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Visual Representation in Reading Text for Fourth Graders of Students Elementary School

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Abstract: The importance of learning English skills, namely reading aimed at improving English mastery, is very important for students. Though there are some students who have difficulty learning English in class. Therefore, I conducted research using classroom action research about the use of visual images to determine whether or not visuals can increase students' mastery of reading comprehension. This research was conducted in six steps: identifying, planning, collecting data, analyzing and interpreting data, reflecting and sharing, and taking action. The subject of the study is fourth graders at SDN Ngaliyan 05 Semarang. The results showed that their pre-test scores on average were 41, their post-test scores on average were 74. The finding shows that using visual images can help them learn reading comprehension.

Keywords: reading comprehension, visual images, teaching English to young learners

Introduction

The learning process revolves around reading. People can learn crucial knowledge that is not taught in the classroom by engaging in reading activities. According to cognitive psychology and schema theory, the reader is a vital interpretive component of the reading process and an active participant. As a result, readers in the cognitive model are seen as more than just information consumers who are made aware of a text's meaning by an active text. It is believed that reading involves a push-and-pull relationship between the reader and the text. This applies also to reading comprehension which is embodied, just like situational and verbal language understanding. From primary schools through universities, English is taught to students as a foreign language that must be acquired. As one of the academic disciplines that the national curriculum has developed and prescribed (Education & Advice, 2018).

Reading is one of the four skills in English besides listening, speaking, and writing. According to Mahayanti et al (2017:143), because students are anticipated to be able to get more knowledge, information, and pleasure through reading, teaching students to read is an essential ability. On this opportunity, I would like to do research on reading comprehension for fourth graders at SDN Ngaliyan 05 Semarang.

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According to Niyazova (2020:66), the purpose of this study is to identify the methods English instructors use to teach reading and how they employ those methods. The purpose of this study is to learn what kinds of pre-reading strategies teachers employ and how they might be used to teach reading comprehension (Silvia Febrianti et al., 2022:12). In grade 4 of SDN Ngaliyan 05 there are some reading problems due to students' lack of interest in reading on the worksheets given by the teacher. Students prefer textbooks that contain visual images because they are more interested to learn. Glenberg, Mahayanti, Niyazova and Silvia Febrianti's study did not use CAR (class action research) and in this study I used CAR (class action research).

Theoretical Review

In this study, I use some relevant literatures namely:

1. TEYL

In order to explain the theory and practice of teaching English as a foreign language to young learners between the ages of 3 and 10, the program known as Teaching English to Young Learners (TEYL) was developed. The instructors' profiles are one of the crucial elements in teaching English to young learners since they must introduce a foreign language to them that is a second language (Desvianti, 2020). According to Copland & Garton, (2014:224), children can learn multiple languages at once, and they frequently do so in social and domestic settings. You will learn about methods for teaching English to youngsters that are not only efficient but also enjoyable and engaging through interesting videos and useful books.

Children have different learning styles and cultural preferences. They learn through physical activities that are ingrained in their daily lives; they have a limited attention span; and they study with the intention of achieving short-term objectives. According to Damar (2013:97), to assist aspiring teachers in acquiring the necessary abilities and knowledge for classes for young learners, the program Teaching English to Young Learners was established.

2. English Learning

One of the world's major languages, spoken by the majority of people, is English. English is widely spoken around the world as a second language. English language instruction is very unsuccessful in Indonesia. The students' formal study of English since elementary school level is still regarded as insufficient (Suryasa et al., 2017). Indonesian students learn English from an early age so that they can compete in the international arena regarding speaking English. A teacher can also be a factor in the development of English in a lesson. Furthermore, proficient teachers can make use of small-group instruction opportunities to give tailored and modulated education to precisely match the needs of individual students as well as give English language learners more opportunity to speak, hear, and read English (Richards-Tutor et al., 2016:146). Students must maintain discipline throughout the teaching and learning process, never give up, and put their all into whatever they are doing in order to learn the appropriate expressions for the context.

3. Teaching Reading

Reading is a basic skill in academic learning. Reading is the primary skill used in the teaching and learning process to assess a student's academic intelligence. The teacher might employ a variety of techniques when teaching reading. Using the right approach could help pupils understand what they read (Saputri et al., 2021). According to (Apsari, 2018) Whether a reading text is used to demonstrate certain

language features or to re-evaluate the essence of the implied messages, the teaching of reading is more than relevant to most, if not all, language teachers. The process of identifying, interpreting, and perceiving written or printed materials is known as this. Beginning in kindergarten, children begin to learn how to read. With the aid of visual aids, such as images of fruit, animals, and other objects, children may better understand the meaning of reading. Even more reading is assigned in primary school, when students must read it and respond to teacher-provided questions about its topic. In order to increase kids' interest in reading, teachers must devise tactics, such as providing illustrations or something similar.

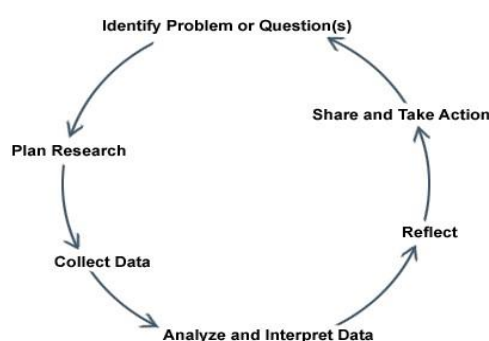
4. Visual Image

Reading is a crucial ability in many contexts, but particularly in the educational setting. In the English education field, reading comprehension aids pupils in comprehending the content or assimilating new ideas from it. Regarding the value of reading, kids should pay attention to specific strategies for motivating them to advance their reading abilities and pique their interest (Ekaningsih & Nafisa, 2022:52).

An active image reader can encourage, monitor, coordinate, and maintain the thorough grasp of the image by combining existing and updated information with the proper application of methods (Apsari, 2018). According to (Dijkstra et al., 2017), By forming a mental image of an object that is not present in the visual field, visual imaging enables us to think and reason about it. Through visual images students can find out what the reading text is about and what objects are in it. Therefore, visual images can help students understand the text.

Method

This study used classroom action research (CAR). Classroom action research is designed to assist teachers and groups of teachers in overcoming difficulties and problems in practice and implementing innovations in a reflective manner (Feldman et al., 2013:4). According to Khasinah (2013), the following diagram displays a model of an action research cycle:



The First step in CAR is identifying the problem. In this study, I identified the problem that visual images can help students understand reading text. Then, I prepared some questions for the students before the reading class started.

Second is planning, I collected relevant theories to support the analysis for my study

The Third is data collection by doing observation, interview, and test.

a. Observation

Observation is a method for gathering data. Observation, according to Kardish et al., (2015), when observers interpret what they see in a way that confirms their

expectations or favoured hypotheses, they are said to be engaging in observation. According to (Randolph, 2018), In essence, the observation notebooks are brief, descriptive essays about daily observations. They are observations that are present-focused rather than reflections on the past. In this way, they serve as a tool for raising and sharpening our awareness of both the outside and inside of ourselves. As a result, the writer will observe the teaching and learning process in the classroom as it occurs between teachers and students.

b. Interview

An interview is data-gathering approach that involves interviewing a specific individual as a respondent. A face-to-face verbal exchange between two people, one of whom is the researcher or interviewer and the other is the respondent or interviewee, is generally referred to as an interview (Tsujioka & Hamano, 2021:22). Additionally, obtaining precise and valid measures from one or more respondents in the form of verbal responses requires a direct face-to-face effort. As a result, the author will conduct interviews with teachers at SD Negeri Ngaliyan 05 Semarang about the process of teaching and learning English, particularly in terms of reading material.

c. Test

A test is a tool or process used to determine or measure something in an environment according to predetermined methods and regulations. According to Adom et al., (2020:110), tests are created to gauge performance in terms of quality, aptitude, measurement, and evaluation. Understanding how to apply concepts in school or having the ability to assess whether a sample meets an acceptable standard. The first test (pre-test) is conducted using reading books and questions without the use of images in order to collect research data, the second test (post-test) is conducted using text and questions that are accompanied by visual images.

The **Fourth** is data analysis. There are 27 fourth graders who become the participant in this study. In data analysis, I received the pre-test and post-test result to analyse. The data that has been collected can be put into tables or graphs of scores. The **Fifth** is reflection. In this reflection phase, the students of elementary school prefer reading texts with pictures to non-picture texts because it is easier for them to understand the content of the reading or what the text is. The **Sixth** is share and act. The teacher, when they make reflection and found positive things, will apply them, and share them with their colleagues. Teacher reflection is a good activity to improve their teaching practices.

Findings and discussion

The students' scores can be seen in this respective table as follows:

Table 1. Pre-test and post-test result

Students	Pre test	Post test	Gain score
Student 1	20	60	40
Student 2	60	80	20
Student 3	40	100	60
Student 4	40	80	40
Student 5	60	80	40
Student 6	20	80	60
Student 7	20	60	40

Student 8	40	60	20
Student 9	60	80	80
Student 10	60	80	20
Student 11	80	100	20
Student 12	40	80	40
Student 13	60	80	20
Student 14	20	60	40
Student 15	40	80	40
Student 16	60	80	20
Student 17	80	100	20
Student 18	20	80	60
Student 19	40	80	40
Student 20	60	80	20
Student 21	20	60	40
Student 22	60	80	20
Student 23	0	40	40
Student 24	20	80	60
Student 25	40	80	40
Student 26	60	80	20
Student 27	0	20	20

The average score for pre-test is 41, which means that the students do not understand the content of the reading, while the average score for post-test is 71, which means that they already understand the contents of the reading through the visual image that I provide. There are 12 students who get scores below the average for the pre-test, while there are 15 students who get scores above the average.

There are 27 students who have difficulties doing the pre-test. This is because they have difficulties understanding what the text is about since there is no pictures or visual images in the reading texts.

Moreover, only two students got scores below the average for the post-test. This occurred because they did not pay attention to their teacher and they spent more time playing than learning in the class.

Conclusion

From the research that I conducted at SDN Ngaliyan 05 Semarang about the use visual images as pre-reading strategy to help students learn English through reading, I found out that the English teacher is not English graduate teacher. This condition affects the students' competence, as the teacher also did not have good English competence. From the students' scores. It can be explained that the average pre-test score is 41 and the average post-test score is 74. This can be concluded because students prefer learning to read using visual images rather than just text and questions, and the results of the post -test are higher than the pre-test. And the increase in student scores is 55%.

After conducting research, I found out that the students preferred pictorial text rather than reading text and asking questions, this can be seen from the score. The use of visual image in the reading texts can help fourth graders at SDN Ngaliyan 05 Semarang understand the reading text. Since children are more engaged

in pictures and teacher encourage pupils to participate more actively in their learning, the post test result was better. The students are more motivated to learn reading when there are some visual images in the reading texts, therefore, I gave them reading texts that have pictures in them.

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