

ABSTRACT

This study explores the implementation of visualization strategies through web-based tools to enhance the reading comprehension skills of English as a Foreign Language (EFL) students in Ciamis. Using a qualitative approach, the research involved twelve high school students selected through purposive sampling. Data were collected via semi-structured interviews and classroom observations, and analyzed using Braun and Clarke's (2006) thematic analysis. The findings reveal that most students had limited or no prior exposure to visualization techniques or digital tools like StoryboardThat. After guided instruction, students demonstrated increased engagement, comprehension, and confidence in interpreting narrative texts. The results show that visualization strategies support students in organizing ideas, overcoming vocabulary barriers, and creating mental images that aid comprehension. This study highlights the importance of integrating visual learning techniques and technology in EFL classrooms to improve reading outcomes. It contributes to the growing body of literature emphasizing learner-centered. However, this study also discovered that some learners still faced challenges such as limited vocabulary, unfamiliarity with the interface of using visualization web-based tools. Therefore, for future research, it is recommended to complete and overcome the weakness of this study.