strategy are (1) Visualizing with Wordless Pictures; (2) Visualizing from a Vivid Piece of Text; (3) Visualizing in Reading, Showing not Telling; and (4) Creating Mental Images that go beyond Visualization those ideas are developed under the format of visualization strategies. Those strategies promote the use of the readers' mental imagery in different ways.

Nelson (2005, 11) explains the steps of these strategies. In Visualizing with Wordless Picture, the students use the clues from a few points to predict the next part. The students visualize their

prediction and draw it. At the last, the students share their prediction. The next strategy is Visualizing from Vivid Piece of Text. This strategy is similar with the Draw and Label Visualization from McLaughlin (2003). In this strategy, the teacher reads the text aloud and stops at a certain point and the students visualize the scene. The students share their visualization in groups before they draw it. In Draw and Label Visualization Strategy the students draw their visualization first then share it in groups. The third strategy is Visualizing in Reading, Sharing not Telling. In this Strategy, the student read the text with full of vivid nouns and verbs. The teacher reads the passage aloud while the students visualize the scene. The students are asked to give comments. After the comments are given, the teacher labels the part of the speech. The strategy helps the students learn about part of speech and comprehend the reading well.

3. Conclusion

Based on the research findings above, it can be concluded that teaching reading by using visualization strategy is effective to improve students' reading comprehension in descriptive text of the seventh grade students. It can be seen from the mean score of experimental group and control group. The mean score

of experimental group is higher than the mean of control group.

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