THE CORRELATION BETWEEN VISUAL LEARNING METHODS AND STUDENTS' READING COMPREHENSION IN EFL VOCATIONAL SCHOOL

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Abstract

This research investigates the correlation between visual learning methods and students'reading comprehension, also examines the effectiveness of visual learning method in one vocational school in Brebes. Learning reading for multimedia students is still at the average value. In this study, researcher used experimental research with a quantitative approach. Researcher want to know the effectiveness of using visual learning methods in teaching English on students' understanding through experimental research. Impact is assessed by giving special treatment. There are many primary data collection methods. Main methods such as Questionnaires, Interviews. The participants in this study are class XI students. This study employs quota sampling to select participants for the interview and test portion The first finding is Visual Learning There is strong correlation between visual learning and EFL (English a Foreign Language) classroom. They learn by watching demonstration, reading text with illustration, and using visual aids. The second finding is effectively visual learning in EFL classroom Visual learning is highly effective way to learn reading in a multimedia program. Visual learners are able to process information more easily when it is presented in a visual format, such as through chart, graph, diagram, or video. Therefore, the results of testing the hypothesis indicate that there is a significant influence between visual learning methods on learning English has an effect on learning English. Results obtained are 6.64> 2.060 meaning *tcount greater than ttable. So from these results we can know if there is a significant influence of the use of visual learning methods on learning English*

INTRODUCTION

Education has a very important role in the development of the Indonesian human being as awhole. Therefore, education really needs to bedeveloped from various sciences, because quality education can increase the intelligence of a nation. Education is an important part of the national development process which contributes to increasing a country's economic growth. Education is also an investment in the development of human resources whereincreasing skills and abilities is believed to be a supporting factor for human efforts in wadingthrough life. Multimedia learning also is a component of the teaching delivery system to support the learning process. The multimedia development is based on effective, interactive and fun teaching and learning activities supported by

learning media that attract students' attention. Its use is expected to support the success of the teaching and learning process to achieve the desired goals. The presence of this system component is also in line with thepresence of technology and information which actually gives rise to forms of learning media and teaching methods in a modern direction.

Daulay (2017: 96) states that in teachingand learning activities as a complement to the components of a learning, teacher must usemedia that is able to stimulate the learning process in an efficient and effective way. Whereas, Setiawan (2018: 101) also asserts thatlearning media are all things that are a means of conveying information from the sender to the recipient hence what is conveyed can be understood and received optimally. There are various kinds of learning media as a means to make it easier for teachers to convey insights,information, and insights to students, especially learning video media. Febriani (2017: 11- 21) also argues that video media is a learning media that can communicate learning messages more strongly, decisively, inspires, improves and persuades students in learning. Moreover, it can generate excitement in the learning process and can improve learning outcomes of students who presented with audio-visual thus learning can be easily accepted by students.

Based on the reality conditions above, thepossible causes for the emergence of teacher obstacles in applying audio-visual media include;

(1) teachers are not very proficient in using technology, (2) training is rarely carried out on the development of Science and Technology (IPTEK) which supports the application of instructional video media, (3) lack of time in making the learning video media itself effective and interesting to apply in learning. Based onpre-observation by researcher, that the final scores obtained by some students show equivalent to the reference value or average value, namely with a value of 79. So here the use of the visual method in learning will contribute greatly to the learning outcomes obtained. Teachers and students can be said to be digitally literate. The above results , it can be concluded that the achievement of learning English is still ina good predicate. In the table above, it can be explained that among the three existing subjects, the average score of English is the highest average score. However, there is a gap in pure scores obtained from the results of daily classtests among students, namely there are those who get good grades and those who get average grades. Therefore, the teacher must always provide attention and continuous learningguidance so that these values can be maintained or increased.

Research is a process which is a combination of steps that are carried out systematically and logically to get a solution to a problem or to get answers to certain questions (Suryabarata: 2003). Ary et al (2006: 325) stated "The design of experimental research is to enable researchers to estimate the effect of an experimental treatment". Experimental research can be carried out in the laboratory, in the classroom and in the field. In this study, experimental research was carried out in the classroom by taking students as a population. A researcher selects a design to determine the validity of the conclusions that canbe drawn from the study. According to Prasetyo (2008: 160) there are many kinds of experimental research designs, namely Classical Experimental Design, Pre Experimental Design and QuasiExperimental Design and Special Design. Experimental research is unique in two very important ways. It is the only type of research that directly tries to influence a particular variable, and when properly implemented, it is one or more dependent variables. Experimentsusually involve two groups of subjects, an experimental group and a comparison group, although it is possible to conduct experiments with one group. This study used a pre- experimental design in the form of a one-group pretest-posttest design with a quantitative approach. In the Pre-test and Post-test groupsthe observation was carried out twice, before being given the treatment it was called the Pre-test and after being given the treatment it was called the Post-test. In this study, researcher usedexperimental research with a quantitative approach. Researcher want to know the effectiveness of using visual learning techniques in teaching English on students'

understanding through experimental research. Impact is assessed by giving special treatment. Theeffectiveness will be known by significant differences between students who are taught without using multimedia learning techniques and those who are taught using the student learning multimedia technique. Data collection isthe process of finding and gathering information about the variables in the research that we have determined. Researchers must determine theappropriate research instruments that will be used to collect data. In this study, researchers used closed-ended. Closed questions where the respondent can choose an answer from several options. The answer choices for closed questions must be complete and mutually exclusive. Closedsurvey questions are questions that give the respondent a fixed number of responses from which to choose an answer. It consists of a question bar and a series of answer choices (alternative answers). When given by the survey interviewer, closed questions are expected to be read exactly as written to the respondent, along with the complete answer alternatives Lavrakas, PJ (2008).

RESULTS AND DISCUSSION

1. The Correlation between Visual LearningMethods and Students' Reading Comprehension in EFL Vocational School.

There is strong correlation between visuallearning and EFL (English a ForeignLanguage) classroom. Visual Learners arethose who learn best by seeing. They learnby watching demonstration, reading textwith illustration, and using visual aids.Visual learning appeals to the way that thebrain naturally processes information, thusstudents are more likely to be engaged andto learn more effectively.

2. The Effectiveness of visual Learning in Learning Reading at Multimedia Program.

Visual learning is highly effective way to learn reading in a multimedia program. This is because visual learners can better understand and remember information that is presented in a visual format. Visual learners are able to process information more easily when it is presented in a visual format, such as through chart, graph, diagram, or video.

a) Description of Research Results Data

1) Validity and Reliability Test

Test criteria if value $r_{\text{count}} > r_{table}$ with a significance of 5% or 0,05, thetool is valid. The following table willpresent the results of the questionnaire validity test to 33 respondents outside the sample, with20 question items for the variable useof ICT learning and learning English.

2) Results of Testing the Validity of UsingICT-Based Learning Media in Learning English.

Based on the table above in the column *corrected item-total correlation* that of the 41 items the question has $r_{\text{count}} > r_{tabel}$,with the acquisition value r_{count} greater than r_{tabel} of 0.632 was obtained accordingto the number of samples, namely 33 students. So, it can be concluded that these items are valid. Based on the table above it is known that the Cronbach's alpha value obtained is 0.974 > r_{tabel} 0.632 which means value *Cronbach's alpha* bigger than r_{tabel}. So, it can be concluded that the questionnaire is declared reliable.

b) Variable Data on the Use of Information and Communication Technology-Based Learning Media and Learning English.

1) Questionnaire Data on the Use of ICT- Based Learning Media.

The majority of students (85%) states thatthe use of ICT has increased their involvement in learning English. They are more eager to learn and participate in class discussions, online assignments, andtechnology-based projects. More than halfof students (60%) said that using technology in learning helped them understand English material better. Various online resources, learning videos, and interactive apps play an important role in assisting them in understandingcomplex concepts. A lot of students (75%)feel that technology has improved Englishlearning materials easier to obtain. They can study whenever and wherever they want with virtual educational platformsand digital resources.

1) Classic assumption test

a. Linearity Test

Linearity Test Analysis Results
ANOVA Table

			Sum of Squares	df	Mean Square	F	Say.
Student Learning Outcomes in English Learning Subjects * Use of ICT-based learning media	Between Groups	(Combined)	331.076	8	41.385	3.519	.013
		Linearity	219.820	1	219.820	18.694	.000
		Deviation from Linearity	111.257	7	15.894	1.352	.284
	Within Groups		211.664	18	11.759		
	Total		542.741	26			

It can be seen from the table above that the linearity value of the influence of the independent variable on the dependent variable is 0.284 > 0.05, so there is a linear relationship between the variables of the use of ICT-based learning media onlearning English.

$$r_{xy} = \frac{N \sum KF - (\sum K)(\sum F)}{\sqrt{N \sum K^2 - (\sum K)^2} + {}^*N \sum F^2 - (\sum F)^2 +}$$

$$r_{xy} = \frac{41(164873) \quad - \quad (2278)(2364)}{\sqrt{(41.(162487) - (2278)^2).(41.(170978) - (2364)^2)}}$$

$$r_{xy} = \frac{6759793 \quad - \quad 538519}{(\sqrt{6661967 - 5189284}).(7010098 - 5588496)}$$

$$r_{xy} = \frac{1374601}{\sqrt{1472683.1421602}} = \frac{1374601}{\sqrt{2093569098166}} = 0,95$$

Based on the calculation above, it is known that the value ofr$_{xy}$ of 0.95. Next is to test the hypothesis by comparing themagnitude of the value of r$_{xy}$ with r$_{table}$, look for the degrees of freedom first, namely df = N-2 = 41-2 = 39. At adf of 39, r is obtained $_{table}$ with an error rate of 5% of 0.396. Based on this it can be seen that the price of r$_{xy}$

0.95 greater than r$_{table}$ 0.396, namely

0.95 > 0.396, so it can be seen thatthe alternative hypothesis (Ha) in this study is accepted.

Based on the results of the research, on the results of the analysis of research instruments on the Use of ICT-Based Learning Media and English learning, all items have been tested for validity and reliability and then stated that the research instrument is good on variable X (use of ICT-based learning media) and variable Y (outcome of learning English) declared valid and reliable. Next to test the significance between variable X and variable Y,

and the results obtained are t_{count} of 5.344and t_{table} of 2.060 it can be concluded if $t_{count} > t_{table}$, the results of testing the hypothesis indicate that there is a significant influence between the use of information and communication technology-based learning media on learning English. Because by using media the learning process is easier and more fun.

CONCLUSION

From the results of the research analysis, it is known that the implementation of the English language Data that has been done using the Pearson Product Moment formula is obtained at a price of r_{xy} of 0.6364, then compared with the value of r_{table} so that the alternative hypothesis (Ha) that the researcher proposed is acceptable, namely that there is an influence between the use of information and communication technology-basedlearning media on students' Englishlearning outcomes.

Data analysis that has been carried out using the coefficient of determination test shows that the contribution made between the use of information and communication technology-basedlearning media is 40.50% so it can be concluded that the use of information and communication technology-based learning media has contributed 40.50 to English learning outcomes and 59.5% influenced by other variables. Then inthe significance test between variable X and variable Y, and the results obtained are t_{count} of 5.344 and t_{table} of 2.060 it can be concluded if $t_{count} > t_{table}$, results testing the hypothesis shows that there is a significant influence of the use of information and communication technology-based learning media on the learning outcomes of Islamic religiouseducation.

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