

The Effect of Using Visualisation Strategy on Reading Comprehension and Attitudes Toward the English Language Among 11th Grade Students in Palestine

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submission date: 30/01/2024 Acceptance date: 11/02/2024 published date :15/03/2024

Abstract:

This study investigates the impact of the Visualisation strategy on reading comprehension and attitudes toward the English language among 11th grade students in Palestine, employing an experimental method. The research focused on all eleventh-grade students in Palestine, and a sample of (50) students was systematically assigned to control and experimental groups. At "Farahat Secondary School" in Bethlehem, the Visualisation strategy was integrated into English language reading comprehension texts. The methodology included the administration of pre- and post-reading comprehension tests as well as utilising a carefully crafted questionnaire to measure the effectiveness of the strategy.

The results revealed statistically significant differences favouring the experimental group in both the reading comprehension test and the questionnaire toward the English language. Specifically, students exhibited improved abilities in identifying main ideas, inferring word meanings, and refining, retention and summarization skills. The questionnaire, designed to assess attitudes, contributed valuable insights into the positive impact of the Visualisation strategy on students' perceptions of the English language subject. These findings emphasize the significance of integrating the Visualisation strategy into English language teaching in Palestinian schools, not only as a mean of enhancing reading comprehension but also as a tool for positively influencing students' attitudes, as evidenced by the questionnaire responses.

Keywords: Visualisation strategy, reading comprehension, attitudes, English language, 11th grade students.

Introduction:

The failure of many children to become proficient readers is a persistent problem, particularly among Arab students who reach the eleventh and twelfth grades without acquiring the necessary English reading skills (McNamara, 2007). This issue is notably prevalent in the Middle East, and in Palestine specifically, where students face challenges in reading English accurately. The inadequacy of innovative educational methods for teaching the English language contributes to this dilemma, hindering students' ability to comprehend and engage with English texts effectively (Snow, 2002). The eleventh grade is a critical juncture as students approach the culmination of their secondary education, and the deficiency in reading proficiency at this stage raises concerns about their preparedness for higher academic pursuits. In light of these challenges, this research endeavours to investigate the impact of the

Visualisation strategy on reading comprehension and attitudes toward the English language among 11th grade students in Palestine, aiming to address the existing gaps in English language education and contribute valuable insights for educators.

The deficiency in English reading proficiency among eleventh-grade students in Palestine necessitates a reevaluation of traditional teaching methods. Johnson-Glenberg (2000) emphasizes the importance of moving beyond mere reliance on words during reading and advocates for the incorporation of visual and other sensory experiences to create non-verbal representations of textual concepts. This shift aims to enhance comprehension and is supported by cognitive theories of reading, such as those proposed by Sadoski and Paivio (2004) and Van de Ven (2009). These theories suggest that employing visualisation strategies, which engage both internal and external visualisation processes and involve multiple senses, can significantly

contribute to better understanding and retention of textual information. In response to this pressing need for innovation in English language education, this research seeks to explore the impact of the Visualisation strategy on the reading comprehension abilities and attitudes of 11th grade students in Palestine. By examining the effectiveness of visualisation techniques, the study aims to contribute valuable insights into improving English language education and fostering a more comprehensive approach to reading comprehension.

Furthermore, the traditional approach of teaching English often focuses on linguistic aspects, neglecting the importance of incorporating multi sensory strategies for a more holistic understanding of the language (Liu & Long, 2014). The limitations of relying solely on linguistic cues become apparent as students' progress to higher grades, particularly in the context of reading comprehension. By adopting visualisation strategies, educators can tap into students' visual and sensory processing capabilities, aligning with cognitive theories that highlight the significance of non-verbal representations in enhancing comprehension.

Hazaymeh (2022) conducted a study to explore the effectiveness of visual mind mapping as a reading strategy in enhancing critical thinking skills among English language learners. In this research, participants from two general English courses were randomly assigned to either the experimental or control groups. The California Critical Thinking Test was employed to evaluate the critical thinking skills of the participants. The results demonstrated a statistically significant difference ($p < .005$) in the mean scores between the experimental and control groups in the post-test, favoring the experimental group and indicating a positive and significant impact on critical thinking skills. Specifically, the experimental group exhibited significant improvements in all critical thinking indicators.

Furthermore, the study highlighted that the visual mind mapping strategy not only influenced an increase in critical thinking skills but also positively impacted reading comprehension ability. The findings underscored the significant improvement in critical thinking skills and reading ability among English language learners who utilise the visual mind mapping strategy. Overall, this study contributes valuable insights into the potential of visual mind mapping as an effective instructional tool for fostering critical thinking skills and enhancing reading comprehension among English language learners.

1.1. Decoding the English Language Reading Comprehension Journey:

The journey of decoding English language reading comprehension is intricately woven with several factors, both intrinsic and extrinsic to students. Internally, vocabulary mastery, students' interests, and effective reading strategies play pivotal roles in this endeavour. A robust vocabulary base enhances students' ability to grasp the nuances of a text, facilitating a deeper understanding. Moreover, aligning reading materials with students' interests not only captures their engagement but also fosters a more meaningful connection to the content. Employing effective reading strategies further empowers students to navigate the complexities of a text.

Externally, the teaching approach, instructional materials, and media employed in the classroom significantly influence the comprehension journey. Harmer (1988) emphasizes the centrality of reading in extracting meaning from a text, making it a fundamental aspect of the learning process. McNamara (2007) underscores the extraordinary nature of reading, considering the multitude of levels and components that must be mastered for successful comprehension. In essence, decoding the English language through reading involves a dynamic process, an acquired skill, and a continuous practice that enables readers to extract and comprehend the intended meaning within a text. Recognizing these multifaceted influences is crucial in tailoring effective reading comprehension strategies that cater to the diverse needs and contexts of learners.

In the pursuit of enhancing students' reading comprehension, the focus of this research centers on the implementation of visualisation strategies, specifically concerning descriptive

texts. Gerot and Wignell (1994) elaborate on the nature of descriptive text, noting its purpose in detailing specific persons, places, or things. Descriptive texts follow a structural framework involving identification and description, primarily utilizing language features, with a notable emphasis on the simple present tense. This specialized focus on descriptive text within the visualisation strategy aligns with the goal of comprehending the nuanced meanings embedded in the text.

Woolley's (2011) assertion underscores the significance of visualisation as a cognitive aid, emphasizing its potential to boost reading comprehension. Visualisation, as defined in this context, is not merely a passive act but an active engagement where readers mentally construct images based on the information presented. Harvey and Goudvis, (2007) elaborate on the dynamic nature of visualisation, emphasizing its link to the creation of mental pictures in response to textual content or spoken words. This process demands students to actively draw upon their imaginative faculties, thereby fostering a deeper connection to the material. (Harvey and Goudvis, 2007).

Furthermore, visualisation strategy involves a dynamic method in which students have the freedom to create mental pictures that align with the text. Here comes the individual differences between students in the way their background knowledge affects this process. This implies that students contribute their distinct viewpoints and past experiences to the act of visualisation, shaping the character of the mental images they generate. Consequently, the relationship between visualisation strategy, reading comprehension, and attitudes toward the English language is intricately tied to the active mental engagement fostered by this strategy, coupled with the individualized influence of students' background knowledge. (Damiri, 2022)

1.2. Statement of the Problem:

The research problem revolves around understanding the impact of implementing visualisation strategy on 11th grade students' reading comprehension and attitudes toward the English language. Specifically, the study aims to investigate how the utilise of visualisation strategy influences students' ability to comprehend English texts and whether it contributes to increased motivation for reading. The research seeks to address gaps in current instructional practices by exploring the effectiveness of visualisation in enhancing both comprehension skills and positive attitudes toward English among 11th grade students.

1.3. Objectives of the Study:

- 1.Examine the influence of visualisation strategy on 11th grade students' reading comprehension in English.
- 2.Investigate the effect of using visualisation strategy on students' motivation for reading comprehension skill.
- 3.Analyze the impact of students' background knowledge on the effectiveness of visualisation strategy.
- 4.Explore individual differences and learning preferences affecting the effectiveness of visualisation strategy.
- 5.Propose potential modifications to enhance the benefits of visualisation strategy in language learning.

1.4. Hypothesis of the Study:

Hypothesis 1: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of 11th graders' reading comprehension in the English language due to the method of teaching(visualisation strategy).

Hypothesis 2: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of responses of 11th graders' attitudes due to the method of teaching(visualisation strategy).

Secondly: Methodological procedures for the field study:

The research methodology adopts an experimental design approach, strategically dividing the study sample of eleventh-grade students in Farahat Secondary School in Bethlehem City /Palestine into two distinct groups. The experimental group will receive instruction in the English curriculum using a visualisation strategy, incorporating visual aids and techniques aimed at enhancing comprehension in reading. In contrast, the control group will be taught using the conventional or traditional method for the same subject. This division facilitates a comparative analysis to determine the effectiveness of the visualisation strategy by observing potential differences in outcomes between the two groups. Random assignment ensures that any observed distinctions can be attributed to the intervention, mitigating potential biases. The overarching goal is to evaluate and compare the impact of the visualisation strategy on variables such as reading comprehension and attitudes toward the English language. Through this experimental design, the research aims to contribute valuable insights to the field of language education by assessing the efficacy of innovative teaching methods in English language learning contexts.

2.1. Study Population and Sample:

The study population encompasses all eleventh-grade students at Farahat Secondary School in Bethlehem City, Palestine. The sample size for this research consisted of (50) students systematically selected from the study population. The students were further divided into two groups: an experimental group comprising (25) students and a control group with an equal number of (25) students. Notably, these groups corresponded to Section A and Section B, which represented two distinct sections within the eleventh-grade cohort. The random assignment of students to these groups aimed to ensure a balanced distribution of participants, facilitating a rigorous examination of the impact of the Visualisation strategy on reading comprehension and attitudes toward the English language.

2.2. Study Instruments:

Study instruments included a specialized tool for testing reading comprehension and attitudes toward the English language, as follows:

2.2.1. English Reading Comprehension Test:

The researcher meticulously curated the English Reading Comprehension Test, drawing upon three study paragraphs derived from the prescribed English curriculum for the eleventh grade. The test comprised a total of (24) questions, strategically designed to assess students' comprehension skills. The question format included (13) open-ended responses, allowing for a nuanced exploration of students' depth of understanding, while an additional (11) questions were presented in the multiple-choice format, providing a broader perspective on participants' grasp of the material. It is crucial to note that the construction of the exam was guided by a table of specifications and content analysis. This method ensured that the test was aligned with the relative weight of specific skills, enhancing the validity and reliability of the assessment. The careful consideration of these factors aimed to create a comprehensive and balanced evaluation tool for measuring the impact of the Visualisation strategy on reading comprehension and attitudes toward the English language among eleventh-grade students.

As for the correction, the total of two points were assigned to each of the three open-ended questions, and one point was allocated to each correct answer in the multiple-choice questions. A score of zero was given for incorrect or unanswered responses. Consequently, the total score for the test ranged from (0) to (40). The average time taken by the sample survey students to

complete the test was calculated and determined to be (35) minutes for test completion.

Test Validity and Reliability:

To ensure the validity of the test content, it was initially presented to a panel of nine experts in the field for their feedback. Their opinions were sought regarding linguistic accuracy, clarity, and alignment with the intended measurement objectives. Adjustments were made based on the majority opinion, with an (80%) consensus, including the addition of some questions and modifications to others.

To confirm the reliability of the test, a split-half method was employed to analyze responses from a sample survey of (15) students. Pearson correlation coefficients were calculated for individual and paired items, and then a Spearman-Brown correlation coefficient was computed. The reliability coefficient was found to be (0.96), indicating high and acceptable reliability for the study's purposes.

Table (1): The equivalence of the experimental and control groups in the comprehension test

Test	Group	Number	Means	Standard Deviation	T-Value	Sig
Reading comprehension	Experimental	25	24.440	6.935	1.090	0.111
	Control	25	22.520	5.432		

Source: Prepared by the researchers based on the outputs of statistical analysis (Spss V.20)

Table (1) indicates that the T-value for the Reading Comprehension test was (0.320), with a statistical significance greater than (0.05), confirming the equivalence of the experimental and control groups in the comprehension test.

2.2.2. English Language Attitudes Scale

The researcher prepared a questionnaire to explore the perspectives of students in both groups regarding the English language. The tool consisted of (24) statements assessing the impact of the visualisation strategy on students' attitudes toward the English language, based on a review of previous studies and literature. The Likert five-point scale was adopted for scoring the study tool, assigning one point to each statement based on the following scale: (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1).

Scale Validity and Reliability

The validity of the questionnaire was ensured by presenting it to a group of experts in the field to assess the clarity and linguistic accuracy of the statements.

To confirm the reliability of the attitudes scale, it was applied to a sample survey to calculate Cronbach's alpha coefficient, resulting in a reliability value of (0.82). This value is considered sufficient for the study's purposes, indicating good stability in the data collected from the study sample in this regard.

2.2.3. Study Variables:

- Independent Variable: Teaching Method (Visualisation Strategy, Traditional Method)
- Dependent Variables: Reading Comprehension, Language Attitudes

2.2.4. Study Procedures:

1. Review theoretical materials related to the research topic and its variables.
2. Select the educational material to be presented from the English language textbook for eleventh-grade students for the academic year (2023/2024)/ first semester.
3. Analyze the content of the study material.
4. Design a teacher's guide based on the pillars of the visualisation strategy and its application methods.
5. Design the study questionnaire and verify its validity and reliability.
6. Design the study test according to its objectives, and verify its validity and reliability.
7. Pilot test the study tool on the research groups before commencing teaching.
8. Start presenting the educational material according to the visualisation strategy for the experimental group and conventionally for the control group.
9. Conduct the post-test and the questionnaire applications.
10. Correct the test, collect data from the questionnaire, process, and discuss the results.

2.2.5. Statistical Analysis:

1. Calculate the reliability of the study instruments using Spearman-Brown and Cronbach's alpha coefficients.
2. Use the independent samples t-test to assess the equivalence of the control and experimental groups in pre-test measurements.
3. Employ Analysis of One-Way (ANOVA) to detect differences between the means of the control and experimental groups in reading comprehension, and attitudes.

Thirdly: Presentation, analysis and discussion of the results of the study:

3.1. Presentation, analysis and discussion of the first hypothesis:

Hypothesis 1: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of 11th graders' reading comprehension in the English language due to the method of teaching(visualisation strategy).

To address this question, the Analysis of One Way (ANOVA) test was employed, and Tables (2) and (3) illustrate the following:

Table (2) The mean scores for the experimental and control groups in the reading comprehension test

Fields	Group	Mean
Reading Comprehension	Experimental	31.36
	Control Group	24.08

Source: Prepared by the researchers based on the outputs of statistical analysis (Spss V.20)

Table (3): Results of the Analysis of One-way (ANOVA) for identifying differences between the mean scores of the study groups in the post-test of reading comprehension.

Fields	Source of variance	Sum of Squares	Mean Square	DF	F	Sig

Reading comprehension	Between Groups	662.48	662.48	1	28.15	0.00
	Within Groups	1129.60	23.53	48		
	Total	1792.08		49		

Source: Prepared by the researchers based on the outputs of statistical analysis (Spss V.20)

It is clear from Table (3) that there are differences between the means of the experimental and control groups in the academic reading comprehension test for eleventh-grade students in the post-test, where the F value reached (28.15) at a significance level (0.00).

To identify these differences, the arithmetic mean was calculated as shown in Table (2), which showed that there were differences between the means of the two groups in the reading comprehension test in the post-application in favor of the experimental group, as its arithmetic mean reached (31.36).

This result, indicative of a high impact of the visualisation strategy on reading comprehension skills, can be explained by the distinctive approach of this strategy in presenting educational content. It differs from the conventional teaching method that relies on rote learning and immediate, non-enhanced memorization to retain information in students' minds. The strategy contributes to enhancing and developing concepts and terms in the English language subject by attracting students' attention, stimulating their senses, and motivating them to engage with the material, as they become the focus of the educational process.

Students play a positive role in this technology in acquiring knowledge. It has helped develop students' ability to learn how to obtain and analyze information and understand its meaning by connecting it through mental images. This, in turn, has increased their comprehension and understanding of the curriculum more broadly and comprehensively.

Hypothesis 2: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of responses of 11th graders' attitudes due to the method of teaching(visualisation strategy).

To answer this question, the Analysis of One Way (ANOVA) test was employed, and Tables (4) and (5) illustrate the following:

Table (4): The mean scores for the experimental and control groups in the attitude scale.

Fields	Group	Adjusted Arithmetic Mean
Reading Comprehension	Experimental	84.52
	Control Group	61.80

Source: Prepared by the researchers based on the outputs of statistical analysis (Spss V.20)

Table (5): Results of the Analysis of One Way (ANOVA) test to identify differences between the mean scores of the study groups in the questionnaire that examined the attitudes in the post-application

Fields	Source of variance	Sum of Squares	Mean Square	DF	F	Sig
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Attitudes	Between Groups	6452.48	6452.48	1	19.94	0.00
	Within Groups	15530.24	323.547	48		
	Total	21982.72		49		

Source: Prepared by the researchers based on the outputs of statistical analysis (Spss V.20)

Table (5) indicates that there are statistically significant differences at the level of significance (0.00) between the average of the two study groups, with an F value = (19.94). These differences, in light of the data in Table (4), were in favor of the experimental group in which the English language subject was taught in a Visualisation strategy with a mean of (84.52).

This result can be attributed to the considerable impact of the visualisation strategy on students' attitudes and motivation to learn English curriculum. Positive attitudes were evident among students who learned through the strategy instead of the conventional method. This may be due to the interactive learning environment provided by this strategy for educational tasks, generating successful ideas at the individual or group level. This contributed to the emergence of positive behaviors, enjoyment of visualisation strategy activities, enthusiasm, curiosity, increased self-confidence, perseverance, and adopting a positive outlook. Additionally, it helped develop students' thinking skills and equipped them with skills that elevated their understanding of the subject content.

3.2. Discussion on the Results of the Study:

1- Reading Comprehension: The experimental group, exposed to the visualisation strategy, demonstrated a significantly higher level of reading comprehension compared to the control group. The statistical analysis indicated a substantial effect size ($F=28.15$, $p=0.00$), affirming the efficacy of the visualisation strategy in enhancing students' understanding of English texts.

2- Attitudes Toward English: Students in the experimental group, who were taught using the visualisation strategy, exhibited significantly more positive attitudes toward the English language compared to the control group. The statistical analysis revealed a high effect size ($F=19.94$, $p=0.00$), with the average attitude score for the experimental group being (84.52), indicating a favorable outlook toward learning English.

3- Interactive Learning Environment: The study suggests that the interactive learning environment facilitated by the visualisation strategy contributed to increased engagement, motivation, and positive perceptions among students. This indicates the potential of active learning approaches to create a more dynamic and participatory classroom experience.

4- Educational Implications: The results highlight the educational implications of incorporating visualisation strategies in English language instruction. These strategies not only improve academic outcomes, particularly in reading comprehension, but also positively impact students' attitudes and motivation toward the subject.

5- Teacher Role: The effectiveness of the visualisation strategy was attributed to the active role of teachers in explaining and implementing the strategy. Teachers played a crucial role in simplifying the learning process, overcoming challenges, and fostering a positive learning environment.

6- Broader Understanding: The findings emphasize that the visualisation strategy not only enhances specific skills like reading comprehension but also contributes to a broader understanding of the English language curriculum. This aligns with a more comprehensive and

flexible approach to learning, encouraging students to connect concepts and develop a deeper understanding of the subject matter.

7- Positive Student Outcomes: Students' positive responses to the visualisation strategy indicate its potential to enhance various aspects of the learning experience, including critical thinking, self-reliance, and a positive approach to tackling challenges in the learning process.

8- Study Confirmation: The study provides empirical support for the hypothesis that the visualisation strategy positively influences both reading comprehension and attitudes toward the English language. This confirmation contributes valuable insights for educators seeking effective teaching methods in language instruction.

Fourthly: Reflections on My Journey:

In this chapter, I present my reflections according to the following themes:

4.1. Theoretical Reflection:

The old saying “A picture is worth a thousand words” may help us realize the importance of visualisation strategy in fostering reading comprehension. When students make visual images in their minds, the “pictures” provide the framework for organizing and remembering information from the text. There is consistent and impressive evidence that when students visualize the actions and ideas in the text it helps them remember and retrieve the information, resulting in improved comprehension (Gambrell & Bales 1986). However, students must be given clear instructions about using this strategy to benefit from it to achieve the desired goals.

The result of my study agrees with what other researchers found related to the importance of visualisation strategy in enhancing reading comprehension. Tovani (2000), states that “When meaning breaks down, good readers consciously create images in their heads to help them make sense of what the words are saying. When the reader can visualize what is happening, comprehension improves.” Tovani applied the strategy on a student named Jason, who had difficulty in reading comprehension. The result of her study shows that after using visualisation strategy, he could comprehend the texts, answer questions related to it and remember the details of that text (Tovani, 2000). That exactly what happened with almost all my students. As I stated in the previous part, there were significant differences between the means of the experimental and control groups in the academic reading comprehension test for eleventh-grade students in the post-test favouring the experimental group.

“Motivational visualisation involves imagining accomplishing your end goal and the feelings that accompany that success. Stimulate all your senses and immerse yourself in a mental image so much that it appears real to you. By familiarizing yourself with feelings of achievement, you increase your motivation to reach your end goal and believe success is more plausible and realistic (Reynolds & Gloria, 2003). The collected data from the questionnaire showed that the visualisation strategy succeeded in increasing students’ motivation. I was very happy to see all my students engaged in the activities. Each one was part of the study; the strategy was very successful in making all of them participate in the classes. They are happy when they were given credit points after achieving their duties. Finally, I can say that all the results that I reached after this journey match the ones other researchers have reached.

4.2. Field Reflection:

The use of visualisation strategy from the first class till the last one was successful to foster the students’ reading comprehension. They were fond of the strategy from the first class and they were keen to learn more about it. They could improve their ability in finding the detailed information and the main idea of each text using the strategy.

The instructions were very clear to them from the first class. I followed three steps of gradual release responsibility in connection with this strategy. Those are (1) teacher Models; (2) guided practice; and (3) independent Practice. The first step was implemented in one class, the second took 4 classes and the third was done in the rest of the classes. All the lessons were done as what I planned for. I always tried to use technology in presenting the materials and the activities after reading, this guaranteed arousing students' motivation and saving time to focus more on the strategy's activities.

It is important to say that I was satisfied with my students' improvements in reading comprehension, but I was frustrated by the results of poor and weak students who lack vocabulary and background information about the topic.

So, I tried to help those students by encouraging them to think, I tried to activate their backgrounds through various activities and games, watching short movies and clips about the same topic. I tried to enrich their vocabulary by encouraging them to make meaning full statements using new words from the same topic. Also, I tried to improve their motivation to read more and more by preparing reading texts that match their interests.

After completing the action plan, I assigned extra reading activity for each student. It was choosing a story from the library and summarizing it. I was surprised and very happy seeing that they visualized those stories. They used those drawings to talk about the stories.

4.3. Personal Reflection:

I believe that great teachers help to create great students. In fact, a teacher is the most important school-related factor influencing student achievement, it is very important to make the students aware of their thinking process, they need to be shown how to apply the new techniques you teach to problem-solving rather than giving them the solution. And that is the thing that I have taught them during the period of implementing visualisation strategy. The time we teachers have an opportunity to develop our job and think with an eye toward improvement makes a difference to a better understanding for both teachers teaching methodology and students learning. By attending the classes and preparing a lot of activities related to visualisation strategy in the reading lessons, my cognition is developed, and I am now aware of how authentic learning happened. I've learned how to become a designer. An essential act of our profession is the crafting of curriculum and learning experiences to meet specified purposes. We, teachers, are not passive followers of the book, we can change the activities according to our students' interests, our school environment and the other factors that influence the learning process. But the most important thing here is that we must be on the same track that leads to the established goals.

As a teacher, there are improvements in my ability in teaching reading comprehension. The improvement was shown from my performance in explaining the topics and giving clear instructions. I was able to manage the teaching time more effectively and to make the students more active in learning reading comprehension by grouping them so that they were in good spirits, had more motivation and got more fun at the same time as learning.

Consequently, I've realized that there were some limitations either in students' skills or attitudes towards the English Language reading texts. Therefore, it is hoped further researchers will do similar research into visualisation strategy or some improved strategies with better encouragement and better implementation to change the students' perspectives. However, the present study has its limitations. A major limitation would go to the time devoted to this study. Pressed schedules of the school English syllabus limited the teacher to give enough time for performing the strategies steps and stages. The time factor for applying the strategy was vital as there were deadlines for both the teachers and the students to accomplish each reading task.

Ultimately, it is hoped that further researchers will circumvent these obstacles by meticulous planning and adherence to distinct schedules to deal with the time factor for applying the strategy. Concurrently, improving the students' motivation with better encouragement and better implementation.

Fourthly: Recommendations:

- Exploration of Long-Term Effects: Future researchers may delve into longitudinal studies to investigate the long-term effects of incorporating visualisation strategies into English language teaching. Examining how sustained exposure to these strategies influences students' reading comprehension and language attitudes over an extended period could provide valuable insights.
- Comparative Analysis Across Educational Levels: Conduct comparative studies across different educational levels to explore the transferability and effectiveness of visualisation strategies. Investigating how these strategies impact reading comprehension and language attitudes in various educational stages, such as primary, secondary, or tertiary levels, can contribute to a more comprehensive understanding of their applicability.
- Incorporation of Technological Tools: Given the increasing integration of technology in education, future research could explore the impact of incorporating technological tools that support visualisation strategies. Investigating the effectiveness of digital resources, interactive platforms, or virtual reality in conjunction with visualisation strategies may offer innovative approaches to enhance language learning outcomes.

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