Designing Asynchronous Digital Media for Teaching Reading Comprehension by Implementing Task-Based Learning

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ABSTRACT: Reading is a vital skill that learners must subdue when learning English. Yet, Sometimes, the learners do not have enough time to read because of the flexibility and the limited access. Unfortunately, in the Russian Federation, some websites have been blocked, so they do not have good access to the source. This study aims to find out how to solve the problem by using digital Storybooks. Implementing media to the first at Novosibirsk State Pedagogical University can even improve reading comprehension students' scores. The researchers need to design the task based on learning. The hypothesis of this study is described as follows: visual storybooks can improve students' reading comprehension. The design of this study is classroom action research. The research subject is first-semester students, consisting of 22 students. The data are collected using a reading test, and the instrument used is test item items. The implementation of visual storybooks was combined with small group discussions. Students can share their ideas with their group. All the students participated in the teaching and learning activities and didn't feel bored again. Visual Storybooks improved the students' reading comprehension in two treatments: pre-test ≥ 75 (72.04) and post-test (81.81). It can be concluded that visual storybooks can improve the reading comprehension of first-semester students at Novosibirsk State Pedagogical University (NSPU), Russian Federation.

Keywords: asynchronous learning, media on ELT, reading comprehension, distance learning, Russian student.

ABSTRAK: Membaca merupakan keterampilan penting dalam pembelajaran bahasa Inggris yang harus dikuasai oleh siswa. Namun, siswa sering menghadapi tantangan seperti keterbatasan waktu dan akses terhadap materi bacaan. Di Federasi Rusia, pembatasan akses terhadap beberapa situs web semakin mempersempit sumber daya pendidikan. Penelitian ini bertujuan untuk mengatasi permasalahan tersebut dengan memperkenalkan buku cerita visual sebagai solusi untuk meningkatkan pemahaman membaca siswa. Penelitian ini dilakukan pada mahasiswa semester pertama di Universitas Pedagogi Negeri Novosibirsk, dengan melibatkan 22 peserta. Menggunakan desain penelitian tindakan kelas, penelitian ini bertujuan untuk menguji hipotesis bahwa buku cerita visual dapat secara signifikan meningkatkan pemahaman membaca siswa. Data dikumpulkan melalui tes membaca, dan proses pembelajaran melibatkan diskusi kelompok kecil untuk mendorong berbagi ide dan partisipasi aktif. Hasil penelitian menunjukkan peningkatan signifikan pada skor pemahaman membaca siswa, dengan rata-rata hasil pre-test sebesar 72,04 dan hasil post-test mencapai 81,81. Temuan ini menunjukkan bahwa buku cerita visual secara efektif meningkatkan pemahaman membaca dan keterlibatan siswa pada mahasiswa semester pertama di Federasi Rusia.

Kata kunci: media dalam ELT, pembelajaran asinkron, pemahaman membaca, pembelajaran jarak jauh.

INTRODUCTION

While asynchronous platforms and digital media have expanded access to educational resources, the challenge remains in effectively engaging students to enhance their reading comprehension. When combined with innovative pedagogical methods like Problem-Based Learning, visual storybooks offer a promising solution. The asynchronous online platform is appropriate for students to participate in individual reading and comprehension of course content or to fulfill assigned assignments (C. M., 2024; Масикури et al., 2024). Asynchronous tools are essential for documenting the historical accounts of group collaborations, enabling the efficient sharing, dissemination, and application of collective knowledge (Delcker & Ifenthaler, 2022; Masykuri, 2023; Irianto & Hadi, 2022; Prihatini et al., n.d.).

The asynchronous media enables students to learn autonomously without a predetermined schedule. It permits them to access resources at any time and from any location, thereby allowing them to set their own study pace (Basuki, 2022; Nizar, 2020; Z. R. et al., 2015). The development of applications has provided several chances for knowledge consumption so, affording learners greater autonomy and the ability to advance at their own pace (Burston, 2024; Godwin-Jones, 2011; Rosell-Aquilar, 2017). Reading is a crucial ability for training learners to discern the message. Reading comprehension involves simultaneous extracting and constructing meaning through engagement with written language. Reading encompasses three interconnected components: the reader, the text, and the reading task, all within a broader sociocultural framework (Handayani et al., 2021; Pratiwi, 2019). To understand a text, a reader needs to possess a multitude of skills (Snow, 2002). The reader must possess foundational knowledge of the symbols constituting the language, a vocabulary in that language, and comprehension of the grammatical rules. Furthermore, the reader will employ advanced cognitive processing to ascertain the text's meaning and the researcher's intent, among other factors (Masykuri, 2023; Prihatini et al., n.d.).

Engaging media is essential for students to comprehend and practice reading. Engaging with digital media can also inspire learners. The innovative use of engaging learning material can facilitate attaining educational objectives. This indicates the advancement of electronic instructional resources. This function is anticipated to facilitate students' comprehension of the topic and enhance the learning medium (Masykuri & Nurhadi, 2022). The first-semester students in Altai State Pedagogical University, Russia find joyful material of ELT in digital and becomes positive perspectives in learning and teaching process (Masykuri, 2023, 2023; Masykuri et al., 2024). Engaging with English media presents challenges in text comprehension. They struggle to comprehend the significance of unfamiliar words and remark that reading is a tedious endeavor. Most pupils struggle to understand the reading material due to abundant unfamiliar words requiring translation. Resulting in obstacles in their academic progression. Traditional instructional methods often fail to address these complexities and engage

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students effectively in developing their reading comprehension abilities (Masykuri & Basuki, 2022).

Students exposed to images exhibit increased engagement since the visual stimuli facilitate comprehension of the text's content. Visual storybooks represent an expanding focus within creative pedagogical approaches that leverage students' interests, involvement, and critical thinking, particularly among first-semester student (Dameiyanti et al., 2019). A visual storybook conveys its message through illustrations and written text; both elements are equally important to the story (Faizah, 2009) Media use will be more optimal by combining one of the teaching methods: Problem-Based Learning. Problem-based learning is a teaching method in which students learn through complex and open-ended problems. These real-world problems encourage students to learn principles and concepts. Distance learning is both a teaching method and an approach to the curriculum. It can develop critical thinking, problem-solving, communication, and lifelong learning skills (Sardar, 2019). The goal of distance learning is to apply the skills of critical thinking, problem-solving, and content knowledge to solving real-world problems and issues (Lee et al., 2014) Through the involvement of students in significant, inquiry-driven activities, Project-Based Learning fosters critical thinking, cooperation, and the practical application of information. This study seeks to integrate distance learning with visual storybooks to establish a learning environment that improves reading comprehension, enhances problem-solving skills, encourages more profound engagement with texts, and develops students' ability to derive meaning from narratives (Bruner, 1966).

This media is used to solve the problem of students' motivation to learn English, actually for first-year students who are still adapting to the new environment at university (Masykuri et al., 2024). Good access to the library is not enough for them to read. The books are limited for all students and less of needed tasks. In addition, most websites are banned due to the political issue. The internal factor is that the students need something interesting in order to study English. Actually, when they face text, they certainly need to train themselves at appropriate levels with less internet access, yet it should not be boring for them.

The problem statements of the study are whether asynchronous learning can be applied to first-year students in reading comprehension, what the solvable media for first-year students in reading comprehension, and how effectively the visual storybook can motivate first-year students.

Therefore, the researchers investigated the considerable impact of English reading comprehension on first-semester students at Novosibirsk State Pedagogical University, Russian Federation, as outlined above. It will employ visual storybooks as a pedagogical approach through problem-based learning. Nonetheless, prior research has not addressed the integration of storybooks with Problem-Based Learning as a means to enhance reading skills among first-semester students. This thesis attempts to investigate the synergistic potential

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of visual storybooks and problem-based learning to improve students' reading comprehension abilities.

RESEARCH METHOD

Research is a method of research and development (R & D). The purpose of this study is to create asynchronous digital media-based learning media. The study approach is based on the ADDIE development model of Branch (Branch, 2010). development mode requires the following steps to be completed in five stages:
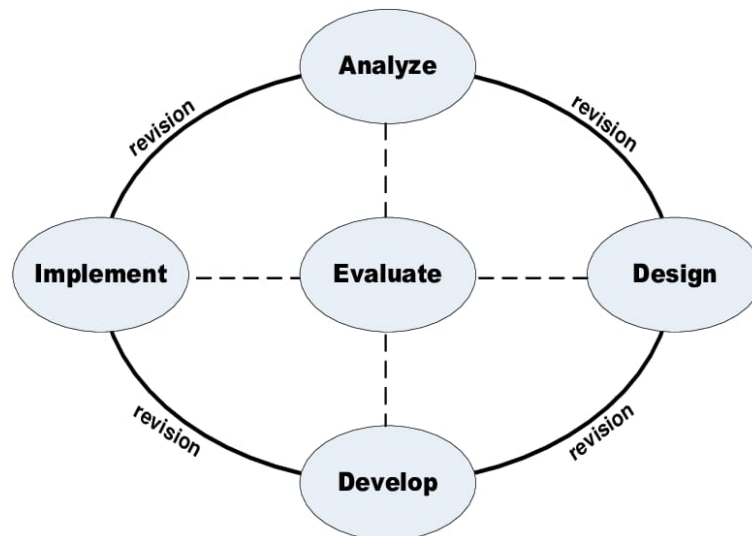
(Source : https://www.researchgate.net/figure/Gambar-1-Model-Pengembangan-ADDIE_fig1_337326454)
Figure 1. ADDIE Model

The initial analysis phase involves examining student needs through the teacher, syllabus, and learning materials. The second planning stage involves preparing instrument validations, selecting materials, and designing media. The third stage of development involves product development and expert validation; the fourth stage of implementation encompasses the small group trial stage conducted by the teacher and field trials. The fifth stage of evaluation represents the final revision stage of the product based on the stages that have been completed. Additionally, small group tests will assess the feasibility of the resulting product. Three validators conducted validation. Three expert validators conducted validation. The subject of this study was front office students. Data collection techniques are direct and indirect Communication techniques. The instruments of this study are cognitive attributes and non cognitive attribute (Suryabrata, 2008). Statements and answers to questions related to the student's satisfaction with the test, both pre- and post-test, are collected online. The students' satisfaction has been analyzed before continuing to investigate the student's ability to answer the tests.

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Questionnaires were utilized to gather data on the feasibility of instructional media through descriptive statistics, while interviews were employed to collect information on students' needs in conjunction with the syllabus.

Table 1. Students' perpective about the model of learning, material, and media

Point of view	Description
The accessability of blended learning	It is able to increase students' interest, upgrade the new vocabulary and study english grammar. The teacher gives a dirrect interaction by making visual class like google meet. There is direct interaction between teachers and students. The other side, they said that it is difficult to learn new thing in English platform because students are not familiar with the apps. They love direct learning better than using platforms or websites in the learning process.
The material distribution	The students said the teacher delivers interactive and interesting material, through online learning, both asynchronous and synchronous well and easy to understand, the others said Online English learning asynchronous and synchronous cannot improve students' austonomousity in learning English effectively.
The Fun learning,	They said they do not feel learning but playing game. It is because the teacher provide the material by sharing visual, audio, audio visual and interactive media. The others said it need good network and sometimes appears a problem in signal.
The audio and visual format	The learning process using asynchronous and synchronous online has clear explanation because of any audio-visual explanation and off course has a positive impact on the English learning process, especially in learning listening comprehension during the pandemic. The process of learning English online using asynchronous and synchronous can run well and effective and can develop students understanding in adapting technology. But the other students have experience problems in carrying out online learning due to limited mobile phone facilities, limited internet, and poor signal problems.

This research also made a new product of the learning model and medium itself. The learning model is asynchronous learning, and the product of the medium is a digital visual storybook. Video storybooks are narratives where the imagery is as significant as the text or just audio and visuals that collectively convey the story. This genre is defined by its physical format, allowing it to encompass titles from various other genres. It encompasses image storybooks, illustrated storybooks, wordless storybooks, concept books, and informational texts. In visual storybooks, text and illustration are integrated to create a composite effect that surpasses the capabilities of each element individually.

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Illustrated storybooks differ from visual books in that the text can exist independently, while the drawings serve a supplementary role that enhances the text. (Roemintoyo & Budiarto, 2021) visual storybooks are books in which the visual and text are tightly intertwined.

Neither the visual nor the words are self-sufficient; they need each other to tell the story. A visual storybook conveys its message through illustrations and written text; both elements are equally important to the story (Masykuri & Nurhadi, 2022). The design of the visual storybook is also done through a method relevant to the scientific approach, which is distance learning. The relevance of the distance learning method to the scientific approach is expressed that distance learning is one suitable method for use in a scientific approach (Vitaloka & Sani, 2016). Educators can involve students as facilitators in the exploration of their capabilities. Educators can implement this approach in reading lessons to engage students through problem-based learning (Cho et al., 2015). It employs real-world challenges and tasks as objectives for efforts aimed at knowledge acquisition and improving the learning experience (Alshiek, 2017). The PBL educational paradigm is defined by utilizing patient problems as a motivational tool for student learning. Gaining expertise in fundamental and clinical sciences pertinent to issues and developing problem-solving abilities. Problem-based learning is an educational model wherein students encounter conceptually unstructured situations and endeavor to identify meaningful answers. Reading comprehension can be approached through bottom-up and top-down methodologies. Reading is perceived as a process of deciphering written symbols, progressing from smaller units (individual letters) to larger constructs (words, phrases, and sentences) (Robinson, 1993).

RESULT AND DISCUSSION

The previous studies about media has been done by some scholars. This study was designing the poster for student as a medium for learning reading comprehension. It was using addie model and created new medium for learning (Mayaneta et al., 2024). This study used asynchronous learning and create digital storybook as medium in learning reading comprehension for first-year student in university. It also utilizing learning media for finding out that medium worked well for students. Study the briefers pertaining to the following ADDIE model, which is a framework for the complex stages:

Result of Curriculum Analysis

According to the findings of interviews with lecture, information is obtained that students experience difficulties in learning English due to a lack of interest in learning English. The vocabulary is an important so that teachers and students are required to be active and understand learning material and be able to practice in speaking or reading it. To answer these problems, the researcher created asynchronous digital media-based learning materials which are believed to be useful for students. and presenting it in an interesting way increases students' motivation and interest in learning.

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Design Stage

The results of this planning stage are 4 steps: selecting reference materials based on the syllabus, making learning media frameworks, designing asynchronous digital medias and compiling questionnaires to test validity. The media in this study is asynchronous digital media using the E-Reader Prestigio. The design broadly contains a cover, learning outcomes, learning objectives, then Front office materials and exercises.

Selection of Reference Materials based on the Syllabus

In choosing teaching materials, the researcher discussed a little with the front office teacher about the material being taught and was advised to use Google to add references as a source of searching for teaching materials. The material used is in accordance with the flow of learning objectives (ATP) and learning outcomes (CP). The front office material applied Novosibirsk State Pedagogical University is divided into 4 materials namely; Reception Service, Reservation Service, Porter Service and Telephone Service. The section above is teaching material that the researcher will add to the asynchronous digital media media.

Creating a Learning Media Framework

At this stage the researcher uses an application in the playstore, namely the Canva application. Canva has many features that make it easy for researchers to design asynchronous digital medias. Canva is a graphic design tool that enables users to easily design various types of creative designs online. Starting from designing greeting cards, posters, brochures, infographics, to presentations. Canva can also be accessed on cellphones, making it easier for researchers to design Asynchronous digital media teaching materials. after Canva was designed the researcher turned it into a asynchronous digital media.

Designing a Asynchronous digital media

At the asynchronous digital media design stage, the researcher used the Sigil website. Sigil is a web-based application for creating digital books. Sigil can convert pdf files into digital book form. By using Sigil, the created e-book can be added with videos, images, graphics, sound, as well as links and animations so that the learning media created can look more attractive. First, the researcher uploads a pdf file that has been designed in the Canva application. Then press upload, wait a few moments until the process is complete and the Asynchronous digital media is ready to use. Asynchronous digital media can be accessed via a link that has been copied and shared. Make it easy for teachers to access anytime and anywhere, without a laptop and not using a lot of cellphone storage.

Preparation of Media Validity Test Questionnaire

Researchers use this instrument to assess whether Asynchronous digital media learning media or products that have been developed are feasible or not. The instrument used by the researcher to assess product validity consisted of

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three validators, namely media experts, linguists, and material experts. Asynchronous digital media learning media will be tested for validity by a Media Expert, namely one of the ICT lecturers in Novosibirsk State Pedagogical University. The validity test of the Linguists will be carried out by one of the English lecturers.

Development Stage

The results of this development stage are in the form of validation results presented in Table 1 as follows:

Table 2. Data validation results from media expert, language, and material expert

No	Subject of Validity Test	Validity percentage	Category
1	Media Expert	82,29%	Very Good
2	Language Expert	93,75%	Very Good
3	Material Expert	94,65%	Very Good

The percentage results provided by the three validators are in a very good category, making them suitable for use in small group trials and field testing by teachers. Based on the results of product validation as well as feedback and suggestions from experts, revisions have been made prior to being tested. The revisions made by the researchers were based on the suggestions and comments of media, language, and material experts, resulting in a feasible product as an engaging learning medium.

Implementasi Stage

The result at the implementation stage is that learning media has been developed and then implemented by the teacher to the students. Learning media that have been developed and approved by expert validators can be used in the field according to the development objectives. Implementation is the stage where learning media has been developed for use in the field in the learning process. Several stages of product implementation are as follows:

Product validation by experts consisting of material experts, media experts and language experts.The teacher implements asynchronous digital medias using infocus connected to a smartphone. Students can also make asynchronous digital media learning media as independent study material.

Evaluation Stage

The evaluation stage is the last step in making asynchronous digital media using the ADDIE methodology. This is the last step in making asynchronous digital mediausing the ADDIE methodology. carried out from the beginning until the research and development process is complete so that it can be said to be feasible to use. media based on suggestions and input from media, language, and material for improvement and improvement of asynchronous digital media-based learning media.

Epub

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Epub made by the researcher did not change, because the validator did not provide advice on the design, color, text and title sections. The contents of the learning media in the Front office material underwent several changes, namely the addition of learning achievement plots (ATP), learning outcomes (CP), improving layout, improving the use of magic words, adding technical material for carrying guest luggage, adding dialogue.

Visual 1. Epub (based on smartphone)

Media Framework and worksheet

Changes in the media framework are improved with the flow of adding learning objectives and learning achievements. there is no additional addition to the validation results. In the worksheet section there are improvements that researchers have made.Improvements were made based on input and suggestions from validator to provide instructions that involve students such as role playing.

The Criteria of Success

The researcher employs success criteria to determine that the execution of the utilized approach can attain the desired objective. The researcher administered a reading assessment to third-grade children in this study. Students are instructed to read narrative texts via image storybooks to assess the extent of their abilities. The average score of one class serves as a benchmark for the success criterion of this study. The average score of the class on the reading test was 72. If the class mean scores reach 72 post-interventions, this research cannot be deemed effective due to the absence of progress. Consequently, the researcher employed a score of 75 as the mean score to demonstrate a distinct enhancement following the implementation of the learning procedure. Should the pupils' score attain 78 or more, this research would be deemed successful.

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Assessment

The product that the researcher has developed isvisual learning media using Sigil. For research conducted by researchers is development research or R&D (Research and Development).

Table 3. Students' reading score of pretest

No.	Name	Score
1	АН	70
2	АМ	70
3	АА	70
4	АП	75
5	АИ	75
6	ФВ	80
7	ФД	70
8	ФИ	75
9	ФР	75
10	КК	70
11	ЛХ	80
12	МБ	70
13	МП	70
14	МФ	75
15	МС	75
16	МТ	75
17	МЭ	70
18	МСД	65
19	КА	65
20	РМ	70
21	РН	70
22	ТП	75
Total		**11.85**
Average		**72.04**

Table 4. Sample of question of a text

No	Question	level		
		Basic	Intermediate	Advance
1	What is the name of K-Pop group?	√		
2	How many are there?	√		
3	Could you mention the personal name of the BTS?	√		
4	When did they win award for the first time?	√		
5	What was the single debut?		√	
6	How did the president of Korean welcome them?		√	

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7	What does the inspiring message from the group to Russian people?		√	
9	How the author wonder about the poor boy becoming the ordinary people?			√
10	Explain this story about Boy Army and how it influence the people of South Korean to join Army!			√

The product developed is in the form of storybook-based learning media for front office material. This digital media can be stored in a certain format and easily accessed on digital devices, as well as used as learning media that can be shared with others. To attract students' attention, visual storybook are designed with an attractive appearance. Develop components in flipbooks such as front office text materials, pictures, animations, videos and exercises. Visual media is more attractive so that students are enthusiastic, not easily bored, and easily understand the material being studied (Roemintoyo & Budiarto, 2021)

The results of the validation of visual learning media after being revised according to experts show thatvisual learning media is very feasible to use and apply as learning media, then implemented by the teacher to students. Visual storybook products are said to be suitable for learning process. Evaluation is carried out from the initial stage to the end of the research and development process so that it can be said to be feasible to use. Evaluation in the development of visual storybook based learning media is carried out based on suggestions and input from the media, linguists and materials for improvement and refinement of visualbased learning media.

According to the results of the assessment, there are several problems that arise when the student reads the story. First, the researchers only asked the students to read which finally made students not understand the content of the story in depth. The second was that some students did not underline the material explained by the researcher. So, they found it difficult to understand the teacher's explanation. After giving a treatment, the researcher then decided to test the students to know the significant impact on the students' reading comprehension. Based on the test result, students' average score is 81.81 on the reading comprehension test. It means that the target score in this research had already been achieved. It proved that digital storybook could help the students to improve their reading comprehension.

Table 5. Students' reading score of post-test

No.	Name	Score
1	АН	80
2	АМ	85
3	АА	80
4	АП	80
5	АИ	80
6	ФВ	85

119
Corresponding author: Edi Sunjayanto Masykuri (esunjayanto@gmail.com)

7	ФД	80
8	ФИ	85
9	ФР	80
10	КК	85
11	ЛХ	80
12	МБ	80
13	МП	80
14	МФ	80
15	МС	85
16	МТ	85
17	МЭ	80
18	МСД	85
19	КА	80
20	РМ	80
21	РН	80
22	ТП	80
Total		**1800**
Average		**81.81**

The researcher uses the instrument as a tool to carry out the research. The equipment is employed in many approaches to ensure the quality of the study data. Subsequent to the researcher acquiring the data, this instrument will be developed and utilized to evaluate the hypothesis in this investigation. The investigator will employ the subsequent instruments: 1) The researchers employ checklists during data collection to systematically delineate certain variables, measurements, and observations, so fostering an organized methodology that reduces oversights and improves the trustworthiness of the collected data. The researcher utilizes a meticulously crafted checklist during data collection, offering a systematic framework to traverse variables and observations. 2) Questionnaire: The researcher systematically designed and validated each question in the questionnaire. This methodical approach guarantees clarity, relevance, and consistency, enhancing the efficacy of the survey tool in obtaining significant replies. Questionnaires in research are essential instruments for systematically gathering data by providing participants with a fixed array of questions, thereby enabling standardized responses that enhance structured and thorough analysis of attitudes, behaviors, or other pertinent information. 3) Reading Assessment; The researcher will evaluate the student's success rate either prior to or subsequent to the execution of the intervention. Students will be instructed to read the narrative text utilizing a visual storybook derived from the keywords provided by the teacher.

CONCLUSION

The study was held to investigate the learning model which is suitable for Russian student in Novosibirsk State Pedagogical University. They got limited access of material in internet because of political issue. Besides there was

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internal factor which they were not motivated in learning English actually in reading a book because of boredom. By finding out the way to design asynchronous learning, the researchers got possitive feedback from the student. It established the medium. Focusing of the observations of implication learning material. In implementing the method in this group, the researchers did not fulfill the criteria of success.

Based on the preliminary study, their average score was 75, but after they were taught with usual book in pretest, they scored 72.04. During the implementation, several problems were found; such as in the beginning, the researchers only asked the students to read which finally made students not understand the content of the story in depth. The second was that some students did not underline the material. So, they found it difficult to understand the teacher's explanation. Therefore, after the test, the student's average score was 72.04 on the reading comprehension test. Thus, this score did not achieve the criteria of success in learning.

In post-test, the collaboration with the class teacher was conducted to make several changes that caused problems during the implementation of the teaching process. Based on the observation, the improvement of teachers and students occurred when implementing the reading using a visual storybook. It provided more instruction to the students to give a mark on the important part of the story so that students more easily understand the content of the story. There are audio, visual and also the text. The second was the teacher asked the students to take notes about the important material not only by reading but also listening the dialog and watch the character's gesture, so they did not miss the messages.

After the group work, the students in every group present their results of the discussion so that the teacher can give them feedback after analyzing the important information in the story. Then, the students were given the reading test, and the researcher scored the students' answer sheets. The result of the reading comprehension test in post-test showed the average of students who got a score $\geq$ 75, it was 81.81. Besides that, the student's involvement in the teaching-learning process was 100%. Based on the explanation, the target score of reading comprehension and the target score of process observation in post-test of this research had already been achieved. There are many ways to solve students' difficulties in comprehending a story; one of them is the visual storybook strategy for teaching reading comprehension. The interactions of the group members require that all students participate and foster new relationships between students of different ability levels. Based on the result, they achieved the It is revealed that there is a significant improvement in students' scores between pre-test and post-test. These strategies help students to construct meaning from the written text and to monitor their reading to ensure that they understand what they read.

The experiment of teaching reading using visual storybooks in this research (Harmer, 2007). Harmer said that using visuals is interesting and it will enhance students' understanding of people or objects. visual storybooks can be

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used as a supporting tool in helping students release their ideas in the text-by-visual storybook. The subject because the visual storybooks are displayed. So, the students can see. Thus, when the students used visual storybooks in the classroom, it affected them to stimulate describing the object when they saw and touched the visuals.

Therefore, the implementation of visual Storybooks improved the students' reading comprehension. The result showed that most of the students had positive responses in reading ability by using visual Series media and they enjoyed and were interested in using visual Storybooks as media in learning. It turned out that the student's score improved from the pretest. Based on the result of post-test, it can be said that through visual storybooks, students can be more interested. It is expected that the developed product can provide the benefit to teacher in teaching English, especially in reading comprehension of descriptive text to students. This product is considered relevant to students' needs, interests, and English skills.

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