



THE EFL 9TH GRADERS' ATTITUDES TOWARD THE USE OF VISUAL AIDS IN READING COMPREHENSION AT A SECONDARY SCHOOL IN KIEN GIANG, VIETNAM

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Abstract:

Reading skill is an essential component of language acquisition since it aids in the development of other associated skills. Therefore, how to improve students' reading is always the primary concern of most secondary school teachers of English. Besides, thanks to the visual aids, teachers have been able to design many interesting and lively reading lessons. Therefore, this study aimed to explore the students' attitudes toward the use of visual aids in reading comprehension. The participants were 45 students from grade 9 at a secondary school in Kien Giang province. This study was conducted as a quantitative research approach. Data collection was from questionnaires. The finding of the study indicated that there was a good correlation between visual aids and reading comprehension. Most of the participants had positive attitudes toward the use of visual aids in reading comprehension.

Keywords: visual aids, attitudes, reading comprehension

1. Introduction

English has recently been considered the world's most widely spoken language. As a result, many appropriate learning materials for educational institutions and large universities are published in English. More than half of the websites on the Internet, such as media, tools, and global online services, are also written in English. Knowing this language will provide you with access to an infinite reservoir of information. English is the official or co-official language of around 50 native English-speaking countries and 27 non-native English-speaking countries, according to Wikipedia (2019). Furthermore, with the integration of the world and foreign enterprises into the Vietnamese market, the relevance of English is highlighted even more. As a result, pupils with excellent English

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language command will benefit. In addition, according to the Ministry of Education and Training (MOET) and Vietnam's 2015 National Foreign Language Project, EFL students from elementary school (grade 3) to high school (grade 12) will be required to pass output capacity from level 1 to level 3 of Vietnam's 6-level foreign language competency framework VSTEP (Vietnamese Standardized Test of English Proficiency), which corresponds to levels A1 to B1 of the CEFR (Common European Framework of Reference), and they are expected to pass output capacity from Reading, on the other hand, reading is seen as the most crucial of the four abilities by many students, particularly those learning English as a second or foreign language (Carrell, 1984). In addition, reading has long been a component of many international exams, including the International English Language Testing System (IELTS), Tests of English as a Foreign Language (TOEFL), First Certificate in English (FCE), and Certificate in Advanced English (CAE). Reading is one of the four main abilities that foreign language students must acquire to learn the language properly (Rraku, 2013). Reading comprehension in English helps to develop vocabulary and understand writing style, and sentence structure, among other things. Furthermore, reading allows students to broaden their understanding of the world around them by giving learning experiences in areas such as culture, science, technology, and so on; reading also allows students to comprehend and remember language knowledge and practise language skills. As a result, reading comprehension skills are becoming increasingly important for kids learning English. Reading comprehension is also the ability to understand the meaning of a written passage. Good reading comprehension skills make reading more fun and effective, and they are required for acquiring content. As a result, increasing reading comprehension ability is necessary for students in secondary school.

Although reading comprehension is a crucial part of learning a language and a beneficial tool for accessing information and knowledge in school, it seems to be a difficult skill most secondary school students face when learning English. One of the reasons leading to students' failure in reading is that they do not know to have enough vocabulary for reading. Another reason that is considered the most important is that they do not have an appropriate reading comprehension strategy. Most students form habits of translating words by words or sentences by sentences, overemphasising forms rather than meaning and focusing on details rather than main ideas. According to the researcher's teaching experience, secondary students are frequently interested in lessons with visual aids. Several studies have shown the use of visual aids in reading comprehension. Yet, most of these studies were undertaken at colleges or universities in other nations. So far, very few studies on the impacts of visual aids on secondary-school students' reading comprehension have been discovered in Vietnam. As a result, this study aimed to explore the 9 graders' attitudes toward the use of visual aids in reading comprehension at a secondary school in Kien Giang province.

2. Literature review

2.1. Visual aids

Visual aids are resources such as photos, models, charts, maps, films, slides, real objects, and so on that help to clarify or make a lesson easier to comprehend and remember (Shabiralyani et al., 2015). Similarly, Pateşan et al., (2018) defined visual aids as anything that helps people grasp something, such as videos, photos, charts, PowerPoints, diagrams, and films. Furthermore, according to the Cambridge definition, visual aids are anything that is displayed to you, such as photographs, films, or maps, to help you learn or retain information. Visual aids are regarded as excellent tools that teachers can use to help students learn a foreign language, as well as to clearly explain difficult content and bring variety to classroom activities (Pateşan et al., 2018). Nowadays, with new teaching methods to satisfy general education goals in 2018, many English teachers are increasingly using visual aids in the teaching process. Teachers that know how to employ visual aids effectively will increase the efficiency of the teaching process. Visual aids for teaching English include films, PowerPoint, whiteboards, photos, handouts, charts, graphs, and so on. Each sort of visual assistance has its own set of benefits. However, in this study, the researcher mainly focused on two types of visual aids that are regarded to be extremely beneficial in teaching reading comprehension in this study: they are pictures and diagrams.

In the innovation of teaching methods to meet the goals of the 2018 general education curriculum, visual aids play a very important role for teachers in the teaching process, especially in teaching English. Visual aids help teachers establish, explain, connect, and associate ideas and concepts to make the process of learning more interesting, enjoyable, and effective. From there, teachers will present the language knowledge more easily and students will absorb new knowledge in a positive and effective way. According to (Pateşan et al., 2018), visual aids are effective tools teachers can use to help them instruct in a foreign language. Additionally, they claimed that the use of images in the classroom will increase students' interest in and attention to the subject matter by giving it a more relevant context. Moreover, students' interest in the learning process can also be raised by visuals. Besides, one of the most efficient methods for learning new words when learning a foreign language is to use instructional media such as pictures (Nawir & Abubakar, 2022). In short, visual aids help teachers establish, explain, connect, and associate ideas and concepts to make the process of learning more interesting, enjoyable, and effective.

2.2. Reading comprehension

Researchers of previous studies have defined reading in various ways. Most of them concentrate on the messages of the printed text. Rumpitz (2003) explains this in his words *"Reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words"*. In the same way, reading is defined as a collaborative activity in

which readers use efficient reading techniques to create a meaningful representation of a book (Pourhosein & Sabouri, 2016). In this sense, reading is a cognitive process that could help readers create meaning from text.

Most definitions of reading comprehension concern the "interaction" and "process" of readers when comprehending the text. Van den Broek and Espin (2012) claimed that complex interaction and strategic cognitive processes can help readers understand the text's message. According to some academics, reading comprehension is the process by which meaning is derived through purposeful thought and interaction between text and reader (Durkin 1993). Similarly, according to Harris and Hodges (1995), reading comprehension is the production of a written text's meaning through a reciprocal interaction between the reader and the text's message. Other scholars defined reading in more straightforward terms: Reading comprehension is the process through which we understand the materials we read (Kirby, 2007). Similarly, Omar and Bidin (2015) defined reading comprehension as the process of referring to a cognitive and linguistic, which builds to identify the meaning of words, phrases, and sentences. From the above definitions, it can be concluded that reading comprehension involves active mental attempts to understand the message of the printed or written text. From the above definitions, it can be said that reading comprehension involves active mental attempts to understand the message of the printed or written text.

Reading comprehension, according to Alvemann and Earle (2003), is one of the most important components in English language learning for all students because it serves as the foundation for a substantial amount of learning in education. As a result, reading is essential for academic development, especially when students must cope with a huge variety of foreign language resources for their own individual topics (McDonough & Shaw, 2013). Language learners commonly utilise reading abilities to assess their grasp of the language. Reading comprehension, according to Grabe and Stoller (2002), is the most important academic language skill for students to study and gain other abilities, as well as increase their world knowledge. To summarise, reading comprehension serves as the foundation for developing other skills.

2.3. The roles of visual aids in reading comprehension

According to Dalali (2021), teachers employ visual aids to enhance learning and draw more students into the classroom. The use of visual aids helps to create a stimulating learning environment. Compared to pupils who learn through traditional methods, the students can increase their vocabulary more quickly. In addition, using visual aids in the classroom allows teachers to conserve time and energy because visual aids do not require vocal explanations from the teacher, saving both time and energy. Teachers still have time to handle the other activities in the session. When teaching reading texts, incorporating visual aids has many advantages. These advantages are crucial for keeping pupils' interest in reading at a healthy pace. First, students are much more engaged with texts. Students are more likely to read texts with interest when visual aids like photos, films, pictures, charts, diagrams, and projectors are used in the classroom. Second, visual

aids can help students have a high thinking ability, focus on observing, learning, and researching the presented issues, creating interest, and arousing curiosity to explore new content. From there, teachers will present the language knowledge more easily and students will absorb new knowledge positively and effectively. Moreover, the use of a variety of visual aids in the classroom, such as illustrations, diagrams, charts, images, or projector videos makes the text more interesting to students than printed text because they are given a more relevant context, students are more engaged and attentive when visual aids are used in the classroom. As a result, they engage in more communication and engagement. In addition, the use of visual aids and multimedia can encourage students to pay attention to the lesson and participate actively in class without worrying about delivering the wrong answer or having problems speaking out in front of the group due to shyness (Halwani, 2017). Also, Hashemi and Pourgharib (2013) said that English teachers use various visual aids so that they can increase students' interaction and motivation in the classroom. Every type of visual aid has its own advantages, however, the visual aids that are the most useful in teaching reading are pictures and diagrams.

A picture is a type of visual material that humans can see (Carolina, 2019). A picture can then be defined as an image designed or described by multiple senses (Merriam-Webster). Likewise, Rohman (2016) stated that the image is visual. It is particularly successful at increasing pupils' eagerness to study the language. Using visuals in instruction and learning encourages students to pay attention to elements they may have overlooked that are significant to their subject. The images used by the researcher to teach reading comprehension are created using PowerPoint lectures. Teachers can use PowerPoint to vary the types of pictures, such as size, colour, and so on rather than taking a large number of photos to the classroom and having to hang them on the board, hold them in one's hands, or place them on the table, all types of pictures can be integrated into PowerPoint lectures. Pictures can help youngsters concentrate better on their lectures. "A picture is worth a thousand words," as the saying goes. Students learn vocabulary more quickly and grasp and remember new words more easily when they use visuals. Furthermore, photos can be used to illustrate things (such as products, people, animals, etc.) that teachers cannot bring into the classroom in person. Students can gain a better understanding of a term by looking at images. They help students understand or illuminate word meanings. As a result, photographs can be powerful visual aids.

A diagram is a simplified drawing showing the appearance, structure, or workings of something, a schematic representation. In reading, a diagram is a drawing, image, or sketch that is used to help the readers visualize what the author is describing in the text. To progressively enhance and perfect reading skills, it is required to summarise the substance of reading texts with a diagram. If readers practise summarising on a regular basis, they will improve their capacity to swiftly comprehend the important content of the reading and cover the relationship between parts (paragraphs) in the reading text. Logical diagrams can aid in recalling the main points of previously read books. Students will increase activeness and initiative in receiving the material by making the diagram

themselves. According to Henderson (1999), drawing a diagram challenges pupils to think actively, which helps to enhance each individual's analytical, synthesis, and creativity talents. Furthermore, using diagrams to summarize the content of the text is one of many ways to approach the text, and build knowledge and self-study skills for students. Many learners find reading a difficult skill, possibly because the average learner doesn't like to read often or doesn't have enough vocabulary to understand the material. Diagrams can help solve some of these problems. Instead of simply reading, drawing a diagram is a way to help readers think more deeply about the content they read and arouse interest in learning and learning in learners. Drawing diagrams also help learners use many different senses and actions instead of just looking at words on paper, making learning less boring and more interesting. Learners can also use their creativity to add colours, shapes, and symbols to their diagrams (Coleman et al., 2018).

2.4. Attitudes

Many studies have been conducted to investigate the effects of students' attitudes towards language learning since it is believed that students' attitudes about learning influenced their participation in learning activities (Brten & Stromso, 2006). According to Oroujlou and Vahedi (2011), the positive or negative attitudes of students determine whether learning in the language classroom is easy or challenging. Optimistic attitudes, according to Kara (2009), aid in language learning. Having fun while learning will keep students interested in what they are learning indefinitely. Eshghinejad (2018) claimed in her study that students' positive views towards second language learning should be recognised by students, language teachers, and researchers.

According to Wenden (1991), the term "attitude" is made up of three parts: cognitive, emotional, and behavioural. He emphasised that a cognitive component involves thoughts, ideas, or views about the attitude's object. The emotional one refers to one's feelings and emotions towards an object, such as "likes" or "dislikes," "with" or "against." Finally, the behavioural component comprises the item's behaviours or behavioural objectives. According to Brown (1994), *"attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parental and peer attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience"* (p. 168). It is clear that there are numerous stimuli that can generate a happy or negative attitude. In terms of aspects, the concept of attitude can be regarded from three perspectives. Each of these domains has distinct characteristics that contribute to language attitude outcomes, including behavioural, cognitive, and emotional features. The three theoretical perspectives on which three attitudinal aspects are built are behaviourism, cognitivism, and humanism.

2.5. Related studies

This part summarizes some main previous studies relevant to this research topic, the effectiveness of visual aids in reading comprehension and points out not only the benefits

but also gaps among the studies previously conducted. This literature review is the foundation for carrying out this research successfully and logically.

Majidi and Aydinlu (2016) study the impact of contextual visual aids on the reading comprehension of high school pupils. It is a quasi-experimental investigation. The participants were 96 intermediate-level female EFL learners. These individuals were chosen from a group of 140 intermediate students based on their performance on a Preliminary English Exam (PET) sample. Three experimental groups (pre-thematic, thematic, and post-thematic) and one control group were formed. The subjects went through the pretest, treatment, and posttest procedures. Three tests were used to collect data: a PET test, a pretest, and a posttest of reading comprehension. The study's findings revealed that contextual visual aids had a statistically significant effect on school students' reading comprehension. The outcomes of the survey also revealed that among the visual aids in context.

Similarly, Pan and Pan (2009) investigated the influence of images on reading comprehension in Taiwanese English foreign language college students with poor competency. This study investigates how much the use of graphics in the text benefits low-proficiency Taiwanese English as a Foreign Language (EFL) college students. Two reading materials, three photographs, a translation exercise, and a questionnaire were utilised to collect data for this study. The questionnaire was used to elicit student feedback on how images influenced their reading of the passages, and the translation assignment was used to assess how images influenced students' comprehension of the texts. Influenced school children's reading in a negative way. Ninety-five participants (49 male and 46 female) in terms of their personal information, those students had been studying English for an average of 8 years, and their mean age was 18 at the time of the study. Significantly, the participants were students who scored lower than 80 based on the result of a reading proficiency test when they enrolled. The results demonstrate that low-proficiency individuals performed much better on their translation tasks when the text and accompanying images were shown. The pictures helped those low-proficiency participants understand both the more accessible and challenging texts. Pictures helped students better understand the text, according to their replies to questions on how visuals affected their reading comprehension. There are suggested implications for textbook authors, materials creators, and EFL college instructors.

In conclusion, most of the previous studies discussed above add to the literature by offering various perspectives on the use of visual aids in reading comprehension. However, there are significant gaps that this study still needs to fill. First, Visual aids are more often used to measure students' reading performance, not students' attitudes. Second, most of the previous research was done at universities and colleges abroad. Therefore, the purpose of this study is to examine how the children's attitude towards the use of visual aids in reading comprehension at a secondary school in Vietnam.

3. Materials and methods

3.1. Research design

A research design is a logical and systematic plan created to provide instructions on how to conduct a research study (Krishnashwan, 2007 cited in Kaswa, 2015). Choosing an appropriate type of research is very important for any researcher. Normally, there are three research types: quantitative, qualitative, and mixed methods research (Fraenkel et al, 2012). As mentioned above, the researcher employed quantitative designs in this study to investigate the students' attitudes toward the teacher's use of visual aids in teaching pronunciation. According to Creswell (2014), there are two sorts of quantitative designs: actual experimental studies and quasi-experimental studies. The latter is referred to as a quasi-experimental study because no random sampling is used to identify participants. As a result, the current research is quasi-experimental because the researcher cannot randomly select individuals based on how pictures affected their reading comprehension. For this reason, the present study is a quasi-experimental study since the researcher cannot choose the participants randomly because, in the school year of 2022-2023, the researcher was assigned to teach only two 9th-grade classes.

3.2. Participants

45 students consisting of 15 boys and 30 girls from a class of grade 9 at a secondary school in Kien Giang province participated in the research. This was a convenience sampling technique since only the students taught by the researcher were invited to participate in the study and it was also easy, accessible, and convenient. The reason for using this sampling method is that the participants are available for the study (Fraenkel, et al., 2012) and that *"members of the target population that meet certain criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study"* (Etikan et al., 2016, p.2). All the participants were aged fourteen. They have all been studying English since grade 3 for the past 7 years. They have learned the textbook "Tiếng Anh 9" and English from the same teacher who was also the researcher in the current study. They were all well supported because their parents provided them with adequate school supplies and smartphones or tablets, which are very useful for their English learning.

3.3. Research instruments

To meet the purpose of the study, the researcher uses a questionnaire to collect the data. The data collected by the questionnaire is uniform and standard because all the subjects receive the same number of questions. Moreover, with questionnaires, researchers can collect a great amount of information in a short period of time. Additionally, Thomas (2003) states that by utilizing the questionnaires, the researcher can collect information from people in distant places via email or by post. In this study, the researchers quantitatively investigate the students' attitudes towards the teacher's use of visual aids in teaching reading comprehension.

The questionnaires often have 3 clusters: behavioural, emotional, and cognitive engagements (Fredricks, 2013). The questionnaire in this research was adapted from Kaswa (2015), Dalali (2021) and Yi-Chun and Yi-Ching (2009). It consisted of 24 items concerning language attitudes in terms of emotional dimensions (from item 1 to item 8), behavioural dimensions (from item 9 to item 16), and cognitive dimensions (from item 17 to item 24) aspects of attitude. Overall, 20 items were positive, and 4 items were negative. The statements were put on a five-point Likert scale, ranging from 1 for “strongly disagree” to 5 for “strongly agree”. At first, the questionnaire was written in English, then the researcher translated them into Vietnamese. This prevented misunderstanding among the participants and help them save time to answer all the items. And the Vietnamese version also made the participants willing to answer every item quickly and effectively. The questionnaire was sent to the participants in printed forms. Then the questionnaires were collected for analyzing the data. Besides, to assess the quality of the items used in this research, Cronbach’s Alpha is used to report the internal consistency of the questionnaire. Cronbach's alpha indicates how closely related a set of items is as a group. It is a measure of scale reliability. It is believed that Cronbach's alpha is one of the most used indicators of internal consistency (Pallant, 2011; Tavakol & Dennick, 2011). The ideal value of alpha should be greater than 0.7 (DeVellis, 2003). Thus, the researcher followed this principle to employ Cronbach's alpha to check the reliability of the responses to the questionnaire.

3.4. Data analysis method

A questionnaire was the only tool that the researcher used in the study. A questionnaire was the best first-instrument choice for eliciting various perspectives on the advantages and challenges of a wide range of pupils. Due to the questionnaire's practical and time-saving features, the quantitative data it yielded was also simpler to evaluate. The researcher used printed paper to collect the result of the questionnaires so that the data could be collected and analyzed more efficiently and effectively. To analyze the data collected from the questionnaire, the researcher employed descriptive data analysis, which helped to code the answer for respondents into numerical questions (Brown, 2001). SPSS version 25.0 was also used to run Cronbach alpha to check the reliability of the questions. Then percentage charts were used to analyze the data.

4. Results and Discussion

In this session, the results of the research are presented. The data collected from the questionnaire were analyzed to measure the students’ attitudes towards the teacher’s use of visual aids in teaching reading comprehension. The value of Cronbach’s Alpha of all variables was 0,9.3 which was higher than 0,7 (see Table A), so it met the requirements of reliability.

Table A

Reliability Statistics	
Cronbach's Alpha	No of Items
.925	24

Table 1: Responses to statements 1-4 (*Emotional dimensions*)

No	Content	SCALE				
		SD	D	N	A	SA
Emotional Dimensions						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I like the teacher's use of visual aids in teaching reading.	0	0	0	30	15
		0%	0%	0%	66,7%	33,3%
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2	I am interested in learning reading comprehension with pictures and diagrams.	0	0	0	24	21
		0%	0%	0%	53,3%	46,7%
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
3	I like the way the teacher uses pictures and diagrams in teaching reading.	0	3	0	27	15
		0%	6,7%	0%	60%	33,3%
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4	I like learning vocabulary through pictures.	0	0	0	15	30
		0%	0%	0%	33,3%	66,7%

1. I like the teacher's use of visual aids in teaching reading.

2. I am interested in learning reading comprehension with pictures and diagrams.

3. I like the way the teacher uses pictures and diagrams in teaching reading.

4. I like learning vocabulary through pictures.

Looking at the students' responses to statement 1 in Table 1, the researcher could easily see that more than half of the participants (66,7%) liked the teacher's use of visual aids in teaching reading. A slightly smaller proportion also strongly has the same idea (33,3%), which made the percentage of general agreement was (100%). Besides, most students (93,3%) said they liked how the teacher used diagrams and pictures to teach reading comprehension. Only a small number of students (6,7%) didn't like this teaching method (statement 3). Moreover, based on the result of statements 2,4, the researcher could realise that nearly 92% of students liked learning reading comprehension with the support of visual aids, and only 8,9 % had a different opinion.

Table 2: Responses to statements 5-8. (Emotional dimensions)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
5. I enjoy using diagrams when reading.	0	4	0	28	13
	0%	8,9%	0%	62,2%	28,9%
6. I feel comfortable when learning reading comprehension with visual aids.	0	0	5	30	10
	0%	0%	11,1%	66,7%	22,2%
7. I don't like the teacher's use of visual aids in teaching reading	25	20	0	0	0
	55,60%	44,40%	0	0	0
8. Learning reading with visual aids makes me feel worried	15	30	0	0	0
	33,3%	66,70%	0%	0%	0%

5. I enjoy using diagrams when reading.

6. I feel comfortable when learning reading comprehension with visual aids.

7. I don't like the teacher's use of visual aids in teaching reading

8. Learning reading with visual aids makes me feel worried

Surprisingly, 67% of students agreed and 22,2 students strongly agreed with the statement “I feel confident when learning reading with visual aids”, only 5 of 45 students didn’t have an idea about this (see statement 6, Table 2). Additionally, based on the findings of statements 7 and 8 in table 2, the researcher could conclude that 100% of students didn’t agree with the idea that learning reading with visual aids makes them confused or disliked. In short, the total responses from statements 1 to 8 showed that most students have positive emotions about the teacher’s use of visual aids in teaching reading comprehension.

Table 3: Responses to statements 9-12. (Behaviour dimensions)

Behavioural dimensions					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9. I am fascinated by reading classes with visual aids	34	11	0	0	0
	75,6%	24,4%	0%	0%	0%
10. Visual aids encourage me a lot in learning reading.	0	0	0	29	16
	0%	0%	0%	64,4%	35,6%
11. I concentrate on the reading activities thanks to the visual aids.	0	3	0	26	16
	0%	6,7%	0%	57,8%	35,5%
12. I actively participate in reading activities with the support of visual aids.	0	2	0	28	15
	0%	4,4%	0%	62,2%	33,3%

9. I am fascinated by reading classes with visual aids

10. Visual aids encourage me a lot in learning reading.

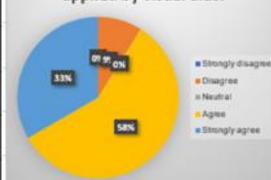

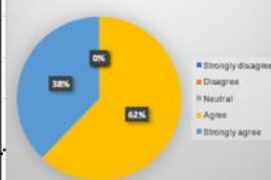

11. I concentrate on the reading activities thanks to the visual aids.

12. I actively participate in reading activities with the support of visual aids.

Based on the result of statement 10 in Table 3, more than half of the participants (64,4,6%) agreed that visual aids encouraged them a lot in learning reading. A slightly smaller proportion strongly agreed (35,6%), which made the percentage of general agreement was (100%). Moreover, 95,5% of the students said that they actively participate in reading activities which were applied by visual aids, just very few students (4,4 %) didn’t agree with the statement. (See statement 12 in Table 3). They also indicated that visual aids

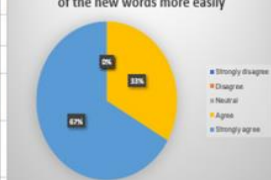

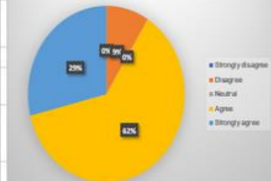
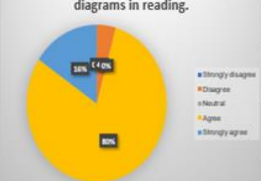
made them more concentrated and focus well on the reading activities (see statements 11 in tale 3 and statement 15 in Table 4).

Table 4: Responses to statements 13-16 (*Behaviour dimensions*)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
13 I am willing to join reading activities which are applied by visual aids.	0	4	0	26	15		
	0%	8,9%	0%	57,8%	33,3%		
14 Visual aids make me pay more attention in reading the passages.	0	2	0	30	13		
	0%	4,4%	0%	66,7%	28,9%		
15 I can focus well on the reading activities with the support of visual aids.	0	0	0	28	17		
	0%	0%	0%	62,2%	37,8%		
16 I put a lot of effort into reading activities facilitated by visual aids.	0	5	0	28	12		
	0%	11,1%	0%	62,2%	26,7%		

The most remarkable thing was that 100% of the students disagreed with the statement "I am not satisfied with the visual aids that the teacher used in the reading comprehension lesson" (statement 9, Table 3). In contrast, all of them were satisfied with the visual aids used in reading classes. Besides, the result of statement 14 in Table 4 showed that 95.6% of the students had an agreement that visual aids could make them pay more attention to the reading texts. Because of being interested in the reading lessons with the support of visual aids, 89,2% of them said that they put a lot their effort into reading activities facilitated by visual aids. In summary, the response results of 9 to 16 show that over 95% of students have positive behaviour in using visual aids in reading comprehension.

Table 5: Responses to statements 17-20 (*Cognitive dimensions*)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
17 Pictures help me get the meaning of the new words more easily.	0	0	0	15	30		
	0%	0%	0%	33,3%	66,7%		
18 Pictures can increase my understanding of the meaning of words in passages.	0	0	0	15	30		
	0%	0%	0%	33,3%	66,7%		
19 Pictures help me remember the meaning of new words longer.	0	4	0	28	13		
	0%	8,9%	0%	62,2%	28,9%		
20 I find it easier to understand the content of the passages by using diagrams in reading.	0	2	0	36	7		
	0%	4,4%	0%	80%	15,6%		

As shown in Table 5, the result of statement 13 indicated that all students (100%) indicated that visual aids were useful in reading comprehension. With the responses to

statements 17 and 18 in Table 5, the researcher could easily see that more than half of the participants (66,7%) strongly agreed that pictures not only increased their understanding of the meaning of new words but also helped them remember the words longer. A slightly smaller proportion also agreed (33,3%). This result showed that all the participants found pictures very helpful in learning vocabulary.

Table 6: Responses to statements 21-24 (Cognitive dimensions)

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
21	Diagrams help me easier to get the main idea in the passages.	0	3	0	32	10
		0%	6,7%	0%	71,1%	22,2%
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
22	Diagrams help me arrange related ideas in the reading text logically.	0	0	0	30	15
		0%	0%	0%	66,7%	33,3%
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
23	Diagrams help me summarize the content of the reading texts	0	0	0	27	18
		0%	0%	0%	60%	40%
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
24	I believe that visual aids can help me improve my reading ability.	0	0	0	30	15
		0%	0%	0%	66,7%	33,3%

21. Diagrams help me easier to get the main idea in the passages.

22. Diagrams help me arrange related ideas in the reading text logically.

23. Diagrams help me summarize the content of the reading texts

24. I believe that visual aids can help me improve my reading ability.

Besides, a wonderful result for the researcher was that 100 % of students supposed that using diagrams in reading not only helped them easier to get the main idea of the passage but also helped them summarize the content of the reading texts (see *statements 20 and 23 in the tables 5,6*). Moreover, 80% of students agreed that diagrams helped them arrange related ideas in the reading text logically and the number of those who strongly agreed was 20%, which made the total agreement reach 100%. Perhaps what delighted the researcher most of all was that 100% of the participants believed that visual aids could help them improve their reading skills (see statement 24, Table 6). In conclusion, the findings of the statements from 17 to 24 proved that most of the participants had a positive perception of using visual aids in reading comprehension.

In general, the results of the current study revealed that using visual aids in teaching reading comprehension is very necessary. Visual aids engage students a lot in learning reading. Most of the students are very interested in reading texts with the application of visual aids. They are willing to participate in reading activities in every reading class. This result proved that the roles of visual aids in students' reading comprehension were very important. Through the result, it was easy to recognize that most participants liked the teacher's use of visual aids in teaching reading. They supposed that by applying visual aids in reading, they could understand the content of the texts more easily. Besides, over 90% of participants also claimed visual aids could improve their reading skills. In conclusion, based on the result of the study, the researcher could conclude that the majority of the participants had positive attitudes towards the use of visual aids in reading comprehension.

5. Recommendations

For further relevant research, rather than experimental methods with only questionnaires, tests, and interviews should be used to investigate the influence of visual aids on students' reading comprehension skills so that the study's findings will have a convincing picture of the participants' learning and treatment situations. Furthermore, the Study should be made longer to facilitate the investigation as the ten-week semester is considered too short of examining in depth the effects of using visual aids on reading comprehension. In fact, during the ten-week semester, All the participants spend almost two weeks preparing and taking the midterm and final exams. As a result, they cannot take full advantage of visual aids-assisted reading practice. In addition, a long semester is better for flexible make-up plans if there are vacations that coincide as mentioned, and students have more time to absorb reading lessons with the application of visual aids.

6. Conclusion

Students generally have a positive attitude towards the visual aids used in reading comprehension. Most of the 9th graders think that visual aids are very helpful in learning reading skills. visual aids used in reading classes not only make students more interested in the lesson but also help them learn reading comprehension more effectively. The application of visual aids in teaching English in general and in teaching reading comprehension in specific is inevitable because of its great benefits to both teachers and students. The most important thing is that most of the students feel confident and interested in learning reading comprehension with the support of visual aids. As a result, when learners are interested in learning, they will find effective learning ways to pursue their goals. In addition, applying visual aids in teaching reading helps teachers improve their creativity and become more flexible in their teaching process. In summary, the above results of the research prove that using visual aids in teaching reading comprehension is an effective teaching strategy that all teachers should do in the process of teaching.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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