

## Enhancing Students' Reading Comprehension Using Let's Read Application In Visualization Strategy

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**Abstract.** *The primary goal of this study was to measure the effectiveness of Let's Read app in visualization strategy in improving students' reading ability. Let's Read is an application that contains many stories with audio and is equipped with visual pictures that can help students learn to read. This study uses a quantitative and pre-experimental design to test. The pre-experimental used 2 tests, the pre-test at the beginning and the post-test after treatment. The sample in this research consisted of 36 tenth-grade students. The results confirmed that the post-test scores increased and exceeded the pre-test values. Furthermore, at a significant level of 0.05%, the t-score is calculated to be smaller than t-table. From this analysis, the Alternative Hypothesis (Ha) was accepted, while the Null Hypothesis (Ho) was rejected. Based on the facts through the results of data analysis, using Let's Read app in visualization strategy is proven to help in enhance students' reading comprehension. As a result, it is recommended that educators and students take advantage of this application to enhance reading comprehension.*

**Keywords:** *Reading comprehension, Let's Read application, Visualization.*

**Abstrak.** Tujuan dari penelitian ini adalah untuk mengukur keefektifan aplikasi Let's Read dalam strategi visualisasi untuk membantu meningkatkan kemampuan pemahaman membaca siswa. Let's Read adalah aplikasi yang berisi banyak cerita dengan audio dan dilengkapi dengan gambar visual yang dapat membantu siswa belajar pemahaman membaca. Penelitian ini menggunakan desain kuantitatif dan pre-eksperimental untuk menguji. Pra-eksperimen menggunakan pre-test pada dan post-test setelah perlakuan. Sampel dalam penelitian ini terdiri dari 36 siswa kelas X. Hasilnya menegaskan bahwa skor post-test meningkat dan melebihi nilai pre-test. Selanjutnya pada taraf signifikan 0,05%, t-score dihitung lebih kecil dari t-tabel. Dari analisis tersebut Hipotesis Alternatif (Ha) diterima, sedangkan Hipotesis Nol (Ho) ditolak. Berdasarkan fakta melalui hasil analisis data, penggunaan aplikasi Let's Read dalam strategi visualisasi terbukti dapat meningkatkan pemahaman bacaan siswa. Dengan hal itu, pendidik dan siswa disarankan untuk memanfaatkan aplikasi ini dalam meningkatkan pemahaman membaca.

**Kata kunci:** Pemahaman membaca, aplikasi Let's Read, visualisasi.

### INTRODUCTION

English is a language that is widely used to communicate between people around the world. Good command of the English language is a much-needed skill in the current era. Knowledge of English brings many advantages to living in the present. English has a significant role. People studying a new language use the same internal mechanisms they used to acquire the original language (Ambarini, 2016:2). Therefore, people must learn and master English, which facilitates communication with people from various countries. Learning English can make it easier to find a job, make it easier to establish social

interaction, improve a career, make it easier in seeking knowledge, or add reading material outside the national scope.

Reading is a key ability to possess when studying English. The literacy culture in Indonesia is deficient and concerning, so it is necessary to evaluate this condition. There needs to be a treatment for this problem, especially for students, so they want to be diligent in reading. If students have started to be indolent in reading, their insights are less broad and will affect their future. (Delneshin et al, 2020) say, "Reading is an exceptional behaviour, so the reader's thoughts can be expressed with lots of reading." It means reading habits are very influential on learners.

This activity can be an impetus for students to write down all thoughts and points of view so that student creativity is created. A step to understand and discover the meaning of each text is called reading comprehension (Bella, 2022). Comprehending written material involves more than perusing English texts; reading requires comprehensive and profound comprehension. Consequently, achieving proficiency in reading comprehension necessitates putting forth one's utmost exertion.

Students' problems with reading comprehension significantly impact students learning motivation (Torppa et al. 2020). In fact, in empirical research, the weak understanding of students has a close relationship with inspiration and enthusiasm for learning at school. Both of these harm student academics. An example of a problem arising from this impact is that children with low reading comprehension tend to be lazy in participating in every learning activity. Furthermore, students are very seen to be unambitious and avoid doing the assignments given. Students with weak comprehension also clearly differ from other students in their study persistence because they have difficulty doing reading assignments, so their enthusiasm for learning fades away.

Based on some of the discussions above, researchers can understand the difficulties and problems experienced by students and teachers in learning reading comprehension. As a result, the researcher was attracted to conduct an experiment using the Let's Read application in the expectation that it would help students enhance their reading comprehension by leveraging the visual visuals in the application. Of course, this research has the following objectives, 1) To find out the initial ability of students regarding mastery of reading comprehension before using Let's Read app in visualization strategy, 2) To identify the ability of students after applying treatment using Let's Read app in visualization strategy, and 3) to identify can Let's Read app in visualization strategy in enhancing the reading comprehension skills.

## **LITERATURE REVIEW**

According to (Riadil 2020), reading is essential to enhancing sociocultural competence, particularly for EFL learners. Reading is a cognitive activity that involves comprehending the text's content and identifying its literary features in a classroom context. Students must be aware of this fact when reading to understand the text. Introducing reading activities from the age of children is also a good step so that they like to read books. Books are a source of information that everyone needs. It's no wonder that reading is a window to the world. In other words, if you read diligently, you will gain more knowledge. Reading is a process that requires effort and skill, as well as a lot of practice (Jember 2022).

Reading comprehension is a crucial skill affecting learning results and future language development (Babapour et al, 2019). It means reading comprehension is a reading ability that is not just ordinary reading; it is more like how high the ability to grasp the text's meaning, purpose, and intent. According to (Budiharso, T 2014), reading comprehension is collecting information from a context and mixing it with other elements to create new information. This approach uses an existing body of reader knowledge to understand the text and construct meaning. Readers can read the text pattern and discern the text structure to comprehend the significance of the content thoroughly.

Visualization refers to our ability to form visual pictures depending on what we read, see or hear. Students' reading comprehension abilities improve when they obtain a more comprehensive knowledge of their reading content by intentionally exercising the words to generate visual pictures. Students' ability to visualize a text becomes automatic as they have more experience with it. The visualization strategy connects visually and vocally conveyed data (Wooley,2011). The reason for using visualization is that using media images can help students understand the plot, meaning, circumstance and condition of a text they read, even though their understanding is lacking. In addition, visualization is a popular strategy because capturing and imagining an image is gratifying, so the learning process becomes active because it hones students' mindsets to think critically.

## **RESEARCH METHOD**

In carrying out this research, researchers used quantitative research. Quantitative research is a statistical procedure for analyzing data to get answers to research questions and hypotheses (Creswell, 2014). In this study, researchers employed quantitative research, which means they collect data in numerical form and compare or analyze the effectiveness of various efforts.

The type of research used was Experimental design, which was chosen because it was adapted to the research objectives to measure comparisons or similarities to obtain clear thesis results. The pre-experimental employs a one-group pre-test and post-test system in this study's research methodology. According to (Cresswell 2012), in quantitative research, the pre-experimental design is also known as designs of studies or mix-matched studies methods in which the researcher examines if an activity or elements make a significant difference in findings for a participant.

This research was conducted in July during the 17-25 period at state senior high school. The researcher used a purposive sampling technique to determine the research sample and used the research sample in class X.9 as the pre-experimental class. This class consists of 36 students. The design in this study used pre-experimental. In the process, it has 2 test paths: pre-test and post-test. The initial process begins with a pre-test, then proceed with treatment, then last is a post-test. The instrument used in the study was multiple-choice, which contains material regarding reading texts and consists of 15 questions. In collecting pre-test and post-test data, the researcher used the same questions so that the results show a clear difference. Before the test, the validity and reliability of the instrument were tested. Which instrument questions are tested on a different sample from the experimental class. Instrument validity and reliability tests were carried out to determine the feasibility and credibility of the instrument before being tested. After collecting validity, reliability, and pre-test and post-test data, the researcher calculated the t-test to determine differences in students' abilities.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Result Instrument Try-Out**

Based on the validity and reliability tests of the test instruments carried out using SPSS software, out of a total of 15 test questions, it can be seen that only 10 were valid, and 5 tested invalid. For valid questions, the numbers are 3,4,5,6,7,9,10,11,12,13. In contrast, the number of questions classified as invalid is 1,2,8,14,15. Then proceed with a reliability test to measure whether the instrument is feasible for research.

The reliability test is also calculated using SPSS. Based on the result, the instrument questions proved to be reliable because the results from Cronbach's Alpha showed 0.706, which is greater than the r-table. These results are included in the highly reliable criteria according to the reliability standard table.

### **The Initial Ability of Students Regarding Mastery of Reading Comprehension Before Taught Let's Read App in Visualization Strategy.**

The researcher carried out the pre-test after calculating the validity and reliability test instruments. Before determining the relevance of students' reading comprehension before and after being taught through Let's Read application, the researcher must determine the student's initial reading comprehension. Before using Let's Read app, students took a pre-test to assess their reading comprehension abilities. The pre-test was in the form of a multiple-choice test with ten questions.

After the researchers got the pre-test data, the average results were calculated from the recapitulation of the scores of all students. The results showed that the mean pre-test showed a student score of 62.50, with the lowest score being 50 and the highest score being 80. The total score did not exceed expectations. The researcher then revealed numerous reading strategies, specifically utilizing Let's Read application in visualizing strategies.

### **The Ability of Students After Applying Treatment Using the Let's Read App in Visualization Strategy.**

Before knowing the significance of students' reading comprehension before and after being taught visualization skills using the Let's Read app, the researcher must first determine the students' abilities after treatment. They must be aware of their reading comprehension. Following the pre-test and treatment, the researchers conducted a post-test. The researcher implements a post-test to determine this reading comprehension. The questions on the post-test are the same as those on the pre-test, which consists of ten multiple-choice exam questions.

Following the post-test, multiple students received the lowest and highest scores, with the lowest score being 70 and the best score being 100, obtaining an average of 79,17. In terms of post-test scores, the table shows that these strategies can help students study and understand reading comprehension using the Let's Read app in visualization strategy in reading and make it easier to answer the questions provided by researchers. Students recognize that these strategies may be applied and are helpful in learning since they make it easier for students to study reading comprehension and do the questions. The result is good since students outperform their pre-test scores by implementing Let's Read app visualization tactics in reading comprehension.

### **Identify the Effectiveness of the Let's Read App in Visualization Strategy in Enhancing Students' Reading Comprehension Ability**

The calculated shows the data in a table and then computes the score with the SPSS program, revealing the classification of students' pre-test and post-test reading comprehension scores, the average score, and the standard deviation of the students.

The average score in the pre-test is 62.5 and is included in the classification itself. The previous test gave the student in the experimental class a multiple-choice reading without using the Let's Read app and visualization strategies for the process of study in class. In the next meetings, the researcher explained to the students the use of the Let's Read application and the visualization strategies for reading comprehension; step one was about planning.

The researcher gave students multiple choice questions in a post-test to examine the students' reading comprehension abilities after instructing them how to utilize Let's Read app in visualization method in reading comprehension. The results of the learning process according to result, the average score on the post-test is 79.17.

The learning process results refer to when the hypothesis is less than  $< 0.05$  is accepted and more than  $> 0.05$  is rejected to assess whether there is a relationship between the pre-test and post-test that the researcher has done. The processed data from SPSS, where the correlation results between the pre-test and post-test were 0.00. Researchers accept the correlation between the pre-test and post-test results because they are less than  $< 0.05$ .

As shown for the result, the learning process results refer to the hypothesis when less than  $< 0.05$  is accepted, and if more than  $> 0.05$  is rejected, the result is  $< 0.00$  received. The value that the researcher has calculated through SPSS is that the Let's Read app in visualization strategy can be a way to add reading comprehension to students. We can see from the results of the paired sample test, which states that this method can be helping to increase the value of reading comprehension of students. The results of this study are similar to previous research conducted by (Niknejad & Rahbar, 2015), where the results of using Multimedia-Based Visualization can improve students' reading comprehension with a mean pre-test score of 49.30 and a mean post-test of 35.23.

Seen from the difference in the mean from the pre-test results, which had a value of 62.50, then increased in the post-test score with an average of 79.17, which there was an increase in student scores after the treatment using the Let's Read app in a visualization strategy to enhance students' reading comprehension ability.

## **CONCLUSION**

Based on the research results, there are several findings or answers regarding the purpose of this study. Where the ability of students at the beginning of the pre-test indicated that the student's initial scores before implementing Let's Read in the visualization strategy application could be categorized as a minimum score, or it could be said to be a low score. Where students very clearly have low reading comprehension skills, so they get test scores that are not optimal.

After the treatment, it showed a significant difference in students' reading comprehension skills before and after using Let's Read in the visualization strategy, and calculations through the pre-test and post-test. While some students received less than the maximum mark on the pre-test, learning about the Let's Read application strategy resulted in a substantial difference in post-test results. This strategy proved very effective in enhancing children's reading comprehension skills. Students can use the Let's Read application to interpret and analyze material related to problems in visualization strategies.

Reading comprehension is considered satisfactory compared to the average pre-test and post-test scores of students, with an average pre-test score of 62.50 and an average post-test score of 79.17. Overall the research results of researchers have a significant effect, with a significance of  $0.00 < 0.05$  which means that  $H_a$  is accepted. The results show that using the Let's Read application in visualization strategy for reading comprehension can help to enhance students' reading comprehension skills, and there is a substantial difference between before and after the pre-test and post-test.

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