

## THE EFFECT OF VISUAL MEDIA ON STUDENTS' READING COMPREHENSION

**Nenda Febriani Claudia**

Universitas Islam Syekh-Yusuf, Tangerang

nendafebrianiClaudia24@gmail.com

### Abstract

*Reading is one important skill in learning English. This research aims to determine the effect of visual media on the reading comprehension ability of elementary school students. Learning to read with the help of visual media is very effective, students are more interested in reading and easily understand the meaning of each word because visual media aids in the form of images. This research was conducted at Yaspita Elementary School, South Tangerang City, there were 9 students in one class. The researcher uses a quantitative method with the type of pre-experimental design. The instruments used are pre-test and post-test by giving multiple choice questions. Based on the results, students' ability to understand reading using visual media increased after treatment.*

**Keywords :** *Visual Media, Reading Comprehension*

### Abstrak

*Membaca adalah salah satu keterampilan penting dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui pengaruh media visual terhadap kemampuan pemahaman membaca siswa sekolah dasar. Pembelajaran membaca dengan bantuan media visual sangat efektif, siswa lebih tertarik membaca dan mudah memahami arti setiap kata karena media visual yaitu berupa gambar. Penelitian ini dilakukan di SD Yaspita Kota Tangerang Selatan yang berjumlah 9 siswa dalam satu kelas. Peneliti menggunakan metode kuantitatif dengan tipe pre-experimental design. Instrumen yang digunakan adalah pre-test dan post-test dengan memberikan soal pilihan ganda. Berdasarkan hasil tersebut, kemampuan siswa dalam memahami bacaan dengan menggunakan media visual meningkat setelah diberikan perlakuan.*

**Kata Kunci :** *Visual Media, Reading Comprehension*

### A. INTRODUCTION

Reading one of the important skill in learning English. It is necessary for all ages. It is used to comprehend texts. Reading comprehension is one of the most important things in human life. Reading become important bridge to the students who wants to have integrating interactive ability (Dewi et al., 2020) (Springer, Harris, & Dole, 2017). Reading comprehension is

important for educational success (Gruhn et al., 2020) (Hakkarainen et al., 2013). In educational environment, reading is the object of attention of language teachers. Reading is a model of languages, reading texts provide opportunities to study language, such as vocabulary, grammar, and the way to construct sentences. Standardized reading comprehension tests do not identify the underlying

componential abilities in reading comprehension and children's ability to learn (Cain & Oakhill, 2012; Compton et al., 2012). Reading comprehension is a process of reading in order to build understanding (Tarchi, 2017). In reading comprehension process, there are some stages that should be known such as literal, inferential, critical, and creative (Duchovičová, Kozárová, Kurajda, Bajrami, & Baghana, 2019), (Duncan, Mcgeown, Griffiths, Stothard, & Dobai, 2016). Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. (Pourhosein Gilakjani & Sabouri, 2016)

Rokni and Karimi (2013) and Sudarmaji et al. (2020) stated the usage of visual materials was more effective than learning without visual materials. The positive effect of using visual materials such as, pictures, and flash cards became obvious. Students could remember words and make sentences than they learned words verbally (Schiavo, 2014). Visual perception is defined as a person's ability to understand what is seen (Taboer et al., 2020) (Bos and Vaughn, 2002). The research (Shnayer, 1968), (Cooc, Kim, & Kim, 2016), (Haroun, 2018), (Ardasheva, Wang, Roo, Adesope, & Morrison, 2018) stated that

"reading interest is recognized as a multidimensional construct, incorporating one's affective, cognitive and behavioral tendencies towards an object, event or tasks related to reading". Reading comprehension involves the process of seeing, paying attention, concluding and storing memory results. Visual memory that is understood is the result of seeing in detail so that it finds the characteristics of the object it sees. The involvement of visual perception with reading has been investigated by many researchers. The results found a relationship between visual perception and reading ability (English, 1981; Garje Mona et al., 2015; Lyster, 1998; Rochyadi, 2011; Safaei et al., 2014; Spache, 1964). Readers who form a mental image as they read are better able to remember what they have read than those who do not image (Pressley, 1976). It can also be used for the reading of expository texts. Readers visualizing steps in a process or stages in a happening or forming an image that help them to recall some abstract ideas or significant names (Gambrell & Bales, 1986).

## **B. THE METHOD**

### **1. Place and Time**

The research was conducted online at the researcher's and respective students' homes through the Google Meet Application, this was due to the pandemic (Covid-19) which was not possible to do directly. This research was conducted in 2 meetings including pre-test at the first meeting on April 28, 2021, followed by treatment and post-test at the second meeting on May 27, 2021 with Google Meet and Google Form from 10 am to 11

am.

## 2. Population and Sample

### 2.1. Population

According to Ary (2010 : 148) "Population is defined as all members of any well-defined class people, events, or objects."(A/ (2010:22) The target of this research is the third grade students of SD Yaspita Elementary School, South Tangerang City in academic year 2021/2022. There were 8 students who became the population in this research.

### 2.2. Sample

Brinks (2001 : 133) defines a sample as "Part of fraction of a whole, or a subset of larger set, selected by the researcher to participate in a research project. A sample consist of a selected group of the elements or units from a defined population."(UNISA, 2001).

According to Neuman (2000 : 518), a sample is "A smaller set of cases a researcher selects from the larger pool, and generalizes to the population"(研一, 2006). In this research, the sample was taken from population of the third grade students of Yaspita Elementary School, South Tangerang City.

## 3. Type of The Research

This research emphasizes of The Effect Visual Media On Students' Reading Comprehension. There are one independent variable and one dependent variable. Variable X as the independent variable (visual media) Variable Y as the

dependent variable ( reading comprehension). The research with conduct with Pre-Expertimental research . The research method used was quantitative research and the design method was Pre-Experimental research using pre-test and posttest in the class. The researcher gave pre-test and post-test in the class. At the first meeting, students did a pre-test by the researcher which was done through Google Form. The next meeting, the researcher taught reading comprehension through visual media in the form of picture in (Google Meet), then gave a post-test on reading comprehension using Google Form.

## 4. Instruments

The researcher uses multiple choise questions via Google Form for pretest and post-test. In the first meeting, students were given 10 multiple choice questions. In the next meeting. In the next meeting, researchers and students met through Google Meet. Researchers teach students about reading comprehension using visual media in the form of pictures. Then, the researcher gave the same questions at the time of the pre-test with random number of questions. In that way, researchers can see an increase in students' scores by learning reading comprehension using visual media.

## 5. The Techniques of Collecting Data

Data collection technique means the technique that will

be used by researcher and researcher used the test as an instrument. The researcher used multiple choice test to determine students' reading comprehension to collect data. The researcher gave a test to measure students' reading comprehension in visual media. The test consists of multiple choice questions via Google Form.

## 6. Procedures

Students' reading comprehension is taught with visual media in the form of pictures and the test is in the form of multiple choice. At the first meeting students worked on 10 multiple choice questions via Google Form. In the second meeting, the researcher taught students through Google Meet, the researcher taught students about reading comprehension through images shown with the Google Meet feature. The researcher reads every word in the picture and is followed by the students. The visual media used by the researcher is very helpful for students in reading comprehension.

Researchers also provide opportunities for students to read the vocabulary that is drawn and then interpret it.

At the end of the meeting, the researcher gave a post-test in the form of 10 multiple choice questions which were the same as the pre-test but the number of questions was random. Pre-test and Post-test questions are given

through the Google Form application. The researcher use pre-test and post-test scores as research results.

## 7. Teaching Materials

The researcher used a picture through Google Meet and used Google Form for pre-test and Post-test.

## C. THE RESULT

The method of this research used quantitative research and the design method was Pre-Experimental research using pre-test and post-test. The researcher took 9 students in one class. learning is measured before and after treatment. Thus the results of the treatment can be known to be more accurate because it can compare with the previous situation given treatment (Sugiyono. 2014:74 (Akhir, 2017). This design used in accordance with the objectives to be achieved, namely to find out The Effect of Visual Media on Students' Reading Comprehension. The table below is the result of the pre-test scores.

**Table 1.1 Pre-Test**

Students	Score
1	50
2	80
3	80
4	20
5	80
6	80
7	80
8	100

$$\frac{X_1 + X_2 + X_3 + X_4 + X_5 + \dots}{n}$$

X: the scores of the students

n: the number of the data (students)

$$\frac{50 + 80 + 80 + 20 + 80 + 80 + 80 + 100}{8} = \frac{570}{8} = 71,25$$

Based on the pre-test data analysis conducted by researcher on reading comprehension of Yaspita Elementary School students Kota Tangerang Selatan to 22 students, there is only 1 student who is able get the 100 score as the maximum score. 1 student got the highest score of 100. The score of 80 was obtained by 5 students, then 1 student got the score of 50. The lowest score of 20 was obtained by 1 student.

**Table 1.2 Post-Test**

Students	Score
1	70
2	80
3	100
4	30
5	90
6	70
7	100
8	100

$$\frac{70 + 80 + 100 + 30 + 90 + 70 + 100 + 100}{8} = 640 = 80$$

Next is the results of the post-test scores, it can be seen changes to reading comprehension student.

The changes are in the form of increased reading comprehension. The data was obtained after being given a post-test compared with the pre-test scores.

There were 3 students who got a score of 100, 1 student got a score of 9, there were 2 students who got a score of 70, and 1 student got a score of 30. Based on the described values, it can be seen that that the value of the posttest (after treatment) is higher than the pretest (before treatment) obtained by third students of Yaspita Elementari School Kota Tangerang Selatan.

**D. DISCUSSION**

In this section, we will discuss the results found in research. The results are taken based on the data collected and from the results of the analysis data that has been done. The main focus will be discussed in this section are the effect of visual media on students' reading comprehension for third graders at Yaspita Elementary School, South Tangerang City. Visual media aims to introduce, shape, and clarify the understanding of abstract material to participants students, develop affective functions, and encourage more student activities further (Aritonang, 2018) (Nana Sudjana and Ahmad Rivai, 2003:57). By using visual media the teacher is easier to teach reading comprehension to students. Students more easily understand

the meaning of vocabulary with the help of visual media. The phenomenon experienced by students for reading comprehension after using visual media certainly has a positive impact on the final scores. It can be seen that the results of students' reading comprehension scores after applying visual media is categorized as adequate. The value of reading comprehension ability of 3rd graders of Yaspita Elementary School, South Tangerang City, after applying visual media for reading comprehension, namely students who scored above 70 as many as 7 people out of 8 students and students who scored below 70 only 1 student out of 8 students. It shows that the acquisition of student scores above 70 has reached the standards set by the school. This means that the application of learning reading comprehension using visual media can have an impact on improving students' reading comprehension skills in grade 3 of Yaspita Elementary School in South Tangerang City.

## E. CONCLUSION

Based on the results of the research, it can be concluded that the results of the study indicate that the Effect of Visual Media on Students' Comprehension is suitable to be applied to the reading comprehension of 3rd graders at Yaspita Elementary School, South Tangerang City. This problem can be seen from the scores obtained by students before using visual media in reading comprehension that reached the standard of learning success, namely only 6 students

who got scores above 70. After using visual media for students' reading comprehension, students' reading ability was categorized as adequate with almost all students able to score above 70, namely 7 students out of 8 students. Comparison of the results of the pretest and posttest abilities showed that the post-test score was 80, which was greater than the pre-test score, which was 71.25. This shows that the proposed research hypothesis is accepted.

## F. REFERENCES

- Akhir, M. (2017). Penerapan Strategi Belajar Reciprocal Teaching terhadap Kemampuan Membaca pada Siswa SD. *Indonesian Journal of Primary Education*, 1(2), 30. <https://doi.org/10.17509/ijpe.v1i2.9313>
- al (2010:22) states that quantitative research uses objective measurement to gather numeric data that are used to answer question or test predetermined hypotheses. Meanwhile, experimental research involves the study of the effect of systematic manipulation no one variables on another variable (Ary. (2010). 27–39.
- Aritonang, S. M. (2018). The Effect of Visual Media on Students' Writing Explanation Text Ability at Eleventh Grade SMA Negeri 1 Siabu 2017 / 2018 Academic Year. *Jurnal Liner, Institut Pendidikan Tapanuli Selatan*, 1(3), 1–15.
- Dewi, R. S., Fahrurrozi, Hasanah, U., & Wahyudi, A. (2020). Reading Interest And Reading Comprehension A Correlational Study in Syarif Hidayatullah State Islamic University, Jakarta. *Talent Development & Excellence*, 12(1),

241–250.

Gruhn, S., Segers, E., Keuning, J., & Verhoeven, L. (2020). Profiling children's reading comprehension: A dynamic approach. *Learning and Individual Differences*, 82. <https://doi.org/10.1016/j.lindif.2020.101923>

Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2), 229. <https://doi.org/10.5296/jse.v6i2.9201>

Schiavo. (2014). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析  
Title.

Sudarmaji, I., Mulyana, A., & Karsiyah, K. (2020). Applying Digital Storytelling To Improve Indonesian High School Students's Visual Memory and Writing Skill. *English Review: Journal of English Education*, 8(2), 91. <https://doi.org/10.25134/erjee.v8i2.2987>

Taboer, M. A., Rochyadi, E., Sunardi, S., & Bahrudin, B. (2020). Prediktor Kesulitan Membaca Permulaan di Sekolah Dasar. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 29(2), 182–190. <https://doi.org/10.17977/um009v29i22020p182>

UNISA. (2001). CHAPTER 3 Research design , research method and population. *Convenience Sampling*, 84–99.

研一松柳. (2006). Chapter 3 高速回転する原子核. 「現代の核構造論」ニマム, 1(1978), 93–123.