**THE USE OF VISUALIZATION STRATEGY TO IMPROVE**

**READING COMPREHENSION**

**Melia Santi1, Reflinda, S.S, M.Pd2**

*1English Education Department, Tarbiyah and Teacher Training Faculty*

*State Islamic Institute of Bukittinggi,* *meliasanti31@gmail.com*

*2State Islamic Institute of Bukittinggi,* *reflinda88@gmail.com*

**ABSTRACT**

Reading is one of basic language skill that should be mastered by the students. By reading, the students get much knowledge, information, and all they need in learning process. Morever, many students had difficulties in English Learning especially in reading comprehension ability. Based on the data which was the researcher found at the document one of the problem that faced by students is about students ability in using the strategies in reading. One of the strategies that can be used is visualization strategy. Visualization strategy is one of the strategy the effective and easy to be applied in teachig and lerning process. So that, the research was conduct to determine the use of visualization strategy to improve reading comprehension. The purpose of this research was to know the implementing of visualization strategy to improve reading comprehension.

This design of this research was library research. The research was conducted by collecting data in the form of documents such as journals and other people's research results. The document used by the researcher discusses the implementation of the visulization strategy to improve reading comprehension at the junior high school.

The results of this research is the visualization strategy is devided into several steps. Indeed, each step is almost the same, but each expert has his own way of express the procedure. The steps must be done systematically because each step will affect among each aother to continue to the next step.

**Keywords: Visualization Strategy, Reading Comprehension**

**ABSTRAK**

Membaca merupakan salah satu keterampilan berbahasa dasar yang harus dikuasai oleh siswa. Dengan membaca, siswa mendapatkan banyak pengetahuan, informasi, dan semua yang mereka butuhkan dalam proses pembelajaran. Selain itu, banyak siswa yang mengalami kesulitan dalam pembelajaran bahasa Inggris terutama dalam kemampuan pemahaman bacaan. Berdasarkan data yang peneliti temukan pada dokumen salah satu masalah yang dihadapi siswa adalah tentang kemampuan siswa dalam menggunakan strategi dalam membaca. Salah satu strategi yang dapat digunakan adalah strategi visualisasi. Strategi visualisasi merupakan salah satu strategi yang efektif dan mudah diterapkan dalam proses belajar mengajar. Oleh karena itu, penelitian ini dilakukan untuk mengetahui penggunaan strategi visualisasi untuk meningkatkan pemahaman membaca. Tujuan dari penelitian ini adalah untuk mengetahui penerapan strategi visualisasi untuk meningkatkan pemahaman membaca.

Desain penelitian ini adalah penelitian kepustakaan. Penelitian dilakukan dengan mengumpulkan data berupa dokumen-dokumen seperti jurnal dan hasil penelitian orang lain. Dokumen yang digunakan peneliti membahas penerapan strategi visualisasi untuk meningkatkan pemahaman membaca di SMP.

Hasil dari penelitian ini adalah strategi visualisasi dibagi menjadi beberapa langkah. Memang setiap langkah hampir sama, tetapi setiap ahli memiliki caranya sendiri dalam mengungkapkan prosedur. Langkah-langkah tersebut harus dilakukan secara sistematis karena setiap langkah akan saling mempengaruhi untuk melanjutkan ke langkah berikutnya.

**Kata Kunci: Strategi Visualisasi, Pemahaman Membaca**

1. **INTRODUCTION**

Reading is a process to identify ideas from the text. Short & Harste said that reading is an active process in which the reader constructs meaning from a text.[[1]](#footnote-2) It means that the readers have to try to identify and comprehend what the reading text about. Thus, reading is a complex process between the reader and the text.

In addition, the important skills that should be learned by students besides speaking, listening, and writing is reading. It is the one of the basic skills for students. Konza says that reading is a complex process that builds on oral language facility, and encompasses both specific skill development (phonemic and decoding strategies) and the use of comprehension.[[2]](#footnote-3) It means that the students will accept information well and understand the information based on the reading. Reading as one of the language skills has a very important role in English learning. It becomes very important because students can get more information. Jeremy says that reading is useful for language acquisition.[[3]](#footnote-4) It depends on students more or less understands what they read, the more key read, the better they get at it. It means by having the ability of reading, students will easily understand English text and get information about what the reading text is about.

Reading comprehension understands what the reader has read. Anderson Nunan, the main aim of reading is comprehension.[[4]](#footnote-5) The students do prediction about main idea, the content, and the purpose of the text to practice their comprehension. Based on the data that the researcher found, there are several problems faced by students in reading comprehension.[[5]](#footnote-6) The first problem is related to the students’ vocabulary mastery. The students admitted to having difficulties with vocabulary. The teacher gives them different various kinds of the text to enrich their vocabulary indenpedently the students don't read it at home. When the teacher discuss about the text, they had just started reading. The teacher has also shown some words that are difficult and give meaning but the students don't memorize the words even though they have written the word down.

The second problem is about students' interests affecting their motivation can be seen from their condition when participating in English reading activities. When reading text, students can’t focus on the text. Sometimes they stop reading and chatted their friends. Moreover, they did another activity while reading a book, such as playing with their pencil, ruler or eraser. The last problem is about their ability in applying reading strategies. The students didn’t use the reading strategy effectively. Therefore it is difficult for stuudents to improve reading comprehension.

In order to improve students' reading comprehension, there are several approach, methods, strategies, or techniques that can be used by teachers. One of the strategies that can be used by the teachers to teach reading is a visualization strategy. Tomlinson’s in Erfani assert visualization is the ability to build mental pictures or images while reading.[[6]](#footnote-7) It is a mental images that are created in a readers mind while reading a text and helps them to improve their reading comprehension. Teachers can use strategies to improve students' reading comprehension. Klein and Stuart in Usman, there are eight reasons for choosing visualization strategies to improve reading comprehension for students, namely: (1) urge students in the text and first and memorable experiences; (2) expansion of active readers; (3) allows to check post-reading comprehension; (4) allows visual images of students to be shared with other students in the class; (5) allows students to change their thinking; (6) acquire the reader's memory and feelings; (7) deepen understanding; and (8) make reading lively and exciting.[[7]](#footnote-8) However, the researcher found some weakness in visualization strategy. According to Ratna Dyah Anggraini there are several factors that must be considered by the teacher to minimize problems in the application visualization strategy. First, teachers should consider the time. Teachers must be able to manage the time well so that activities can be implemented. Second, teachers should give a clear explanation to the students in pursuing a strategy. It is because there might be some students who have a wrong perception about what to do in each step. Lastly, teachers must be able to manage and handle the class well so that students do not make a noise.

Related to the explanation above, the researcher is interested to explain the use of visualization strategies to improve reading comprehension. Therefore, the researcher will conduct a research under the title: **“The Use of Visualization Strategy to Improve Reading Comprehension”**

1. **RESEARCH METHOD**

The researcher in the context of carrying out data collection must determine the data sources and the location where these data sources can be found and researched. In contrast to field research, the location of data collection for library research is much broader and does not even recognize spatial boundaries. The research setting is the benchmark in which the location is carried out. Before mentioning the research location, it is better to mention the specific characteristics of library research to distinguish the setting of library research from other research such as field research.

The research literature has some special features, among others; First, this research directly related to the text or numeric data, not by courts or witness, in the form of events, people, or other objects. Second, the data is finished, meaning that the researchers did not go anywhere, but only face to face with the resources available in the library. Third, the literature data is generally a secondary data source, in the sense that the researchers obtained data from the second hand, not the original first handin the field. Fourth, the condition of the data in the library is not divided by space and time[[8]](#footnote-9).

Based on the above characteristics, this research was conducted in a library that collects data about The Use of Visualization Strategy To Improve Reading Comprehension. In addition, data is also found from journals, documents, books, or other research materials.

The type of this research was library research.According to Zed in Supriyadi, library research is research related to library data collection by reading, writing, and processing the research material.[[9]](#footnote-10) Therefore, library research is the researcher’s effort to collect information related to the topic of research that researcher want to do. This material can be from journals, books, or the materials from other researches. Furthermore, Mardalis in Milya Sari stated that library research is research tha is use to coollect information and data by utilizing existing materials in libraries such as documents, books, magazines, history, etc.[[10]](#footnote-11)

Hamzah explained that this research was include in the qualitative research category based on the characteristics. To understannd this literature study, the characteristics of qualitative research must be transformed into the cotext of library research, such as eliminating field settings into libraries, and changing interviews and observations into text and discourse analysis.[[11]](#footnote-12) In library research, researchers conducted research using library sources to obtain the data. In other words, library research limits action to library collection without any field action. Therefore, researchers want to conduct a research whose data will be obtain from library collections. It can be from journals, documents, books, or other research materials.

In this research, the researcher used documentation to collect the data. Documentationused by researchers is documents such as journals, books, and research result from several people. Sugiyono said that the documentation is a record of events that have already passed. Document can be in the form of writing, drawing, or the monumental work.[[12]](#footnote-13) In addition, Arikunto in Azizah and Purwoko also explained that documentation is a collection of data about notes, transcripts, books, newspapers, magazines, etc.[[13]](#footnote-14) Therefore, technique of the data collection that is sed in this research were jouurnals, books, and research result about the mateerial of visualization strategy to improve reading comprehension.

Researcher used content analysis to analyze data. According to Kripendorf in Azizah and Purwoko, content analysis is a data analysis technique to obtain replicable and valid conclusions from the text (or other meaningful things) depending on the context. In this technique theresearcher will understand the research material that has been found.[[14]](#footnote-15) In addition, Sabarguna in Azizah and Purwoko said that in content analysis, researchers will carry out a process of choosing and selecting focus material, comparing, combining, so that researchers will find the relevance of the material.[[15]](#footnote-16) According to Gunawan, if a researcher takes documentation as a tool to collect data, and he must plan how to select and collect book content to be analyzed. In addition, researchers need to develop topics of relavance to identify which theoris are important for their research. The researcher will then compare the reasercher material with other sources to be analyzed.[[16]](#footnote-17) Furthermore, in analyzed the data, the reasecher may take notes while looking for research material. Then the researcher will make interpretations related the notes that have been found. Finally, the researcher will draw conclusion abouut the consolidation between the data and the research focus.

1. **FINDINGS AND DISCUSSION**
2. **FINDINGS**

There many strategies that can be applied in an effort to improve reading comprehension. One such strategy is visualizing. Visualisation is a powerful memory device that can be used to improve reading comprehension.[[17]](#footnote-18) Using visualizing strategies in teaching reading comprehension provides opportunities for students to participate by placing himself in the text and imagine the events that occur in the text in their minds. There are several ways to implement a visualization strategy. Based on existing sources, the researcher found that there were various opinions on how to apply the visualization strategy.

According to Swiers, there are nine step visualizing in implementing the strategy on learning to read English, namely[[18]](#footnote-19): (1) Explain to students that text picturing in their minds is vital for understanding it; (2) Show students a series of three or four pictures (or show short video clips); (3) After each picture, have students close Reviews their eyes and visualize what was in the picture; (4) Tell students to visualize a variation of each picture. For example, if you Showed them a picture of mountains, have them modify this mental image to have Several mountain climbers on the cliffs in a snowstorm; (5) Tell the students that this is what happens during reading: We start with a rough image, and text makes us modify it with other details; (6) Have students visualize and imagine that they are in situations similar to Reviews those that will be encountered in the text that they are about to study. (You can have them put Reviews their heads down if they do not like closing your eyes.); (7) move to the written text. Read aloud a text and stop after the initial clues are given. Allow students to form picture. Then read on and stop at appropriate times to allow students to modify Reviews their mental image. You also should describe the model and visualizing your processes while reading aloud; (8)As an option, play sound effects or music if Appropriate; (9) Finally, have students visualize Reviews their own while they read the text.

However, John K. Gibert said about the procedures of visualization strategy. Teachers should follow this step by step plan to teach visualization[[19]](#footnote-20):

1. Teachers should directly model the tought process involved in visualizing. They should read familiar text and describe the images they see their mind.
2. Read passage for students to visualize. Choose something that is descriptive so they can easly create vivid image in their mind. Explain to studennts that when they visualize, it is important to use their backgrund knowledge and words in the text to help them imagine a picture in their mind. It is important students understand that there is not one correct answer. For younger students start with an object and describe it by color,size, shape and smeel. Ask students to close their eyes and create an images.
3. Students should share their images with partner. After forming an images, they should pair up with a partner, and share what they have visualized. Allow students to choose their own subjects to describbe to each other.
4. Teacher should use a diifferent 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 alouds and silent reading. Teacher should incoorprate both drawings and mental imagery to meet the needs of all students.

Different from the others Margaret Bouchard classifies the procedures of teaching reading by using visualization strategy into three points, there are:

1. Before Reading
2. Choose a section of text for students to read.
3. Tell students that they are going to make pictures or a “movie” in their minds as they read the passage.
4. Ask the class to select keywords in the title and describe everything that comes to their mind.
5. Discuss various responses as a class
6. During Reading
7. Students may work individually, in pairs or triads. They underline or put a check mark over key words in the first section of text (usually indicated by a subheading) and form images from these.
8. Students discuss their images within their group.
9. You may elicit some responses for class discussion.
10. Continue in this manner until the entire passage is read.
11. Students may draw sketches or graphic representations of information.
12. After Reading
13. Conduct a whole- class discussion of the content, asking for elaboration and inferred details wherever appropriate.
14. Ask students to identify places in the text where they created a mind picture.
15. Ask them to describe these pictures and identify the words that helped them create images.
16. You may evaluate students by asking them to write about the content covered.[[20]](#footnote-21)

Based on the explanation above, the researcher can conclude that to apply visualization strategies in teaching reading comprehension as the following:

1. Pre-Reading Activities

A reading lesson should begin with a pre-reading activity to introduce the topic and to make sure students have enough vocabulary, grammar, and background information to understand the text. The teacher should aware of the language used in the text and students background knowledge. Vacca and Vacca said that pre-reading activities includes the activities and disscussions before reading which reduce the uncertainty that the students bring to the text.[[21]](#footnote-22)In Pre-reading, there are several activities that will be held by the teacher in applying visualization strategy. Those activities will be elaborate below:

1. Selecting books or the texts

The selection of books or texts for students is the selection of books tthat are suitable for students or not in the learning process. According to Vardell, Hadaway, and Young, the books or texts selected for students should be appropriate for the age and their interest level.[[22]](#footnote-23) The selection of books or texts is important because the teacher will recognize the students' interests and level of interest accordingly so that the text is easier for students to understand. Therefore, the researcher assumes that if the text does not match, the chances of successful reading comprehension are not realized. In addition, if the text is not chosen properly for the students' reading level, then reading comprehension is difficult to achieve.

Besides, students' background knowledge should be considered in the selection of books or texts due to the fact that background knowledge plays an important role in the reading comprehension process. Background knowledge will help students guess and imagine what the teacher is reading or reading. Nunan also said that background knowledge is important because background knowledge contributes a lot to reading comprehension.[[23]](#footnote-24) It contains educational experiences, life experiences, knowledge of how texts can be set, knowledge of how first and second languages are acquired, and knowledge of the cultural background of students. It can be concluded that the teacher should know the background knowledge of students inchoosing books or texts to achieve students' reading comprehension.

1. Predicting/previewing the text

According to Yuli Susanti Prihastuti, before reading the text, the teacher directed students to predict and preview the text that had been given.[[24]](#footnote-25) Preview is the skill of learning about text before reading it. Graves, Prenn & Cooke di Huang explain thatpreview refers to the activities in which the written and oral preview presented to the students before they read a selection of reading.[[25]](#footnote-26) In this sub-step, the teacher guides students to construct meaning from new language and content, building the initial contextual support needed to make the new language and content accessible to students whose first language is not English.

Preview stories are important because in this section students will know and guess the stories to be discussed. According to Giroir et al. There are several steps in previewing a story.[[26]](#footnote-27) First, the teacher previewed the story and activated the students' background knowledge related to the content. It is said that students' background knowledge can affect reading comprehension so that the teacher must activate this background knowledge. After that the teacher points out the important visual features of the text, reading the title and author's name. Next, the teacher asks questions about content-related topics to obtain a level of background knowledge of the students. Finally, the teacher asks students to make predictions about the text.

1. Core Reading Activities

In core reading stage teacher generally readd a text with some purpose ir in interestt mind. One important purpose is the teacher to model good reading strategies such us identifying main ideas, prediicting information what comes next, relating one idea with another, guessing meaning of unfimiliar words. In Core-reading, there are several activities that will be held by the teacher in applying visualization strategy. Those activities will be elaborate below:

1. Teacher Model

Teacher model is an activity in the visualization strategy section. According to Yuli Susanti Prihastuti, a teacher starts the lesson by giving an introduction to the strategy. The teacher highlights about making pictures in students' minds and drawing them into sketches. Students can make simple sketches, as long as they are based on student understanding. The teacher also explained that there would be an example made by researchers to demonstrate to students how the visualization. Goudvis and Harvey stated that, there are several things that should be done by the teacher, as folllow:

1. Teachers must first demonstrate (model) the strategy.

In this section, The teacher starts by reading the title and the first paragraph. The teacher pauses to see students' responses and make sure all the students have concentrated on their own text.

1. Then, the teacher sketches what she sees in her mind and labels the picture.

While doing this, the students are reminded that sketches are acceptable. They will also see this by the teacher’s simple sketch modeled for them. After, all the students have concentrated on their own text. The teacher signals that he is imagining in his mind by drawing a sketch on the blackboard. The teacher makes simple sketches and labels the sketches with some detailed information.In this process, it is important for students to use their imagination in understanding the text. When students read the text, students are required to draw according to their understanding of the text. In the drawing process the teacher must also help students find and confirm the meaning of difficult words.

1. After sketching and labeling, the teacher reads a few more pages (or paragraphs depending on the length of the book) and again,sketch what is visualized and label.

The teacher continues to the next paragraph. These steps continue into the final paragraph where students really focus on the text and the sketch. After finishing visualizing the text, what the teacher must do is check the students' understanding. The teacher asks students about general ideas, detailed information and storylines. If students can understand this,what the teacher must do is assess whether the students understand the strategy that has been modeled.

 In this section, the researcher thinks that at this stage the teacher plays an important role in modeling the strategy. Otherwise the teacher cannot proceed to the next step.

1. Post Reading Activities

At this stages, the students should be able to evaluate the text as a whole to respond to it from a more or less personal point view. They may be asked to agree or disagree with the author or the characters in the text, relate the content to their own experience connect the content with the other work in the same field, discuss characters, incidents, ideas, feelings or predict what can happen afterwards. In Core-reading, there are several activities that will be held by the teacher in applying visualization strategy. Those activities will be elaborate below:

1. Guided Practice

According to Francoise Grellet, guided practice refers to the phase ofinstruction that immediately follows the presentation of a new skill, concept, or strategy.[[27]](#footnote-28) It means that during guided practice, the teacher assesses students' comprehension of a new concept or acquisition of a new skill.In this step the teacher begins the lesson by reviewing the strategy that has been modeled. There are several things that teachers and students should do at this stage:

First, the teacher begins the lesson by reviewing the previous meeting activities about the content of the text, the text plot and some detailed information. In addition, the teacher also reviews the strategies that have been modeled. When most students understand how visualization strategies work, the teacher asks students to make groups. Accordinng to Anderson, guided practice is correlated with enhanced student achievement in both wholeclass and small-group instruction. It means, guided practice can be used as a group in the visualization strategy. In groups, students start working on the text using a visualization strategy. Before students use the visualization, the teacher directs them to preview and predict the story.

Next, The teacher starts the guided practice of drawing and labeling the visualization strategy by reading the title and the first paragraph, then at that time asks students to visualize what they read and draw the visualization on a piece of paper. Teachers check all the groups to control troubled students and guide them to understand information to imagine the story situation. After each student complete their picture, the teacher asks students to share their sketches. The teacher shows students various visualizations and gets some information about difficult words that generally have meaning from the text. Based on the explanation above, theresearcher can conclude that at this step students are required to work in groups to visualize text. This aims to open students' knowledge by exchanging sketches and exchanging opinions about the contents of the text so that the meaning contained in the text can be understood.

1. Independent Practice

Independent practice is a very important part of the use of strategies to improve reading comprehension. accordinng tp Gropper, Students needed independent practice of reading comprehension strategies.In this step students are given the opportunity to practice independently and give feedback such as talking wit students or commentng on their drawing. The teacher directs students to work independently in understanding the text by using visualization strategies. Part of the discussions held after the students finished visualize the entire text. The purpose of the discussion session is different from the discussion in guidedpractice which helps students to understand the text. The purpose of the discussion section is to examine students' understanding of the text using their images.

Teachers start learning by reviewing the activities at the lastmeeting and also check students' understanding of the text. The teacher asked the students about the content and flow of text andsome details to some students. Before reading the students to do independent practice, the teacher explains the activities in this step. Teachers share text and ask students to understand and visualize them independently. There is a time limit for students to do assignments. The teacher also explained that the group discussions held at the end of their visualization.

When students start reading the text, the teacher looks around to check the students' work. After the time limit runs out, the teacher asks students to share their visualization products and discuss the contents of the text. The teacher gives time for students to have group discussions. After discussing, the teacher checks the students' understanding through some questions given to the students. The question is about the content and plot of the story and some of the details. Then, the teacher gives an assessment of some of the texts that have been discussed earlier. At the end of the lesson, the teacher to reflect activities. The teacher asks students' opinions about the strategies used previously.

Based on the explanation above the reseacher can be conclude that to apply the visualiization strategy the teacher should be done the step by step systematically. Each step will affect among each other to continue to the next step.

In implementing the strategy, researchers found several advantages and disadvantages of the visualization strategy, including:

1. The advantages of using visualization strategies
2. The students can enjoy the teaching learning process
3. The strategy can improve understanding of reading skill
4. Makes students easy to understand about the materials
5. Increase students’ thinking and create their imagination
6. This strategy makes students motivated to learn.[[28]](#footnote-29)

According to Gibert there are some advantages of this strategy, those are:

1. Visualization will help students learn how to make important jugments about both written and ora language. Asking students to visualize their literal interpretation of situations can help them understans why certain interpretation do not make sense.
2. Improving reading comprehension and vocabulary trough visualization can also improve the students’ ability to write more meaningful essays.
3. The students will be abe to understand and use words in a meaningful way. At first, tthe teacher or other adult berbally guides the student to ann understanding of the text and language.[[29]](#footnote-30)
4. Disadvantages of visualization strategy
5. The students do not master much vocabulary
6. The teacher cannot give a long text to the students
7. The teacher only gives an easy text to make the students understand with the text.[[30]](#footnote-31)

Rifa aulia says that disadvantages of using visualization strategies is not all the students have many vocabullary so teacher can not give the long descriptive text to students, and teacher only can give the easy text to make students understand.[[31]](#footnote-32) There is no one strategy that we can said it is perfect, it is same wiith visualization. By using visualization continuously the students will dependence with their pictures or draw. They will easily to be bored to doing long text exercise.

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

1. **DISCUSSION**

Based on the result of the application of visualization strategy in reading comprehension, it could be conclude that the visualization strategy can be effective strategy and it could be use as alternative way in teaching reading because the strategy easy for implementing and it was one of interesrting strategy which very closed to the students’ learning activities. The students were involve actively in teaching learning process. It made the students easier to understand the material so it could be improve the students reading comprehension.

Visualization strategy devided into several steps. Each step should be done systematically. This is because each step is interrelated. So, if the step not done sequentially, it cannot processed to the next step. To using visualization strategy in teaching reading, teacher should pay attention to each step taken. This is related to the function and purpose of the strategy itself. In addition there are several advantages and disadvantages that should be considered by the teacher in applying the strategy.

1. **CONCLUSION**

This research focuses on the use of visualization strategy to improve reading comprehension. In this research, the researcher used the document of implementing visualization strategy in Junior High School. Visualization strategy consists of three main activities. Namely the teacher model, guided practice and independent practice. In addition to using documents for implementing visualization strategies, researchers also used documents in the form of journals. This research data is presented in a qualitative form which is described as follows.

The application of visualization strategies can improve students' reading comprehension. The students gain a better understanding through their own visualizations and drawings. The students also become aware of the detailed information in the text. Group discussions also help them understand the text. Through group discussions, students can discuss their understanding with other members to get the correct understanding. The students also became open to discussing their difficulties with the teacher. Students begin to engage in class discussions which means students begin to build their confidence. The implementation of guessing meaning through context and confirming meaning using sketches could help the students overcome their difficulties in dealing with the difficult words. Students said that they were comfortable using the visualization strategy in their reading so they would use the strategy to comprehend the texts in their daily life. As a conclusion, the researcher found that the visualization strategy was effective to improve the students’ reading comprehension.

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