# Students' Perception on The Use of Dual-Coding Theory (DCT) in Reading Descriptive Texts

# Persepsi Siswa terhadap Penggunaan *Dual-Coding Theory* (DCT) dalam Membaca Teks Deskriptif

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## Abstract

This study aims to investigate seventh graders' perception on the implementation of Dual-Coding Theory (DCT) in reading descriptive texts at MTsN 1 Kota Malang. It involved ten regular classes with a total of 296 students. The data were collected through questionnaires. The questionnaire consists of 20 statements with a 4-point Likert scale, concerning about the students' opinion on (1) the effect of pictures on the students' ability to conjure up objects, (2) the effect of pictures on their attitudes, and (3) the use of pictures in identifying word meaning and main idea. The findings show that the perception of the students on the use of DCT in reading descriptive text is positive. 91.3% students agree that the use of DCT contributes positively to the learning process. First, it helps students to imagine what is written in the descriptive text. Second, it attracts the students' interest and increases their motivation to read descriptive text. Third, DCT helps students in identifying word meanings and its main ideas. Therefore, DCT is an effective method to enhance descriptive reading skill.

**Keywords:** perception; reading comprehension; Dual-Coding Theory

## Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa kelas 7 MTsN 1 Kota Malang terhadap penggunaan Dual-Coding Theory (DCT) dalam membaca teks deskriptif. Kelas tersebut terdiri dari 10 kelas reguler yang berjumlah 296 siswa. Data diambil melalui kuesioner. Kuesioner terdiri dari 20 pernyataan dengan menggunakan skala Likert 4 poin, mengenai persepsi siswa pada (1) pengaruh gambar terhadap kemampuan siswa dalam membayangkan benda, (2) pengaruh gambar terhadap sikap siswa, dan (3) penggunaan gambar dalam mengidentifikasi makna kata dan gagasan utama. Hasil penelitian menunjukkan bahwa persepsi siswa tentang penggunaan DCT dalam membaca teks deskriptif adalah positif. 91,3% siswa setuju penggunaan DCT memberikan kontribusi positif terhadap proses pembelajaran. Pertama, membantu siswa untuk membayangkan apa yang tertulis dalam teks deskriptif. Kedua, menarik minat siswa dan meningkatkan motivasi mereka untuk membaca teks deskriptif. Ketiga, DCT membantu siswa dalam mengidentifikasi makna kata dan gagasan utamanya. Oleh karena itu, DCT merupakan metode yang efektif untuk meningkatkan keterampilan membaca teks deskriptif.

**Kata kunci**: persepsi; pemahaman membaca; Dual-Coding Theory

## 1. Introduction

Reading is one of the four language skills that must be mastered by students. Reading skill is the basic literacy skill that one must possess because the concepts of literacy mainly refer to the abilities to absorb information and knowledge through reading activities and proficiencies to communicate the gained information via written media (Suryanto, 2017). By reading, we can enrich our knowledge about science, technology, and information that is useful for us. Reading is apprehended as a source of information.

Reading comprehension is a process of understanding texts by taking the ideas or information and interpreting the meaning. Reading comprehension is the act of incorporating information in a passage with prior knowledge to construct meaning. Jafar (2012) states reading comprehension can be interpreted as a thinking process by which readers select facts, information, or ideas from the texts and decide how to relate it with their previous knowledge that they gained, and how they judge appropriateness to get understanding from the texts. Kurniawan (2020) states that reading comprehension is the capability to gain information from a written text. In addition, Hidayati (2019) states that reading comprehension is the process of obtaining the meaning of the content and all information about the topic in a written text. In fact, comprehending a written English text is not easy for Indonesian students because English is a foreign language to them. Many students are not able to catch the author's idea because of the limitation in thinking and analyzing the meaning of the words and sentences in a written English text. Therefore, the reader should have good concentration when reading a written English text to get the meaning of the text and the author's idea. In reading comprehension, students should pay attention to several aspects, such as the topic and purpose of the text, general information, specific information, and generic structure. Besides, they should try to understand the main ideas and details to make the conclusion. Reading skill is the key to understanding a text.

Usman Fata, and Pratiwi (2019) argue that many students might consider that reading comprehension is a challenging aspect of learning English. Many Indonesian students might not understand what they read in some English texts even though they have been learning English for years (Dahliana, 2016; Moriyanti, Muna, & Ismail, 2019; Usman et al., 2019). In addition, Jayanti (2016) and Aziz (2019) found that students often have difficulties in reading the information from texts. However, the Regulation of the Ministry of Education and Culture 2013 of the Basic Competence of Senior High School and Junior High School mandates that Indonesian secondary students must comprehend various English texts. One of the texts is descriptive text.

To overcome this problem, teachers are required to use their creativity and find effective ways to help students enhance their reading comprehension. Teachers' creativity in their teaching method is very important in      the learning process because it makes teaching more comfortable for the teachers and learning easier for the students. When teachers do not find an effective way to enhance students' comprehension, students will find it hard to understand a text.

Dual-coding theory (henceforth DCT) is a creative way to help students enhance their reading comprehension because it presents verbal and visual explanations together in a coordinated way. Besides, DCT was found to be more effective in promoting creative problem solving than giving separate verbal explanations and visual explanations. Dual-coding theory was proposed by Allan Paivio (1971). It is a theory of cognition that involves relations between verbal and non-verbal or visual systems (Kanellopoulou, Kermanidis, & Giannakoulopoulos, 2019). Non-verbal or visual systems include diagrams, pictures, symbols, comics, and animation. However, in this research, visual systems refer to pictures only. Adding pictures to a verbal description can make a presented idea more concrete and gives two ways of comprehending the presented ideas. Let's take the word axolotl as an example. Reader cannot have a concrete image of an axolotl, if we have only its name. However, if we know both the name and a visual of the animal, our mind will have a more vivid image of the animal and it will

be much easier to understand the word. DCT explains that people learn more deeply from words and pictures than from words or pictures alone. Therefore, words and pictures should be used together in cognitive and educational tasks related to meaning. Applying DCT can help students to learn new materials easily.

DCT proves to be an effective way to enhance students' reading comprehension. Hayikaleng (2019) found that the students' mean score in the post-test is significantly higher than that in pre-test when pictures are incorporated in the reading text. Similarly, Nurhayati (2014), Novita and Kristiawan (2017), Roslina (2017), Sari (2017), and Rae (2018) also found that the use of dual-coding theory help students to understand descriptive texts easily.

This study dealt with perception. Perception is an individual opinion on a given thing. In this study, it refers to the opinion of seventh graders of MTsN 1 Kota Malang on the implementation of DCT in reading comprehension. Students' perceptions are a powerful tool for measuring the effectiveness of teaching practices in the classroom (König & Pflanzl, 2016) . Besides, Gaertner (2014) states that students' perception on teaching methods is important for teachers as the most reliable source to evaluate the quality of the teaching method they employ.

Zaim, Refnaldi, and Rahmiyanti (2019) argue that the teaching method is designed to make it easier for the students to improve their knowledge and skills. They revealed that students generally appreciate teachers' teaching methods. The students perceived that the teaching strategies used by the teachers were good and their perception was in high category for all teaching strategies. The research investigated by Trajanov (2016) showed that the students whose teacher had a democratic teaching style and strategies were more motivated to learn English than those whose teacher had an autocratic teaching style. In democratic teaching style, teachers allocate the time for students to explore and learn by themselves with teacher's assistance. While in autocratic teaching style, teacher take most or all of the time to give lectures while students just sit and listen

Teaching English to young learners is different from teaching adults. Since young learners have short attention spans and are easily bored, teachers should have exciting teaching methods to teach them. According to Csabay (2006), pictures can bring a bright atmosphere as an educational game into the class. In addition, Graham (2011) found that young learners enjoy reading text that assisted with pictures. In another study by Enever and Schmid-Schönbein (2006) investigating young learners' attitude in learning reading with picture books. It is found that students' enthusiasm improves drastically compared to when students study without picture books. It proves that pictures are an effective method to make students engaged in the lesson. Studies by Anugrah Thabran, and Makmur (2017), Pasaribu (2017), and Hidayanto (2019) revealed that students' perception on the use of pictures or DCT in writing descriptive texts was positive. However, there is no study that investigates students' perception on the use of DCT in reading descriptive texts. The existing literature explores students' perception on the use of DCT in writing descriptive texts. Therefore, this study investigates students' perception on the use of DCT in reading descriptive texts and see whether students also have positive perception on DCT when it is applied to reading. Therefore, the research problem in this study is "What are seventh grader's perceptions on the use DCT in reading descriptive texts at MTsN 1 Kota Malang?"

## 2. Method

The descriptive quantitative method was used in conducting this research. The design of this research was a survey. Survey research design is typically used to describe opinions, attitudes, preferences, and perceptions of people that the researcher deems interesting (Latief, 2019). This study was conducted in MTsN 1 Kota Malang in the 2020/2021 academic year. This school located on Jl. Bandung No.7, Penanggungan, Klojen, Kota Malang, Jawa Timur. MTs is under The Ministry of Religious Affairs that involves religious aspects in learning and teaching. The researcher chooses this school because the English teachers of MTsN 1 Kota Malang applied DCT or used pictures when they taught descriptive texts in the second semester of the 7th grade students. At the 7th grade, there were 13 classes with four categories, i.e., regular, Tahfidz & Arabic, bilingual, and Olympiad classes. Of these four types of classes, they have different characteristics. In Tahfidz & Arabic class, students focus on remembering and reciting Quranic verses. In bilingual class, students should speak English and Indonesia in learning process. While, in Olympiad class, students focus on exact sciences activity. In regular class, students study as usual. Of these four types of classes, the regular classes were taken as the population because these classes reflect the English skill of junior high school students in general. Commonly junior high school in general only have a regular class. Therefore, regular class was chosen as population in this study. There were ten regular classes with a total of 296 students. This study used simple random sampling because the population was homogeneous. Sample size in this study was determined based on Slovin's formula (1960, as cited in Fadilah, Anugerahwati, & Prayogo, 2017)

$$n = \frac{N}{1 + N(e^2)}$$

where ***n*** is the sample size, ***N*** is the population size, ***e*** is the significance level (this study used a significant level of .05 or 5%). Drawing from this procedure, 170 subjects from a total 296 students were the ideal sample size for the present study.

The research instrument was a questionnaire. The instrument consists of 20 statements with a 4-point Likert scale, from which the students had to choose whether they strongly agree/agree/disagree/strongly disagree with the statements. Of the 20 statements, 12 were adapted from the questionnaire by Anugrah et al. (2017) and 8 novel statements were constructed for this research. In general, these statements are about (1) the effect of pictures on the students' ability to conjure up objects, (2) the effect of pictures on their attitudes, and (3) the use of pictures in identifying word meaning and main idea. The questionnaire was written in Indonesian, so that the students could understand the questionnaire well and give their true responses. The instrument was validated by the expert before it was distributed to the students in Google Form.

The questionnaire was distributed to 170 students in May 2021. The questionnaire was distributed to the students via WhatsApp with the help of the teacher. The students had to submit the questionnaire before 8th of May 2021. Those who failed to meet the deadline had to submit the questionnaire personally through WhatsApp.

The research data were analyzed with descriptive statistics. Descriptive statistics is the calculation of frequencies of variables and differences between variables. Descriptive statistics was chosen because it best describes the data and answers the research questions. The data analysis was done in several steps. First, the percentage of the students' responses to each

statement was counted. The responses were grouped into two categories. "Strongly agree" and "Agree" were categorized as "Agree", whilst "Strongly disagree" and "Disagree" were categorized as "Disagree". Second, the most frequent response to each statement was identified. Third, the percentage of the responses to the statements that belong to the same group was counted. Fourth, the most frequent response to the group of statements was identified. Fifth, the percentage of the responses to all the statements as a whole was counted and the most frequent one was identified. Lastly, the findings were interpreted based on the relevant theories and findings of the previous studies and conclusions were drawn.

## 3. Findings and Discussion

In applying DCT or choosing the appropriate picture for a text, teachers of MTsN 1 Kota Malang follow one of three principles. First, representational, the picture should represent the text. It means the picture should be about the same object/person. For example, if the text is about Air Jordan shoes, the picture accompanying the text must be of Air Jordan shoes. Second, referential, the picture should refer to the text. It means that the picture should be related to the text. For example, if the text is about a cow, then the picture could be milk, or something related to a cow. Last, associative, if there are additional pictures, the additional pictures should be related to the text and the first picture. For example, if the descriptive text is about a cow and the first picture is a glass of milk, the teacher might use a picture of cheese in an additional picture.

The findings below explain students' perception of DCT in reading descriptive texts. The students' perceptions are categorized into three indicators; the students' perception about the effect of pictures on the ability to conjure up an object, the students' perception towards the effect of pictures on their attitudes, and the students' perception towards the use of pictures in identifying word meaning and main idea. The data in findings were obtained by analyzing the data on the students' responses of each item on the questionnaire based on appendix 2.

All percentages refer to the average number of students who gave responses strongly agree/agree/disagree/strongly disagree with the statements. The findings of each indicators were explained in details as follows:

**Tabel 1. The Students' Perception about the Effect of Pictureson the Ability to Conjure up an Object**

| Indicator | No. | Statements | SA* | | A** | | D*** | | SD**** | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | % | f | % | f | % | f | % |
| The effect of pictures on the object to conjure up the object described | 1 | Understanding descriptive text that is supported by pictures gives me an illustration of certain objects, i.e., people, places, etc. | 92 | 54.4 | 76 | 45 | 1 | 0.6 | 0 | 0 |
| | 2 | Pictures help me to imagine a certain object specifically or in more detail. | 117 | 68.8 | 52 | 30.6 | 1 | 0.6 | 0 | 0 |
| | 3 | I can identify the characteristics of the object in the picture shown by my teacher. | 48 | 28.2 | 119 | 70 | 3 | 1.8 | 0 | 0 |
| | 4 | I can get an idea of the object in the picture shown by the teacher. | 43 | 25.3 | 114 | 67.1 | 13 | 7.6 | 0 | 0 |

*SA = Strongly Agree, **A = Agree, ***D = Disagree, ****SD = Strongly Disagree

Table 1 presents the students' perception about the effect of pictures on the ability to conjure up an object. The data above showed that the students agreed with statements indicative of the effect of pictures of an object to conjure up the object described. It is proved by the first, second, third, and fourth statements. A large number of students (99.4%) agreed that understanding descriptive text that is supported by pictures gives them an illustration of certain objects, i.e. people, places, etc. However, the other (0.6%) disagreed with it. Most students (99.4%) agreed that pictures help them to imagine certain objects specifically or in more detail, while others (0.6%) disagreed with that. In addition, (98.2%) students stated that they can identify the characteristics of the object in the picture shown by their teacher. However, (1.8%) students stated the opposite; they cannot identify the characteristics of the object in the picture shown by their teacher. Many students (92.4%) also agreed that they can get an idea of the object in the picture shown by the teacher, while others (7.6%) disagreed with that. Therefore, all the results obtained indicated that most of the students (97.4%) agreed that there are effects of pictures on the ability to conjure up an object.

The students also reported that pictures give effect on their attitudes. Table 2 presents the students' perception towards the effect of pictures on their attitudes.

**Table 2. The Students' Perception towards the Effect of Pictures on Their Attitudes**

| Indicator | No. | Statements | SA* | | A** | | D*** | | SD**** | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | % | f | % | f | % | F | % |
| The students' perception towards the effect of pictures on their attitudes | 5 | By looking at pictures, I get more interested in learning to learn reading descriptive text. | 52 | 30.6 | 96 | 56.5 | 22 | 12.9 | 0 | 0 |
| | 6 | I am motivated to learn to read descriptive text if I look at pictures. | 41 | 24.1 | 96 | 56.5 | 32 | 18.8 | 1 | 0.6 |
| | 7 | For me, by looking at pictures, the learning process becomes more contextual (related or appropriate to the situation). | 78 | 45.9 | 86 | 50.6 | 6 | 3.5 | 0 | 0 |
| | 8 | Pictures stimulate my imagination in understanding an object. | 90 | 52.9 | 73 | 42.9 | 7 | 4.1 | 0 | 0 |
| | 9 | For me, learning descriptive text by looking at pictures has a special attraction. | 69 | 40.6 | 95 | 55.9 | 6 | 3.5 | 0 | 0 |
| | 10 | For me, by looking at pictures, the process of learning descriptive texts becomes more meaningful. | 50 | 29.4 | 108 | 63.5 | 12 | 7.1 | 0 | 0 |
| | 11 | By looking at pictures, I become happy and comfortable in learning descriptive text. | 46 | 27.1 | 101 | 59.4 | 22 | 12.9 | 1 | 0.6 |
| | 12 | By looking at pictures, I can understand descriptive text effectively and efficiently. | 59 | 34.7 | 99 | 58.2 | 12 | 7.1 | 0 | 0 |

*SA = Strongly Agree, **A = Agree, ***D = Disagree, ****SD = Strongly Disagree

Through the questionnaire, the students reported several things about the effect of pictures on students' attitude when learning to read descriptive text. The students agreed that pictures can attract the students to learn to read descriptive text. It is proved by fifth and ninth statements in the questionnaire. The fifth statement states that by looking at pictures, students

get more interested in learning to read descriptive text. It gets positive perception with 87.1% agreements and 12.9% disagreements. The ninth statement states that learning descriptive text by looking at pictures has a special attraction. It gets positive perception with 96.5% agreements and 3.5% disagreements. Moreover, pictures motivate students to read descriptive text. It is proved by the sixth statement that gets positive perception with 80.6% agreements and 19.4% disagreements. Not only can pictures be an interesting medium for teaching reading comprehension, but it can also create an enjoyable classroom atmosphere. Therefore, students can enjoy the class. It is proved by the eleventh statement. It states that by looking at pictures, they become happy and comfortable in learning descriptive text. It gets positive perception from the students with 86.5% agreements and 13.5% disagreements. Moreover, pictures also give effect on students' attitude in the learning process, such as making the learning process more contextual (related or appropriate to the situation) and meaningful. Seventh and tenth statements in the questionnaire proved it. The seventh statement gets positive perception with 96.5% agreements and 3.5% disagreements, while the tenth statement gets positive perception with 92.9% agreements and 7.1% disagreements. Furthermore, students agreed that pictures stimulate their imagination in understanding an object. It is proved by eight statements that get 95.9 agreements and 4.1% disagreements. Students also reported that by looking at pictures, they can understand descriptive text effectively and efficiently. It is proved by twelfth statements that get 92.9% agreements and 7.1% disagreements. Therefore, all the results obtained indicated that most of the students (97.4%) agreed that there are effects of pictures on the ability to conjure up an object. Therefore, all the results obtained indicated that most of the students (91.2 %) agreed that there are effects of pictures on their attitudes.

Table 3 presents the students' perception towards the use of pictures in identifying word meaning and main idea.

**Table 3. The Students' Perception towards the Use of Pictures in Identifying Word Meaning and Main Idea**

| Indicator | No. | Statements | SA* | | A** | | D*** | | SD**** | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | % | F | % | F | % | F | % |
| The students' perception towards the use of pictures in identifying word meaning and main idea | 13 | I can overcome my lack of vocabulary by using pictures in understanding descriptive text. | 52 | 30.6 | 85 | 50 | 32 | 18.8 | 1 | 0.6 |
| | 14 | I can understand unknown words by looking at pictures. | 40 | 23.5 | 93 | 54.7 | 36 | 21.2 | 1 | 0.6 |
| | 15 | By looking at pictures, I can increase my ability in understanding descriptive text. | 56 | 32.9 | 105 | 61.8 | 9 | 5.3 | 0 | 0 |
| | 16 | I can identify specific information from a descriptive text by looking at the picture provided. | 41 | 24.1 | 118 | 69.4 | 11 | 6.5 | 0 | 0 |
| | 17 | I can learn new things by reading descriptive texts that are supported by pictures. | 54 | 31.8 | 104 | 61.1 | 11 | 6.5 | 1 | 0.6 |
| | 18 | I can easily understand the content of descriptive text that is supported by pictures. | 66 | 38.8 | 94 | 55.3 | 9 | 5.3 | 1 | 0.6 |
| | 19 | It is easier for me to understand the main idea of a descriptive text by looking at the pictures provided. | 43 | 25.3 | 107 | 62.9 | 19 | 11.2 | 1 | 0.6 |
| | 20 | I can get the purpose of a descriptive text by looking at the pictures provided. | 46 | 27.1 | 101 | 59.4 | 22 | 12.9 | 1 | 0.6 |

*SA = Strongly Agree, **A = Agree, ***D = Disagree, ****SD = Strongly Disagree

Based on the data above, it is found that pictures can help students to understand the descriptive text better. It is supported by fifteenth, sixteenth, eighteenth, nineteenth, and twentieth statements in the questionnaire. The fifteenth statement states that by looking at pictures, students can increase their ability in understanding descriptive text. It gets positive perception with 94.7% agreements and 5.3% disagreements. The sixteenth statement states that students can identify specific information from a descriptive text by looking at the picture provided. It gets positive perception with 83.5% agreements and 6.5% disagreements. The eighteenth statement states that students can easily understand the content of descriptive text that is supported by pictures. It gets positive perception with 94.1% agreements and 5.9% disagreements. The nineteenth statement states that it is easier for students to understand the main idea of a descriptive text by looking at the pictures provided. It gets positive perception with 88.2% agreements and 11.8% disagreements. Lastly, the twentieth statement states that students can get the purpose of a descriptive text by looking at the pictures provided. It gets positive perception with 86.5% agreements and 13.5% disagreements. The results of the study also showed that pictures help students' vocabulary. This is shown by the thirteenth, fourteenth, and seventeenth statements. 80.6% students agreed that they could overcome their lack of vocabulary by using pictures in understanding descriptive text, while 19.4% students disagreed with that. 78.2% students agreed that they can understand unknown words by looking at pictures, otherwise 21.8 % students disagreed with that. The seventeenth statement states that they can learn new things by reading descriptive texts that are supported

by pictures. It gets positive perception with 92.9% agreements and 7.1% disagreements. Based on the findings above, it can be concluded that most of the students (88.6%) agreed that the use of pictures could help them in identifying word meanings and main ideas.

Based on the findings it can be concluded that DCT helps students to imagine what is written in the descriptive text. This is reflected by students' positive reaction towards statements such as "pictures help me to imagine a certain object specifically or in more detail." It shows that pictures are helpful in painting a picture in students' minds. According to Whitehead (as cited in Evriani, 2019), picture assists students in reading comprehension to help students to imagine the whole picture, which may include locations, characters/people, facial expressions, and environmental factors. A study conducted by Erya and Pustika (2021) found that the students are more interested and get the motivation to improve their reading comprehension skill by using DCT. In addition, DCT can make students feel interested, interested, and happy. Besides, Razalli, Thomas, Mamat, and Yusuf (2018) found that DCT helps symbolize characters, events and objects described in the text. In addition, DCT also displays a structured relation of the important ideas in the text and gives a clear explanation of difficult parts of the text. Another research by Saad, Yaacob, and Aspalila (2017) revealed that picture helps students' imagination and assists them in learning new vocabulary items. Those two previous statements are in line with the result of this study.

On the matter of students' perception towards the effect of pictures on their attitudes, students showed positive attitudes towards several things. Reflected by most students' agreements with the statements indicative of pictures gives effect on students' attitude. For example, pictures can attract the students' interest to read descriptive text. It was proved by the fifth and ninth statements of the questionnaire. The fifth statement states that by looking at pictures, students get more interested in learning to read descriptive text. The ninth statement states that learning descriptive text by looking at pictures has a special attraction. Moreover, pictures also motivate students to read descriptive text. It is proved by the sixth statement. The results are in line with Anugrah et al. (2017), Rohman (2016), and Sari (2017), who state that pictures keep the students' interest and play an important role in motivating students to learn descriptive text. It is also in line with Al-Rahmi et al. (as cited in Albakri, Adnan, Shaq, & Shah, 2020) who found visuals and pictures are mostly used to draw the attention of students when they are involved. Besides, Choi, Kang, and Sheo (2020) found that children's interest in learning English was higher when they used pictures in a book rather than a book without pictures. In the context of Malaysian Secondary School, Yunus, Salehi, and John (2013) investigated teachers' perception on the use of pictures and videos in motivating students to read literary texts, 92.6 percent of the teachers surveyed believed that the students were better engaged with literary texts when the visuals accompany the texts. This means there are effects of DCT on their attitudes. In addition, Razalli et al. (2018) found that DCT prompts students with hearing impairment to read. DCT makes the text become more attractive.

Students also reported that pictures help them in identifying word meaning and its main ideas. It is supported by fifteenth, sixteenth, eighteenth, nineteenth, and twentieth statements in the questionnaire. The fifteenth statement states that by looking at pictures, students can increase their ability in understanding descriptive text. The sixteenth statement states that students can identify specific information from a descriptive text by looking at the picture provided. The eighteenth statement states that students can easily understand the content of

descriptive text that is supported by pictures. The nineteenth statement states that it is easier for students to understand the main idea of a descriptive text by looking at the pictures provided. Lastly, the twentieth statement states that students can get the purpose of a descriptive text by looking at the pictures provided. Based on the findings above, it can be concluded that most students agreed that the use of DCT could help them in identifying word meanings and main ideas. The result is in line with Hayikaleng (2019) who showed that DCT is very helpful for the students in generating and organizing their ideas in reading. In addition, DCT can also improve students' ability in answering comprehension questions. It is also in line with Saad et al., (2017) who investigated the vocabulary learning strategies of a group of Saudi secondary stage learners in a Saudi International School in Malaysia. Participants have revealed that visual images or DCT have helped them to understand the meaning of a word through pictures. This means DCT helps students in identifying word meaning and main ideas.

All findings of this research show that students' perception on the use of DCT in reading descriptive texts is mostly positive. It can be seen from the result of the questionnaire that has been filled by the students. The result of this study indicates that DCT are effective to be applied as a method in reading descriptive text since they get positive perception from the students. Based on the result, it can be seen that teaching descriptive text through DCT successfully improves students' reading comprehension. By applying DCT, students can imagine what is written in the descriptive text. DCT also attracts the students' interest and increase their motivation to read descriptive text. DCT helps students in understanding descriptive text and its main ideas. In other words, DCT is an effective method to enhance descriptive reading skill.

## 4. Conclusions

The result of the research indicates that students' perception on the use of DCT in reading descriptive text is positive. The use of DCT can affect students' learning process in several ways. Firstly, it helps students to imagine what is written in the descriptive text. Secondly, it attracts the students' interest and increases their motivation to read descriptive text. Thirdly, DCT helps students in identifying word meaning and its main ideas.

For the teachers, DCT can be an alternative teaching strategy that could enhance students' reading comprehension. It is suggested that teachers who want to use DCT in teaching the students reading descriptive text pay attention to the appropriateness of the picture in relation to the text. They need to consider the representational, referential, and associative aspects of the pictures. If these aspects are fulfilled, the learning process will run effectively.

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