THE EFFECT OF USING MIND'S EYE STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT THE SECOND YEAR AT STATE SENIOR HIGH SCHOOL 3 PEKANBARU

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SUPERVISOR APPROVAL

The thesis entitled "*The Effect of using the Mind's Eye strategy toward Students' Reading Comprehension at the Second year at State Senior High School 3 Pekanbaru*", is written by Abdul Rasid, NIM.10814002430. It is accepted and approved to be examined in the meeting of the final examination of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

This thesis entitled *"The Effect of Using Mind's Eye Strategy toward Students Reading Comprehension at the Second Year at State Senior High School 3 Pekanbaru"* is written by Abdul Rasid, NIM. 10814002430. It has been approved and examined by the Final Examination Committe of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Sya'ban 22, 1433 H/ July 10th, 2012 M as one of prequirements for bachelor degree (S.Pd.) in English Education Department.

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The Writer

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ABSTRACT

Abdul Rasid (2012):"The Effect of Using the Mind's Eye Strategy toward Reading Comprehension of the Second Year Students at Senior High School 3 Pekanbaru"

Based on the writer's preliminary study, it was found that the students reading comprehension was not reach the standard score. This problem was caused by some factors. For example the way of teaching is not suitable to the material, the diificulties of text was too high. So, the writer was interested in carrying out the research about this problem.

The research was administered at SMAN 3 Pekanbaru. The subject of the research was the second year students , and the object of this research was the Effect of using Mind's Eye strategy. The design of this research was Quasi-experimental design.

The population of this research was all of the second year students. The total number of population was too large; eight classes and each class at least consist of 28 students, so the writer used cluster random sampling by taking two classes as sample; XI IPS.1 consisted of 32 students as experimental group, and XI IPS.2 consisted of 32 students as control group. To analyze the data, the writer adopted independent sample t-test formula by using SPSS 16 version.

The main focus of this research was to find out whether or not there was significant difference between students' reading comprehension taught by using *Mind's Eye* strategy and by using conventional method at the second year studentsSenior High School 3Pekanbaru.

Based on the data analysis, the writer concludes that there is significant difference between students' reading comprehension taught by using *mind's eye* strategy and students' reading comprehension taught by using conventional method with consideration $t_0 = 4.679$ is higher than T_{table} either in significant 5% = 2.00 or in significant 1% = 2.65. We can read 2.00<4.679>2.65. It means H_a is accepted and H_0 is rejected. So, it can be concluded that there is a significant difference between students' reading comprehension by using *mind's eye* strategy and students' reading comprehension by using conventional method. In other words, there is a significant difference of using *mind's eye* strategy to improve students' reading comprehension at the second year students of Senior High School 3 Pekanbaru.

ABSTRAK

Abdul Rasid (2012):"PengaruhdariPenggunaanStrategiMind's Eye terhadapPemahamanBacaanSiswaKelas2 SMA N 3 Pekanbaru"

Berdasarkan pada pemantauan awal penulis, telah ditemukan bahwa nilai pemahaman membaca siswa belum mencapai nilai minimum yang ditetapkan. Masalah ini disebabkan oleh beberapa faktor, sebagai contoh cara mengajar yang tidak sesuai dengan materi yang diajarkan dan tingkat kesulitan materi yang terlalu tinggi. Oleh karena itu, penulis merasa tertarik untuk melakukan penelitian yang berhubungan dengan masalah diatas.

Penelitian ini dilakukan di SMA N 3 Pekanbaru. Subjek penelitian ini adalah siswa kelas 2, dan objek penelitiannya adalah peggunaan strategi Mind's Eye. Desain penelitiannya adalah Quasi-experimental.

Populasi penelitian ini adalah seluruh siswa kelas 2. Jumlah populasi terlalu besar; delapan kelas dan setiap kelas terdiri dari sedikitnya 28 orang siswa, jadi, penulis menggunakan cluster random sampling dengan mengambil dua kelas sebagai sampel; XI IPS 1 terdiri atas 32 orang siswa sebagai kelas eksperimen dan kelas XI IPS 2 terdiri atas 32 orang siswa sebagai kelas kontrol. Untuk menganalisa data, penulis menggunakan formula T-test dari SPSS versi 16.

Fokusutamadalampenelitianiniadalahuntukmengetahuiapakahadaatautidakp erbedaan yang signifikanantarakemampuansiswadalampemahamanbacaandenganmenggunakan strategy "*Mind's Eye*"dandenganmenggunakanstrategibiasa diSekolahMenengahAtasNegeri3 pekanbaru

Berdasarkananalisis data, penulismenyimpulkanbahwaadaperbedaanyang signifikanantarakemampuansiswadalampemahamanbacaanyang diajardenganmenggunakanstrategi"*Mind's Eye*"dankemampuansiswadalampemahamanbacaanyang diajardenganmenggunakanstrategibiasadengankonsiderasi t_0 =4.679lebihtingidarit_{table}padatarafsignifikant 5% = 2.00ataupadatarafsignifikan 1% = 2.65.Dapatdibaca 2.00<4.679>2.65.Ituberartibahwa H_a diterimadan H_0 ditolak.Jadi, dapatdisimpulkanbahwaadaperbedaansignifikanantarakemampuansiswadalampem ahaman membacadiajardenganmenggunakanstrategi"*Mind's Eye*"kemampuansiswadalampemahamanbacaandiajardenganmenggunakanstrategi biasa. Dengan kata lain, adaefeksignifikanmenggunakanstrategi"*Mind's Eye*"untukmemperbaikipemahamanbacaansiswakelas2 SMA N 3 Pekanbaru.

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CHAPTER I

INTRODUCTION

A. The Background of Problem

Reading is very important skill that must be improved by students in learning English. Hasibuan and Ansyari said that, "Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it".[1] Factually, reading is not only a process of identifying text structure, grammar and its vocabulary but also understand the meaning of the text contextually. It means that reading comprehension needs long and many processes.

The curriculum used by State Senior High School 3 Pekanbaru was school based curriculum (KTSP). Special for english subject the passing score (SKL) is 75. Based on English syllabus of State Senior High School 3 Pekanbaru, states that the students are able to comprehend the meaning of monolog/essay texts: Narrative, Spoof, and Hortatory Exposition accurately, fluently, and accept in daily life and access knowledge.[2]

Duringpreliminary study atState Senior High School 3 Pekanbaru, the writer found some problems in teaching and learning English. The main problem is about student comprehension in reading. As stated in syllabus that students'

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[1]Kalayo, Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*.Pekanbaru: AlafRiauGraha UNRI Press.2007.p.113
[2]Silabus Bahasa Inggris SMA N 3 Pekanbaru

comprehension is very important in order to achieve the indicators of teaching and learning. Many factors might cause this problem such as, low of motivation and inappropriate strategy in teaching. The dominant factor that caused this problem is the use of inappropriate strategy in teaching reading materials to the students. The teacher of English subject used conventional teaching methods called lectured method. Lectured method also known as one of traditional method that concern on teacher (teacher center).

The steps of lectured method are as follows:

1. Theteacher by showing the theme of lesson.

2. Then the teachers begin with by telling the lesson until the end of teaching learning time.

3. The teacher give a task to the students

4. The students do the task and collect it to the teacher

5. The students only have a few times to ask, share ideas and participate in learning.

The teaching-learning process needs students' participation and activation. If the teacher does not anticipate this situation as soon as possible, the aim of teaching will not be reached. Harmer points out," One of the greatest enemies of successful teaching is students' boredom".[3] The teacher needs to build an

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[3]Harmer, Jeremy.*How to Teach English.* Edinburgh Gate: Edison Wesley Longman Limited.1998 .p.5

interesting situation in order to come the students who join actively while teaching and learning proses.

As a result of factor stated above, the writer found that most of students at State Senior High School 3 Pekanbaru have problem in learning English especially in comprehending a Narrative text.

It can be seen from the following phenomena:

1. Some of the students cannot identify the main idea of narrative text.
2. Some of the students cannot locate the meaning of vocabulary in context.
3. Some of students cannot find factual information in narrative text.
4. Some of students cannot identify supporting idea in narrative text.
5. Some of students cannot make inference from the reading text.

In this research the writer wants to know the effect of strategy that written by Silver in Strategic Teacher called Mind's Eye Strategy. He said that this strategy is an appropriate strategy to help the teacher solves the problem of his students in comprehending a reading text. Mind's Eye is a strategy whose overall benefits on reading comprehension.

This strategy lets students able to make mental images from the text. Silver explains," the ability to "see" a text unfold in the mind is essential for deep reading".[4] The writer supposes it can help students in comprehending a reading text especially Narrative Text.

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[4]Harvey F.Silver, Richard W. Strong, and Matthew J. Parini.*The Strategic Teacher*. Virginia: Thoughtful Educational Press.2007.p.155

Therefore, the writer was interested in carrying out the research entitled: THE EFFECT OF USING MIND'S EYE STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT THE SECOND YEAR AT STATE SENIOR HIGH SCHOOL 3 PEKANBARU.

B. The Problem

1. The Identification of Problem

There are many problems identified by the writer:

a. Why do some of studentsnot identifymain idea from the narrative text correctly?

b. Why cansome of students not locate the meaning of vocabulary in context correctly?

c. Why can some of students not find factual information in narrative text correctly?

d. Why can some of students not identify supporting idea in narrative text correctly?

e. Why can some of students not make inference from narrative text correctly?

2. The Limitation of Problem

Based on the Identification of the problem above, thus, the problems of the research are limited on:

a. Students' reading comprehension in narrative text at State Senior High School 3 Pekanbaru by using the Mind's Eye strategy.

b. Students' reading comprehension in narrative text at State Senior High School 3 Pekanbaru by using conventional method.

c. The effect of using the Mind's Eye strategy toward reading comprehension in narrative text at the second year students at State Senior High School 3 Pekanbaru

3. The Formulation of Problem

The Problem of this research is formulated in following questions:

a. How is students' reading comprehension in narrative text which is taught by using the Mind's Eye strategy?

b. How is the students' reading comprehension in narrative text which is taught by using conventional method?

c. Is there any significant difference of students reading comprehension in narrative text which is taught by using conventional method and which is taught by using the Mind's Eye strategy?

C. The Objective and Significance of the Research

1. The Objectives of the Research

This research has some objectives, they are:

a. To find out the students' reading comprehension in narrative text which is taught by using conventional method.

b. To find out the students' reading comprehension in narrative textwhich is taught by using the Mind's Eye strategy.

c. To find out the significant effect of students' reading comprehension in narrative text which is taught by using conventional method and which is taught by using the Mind's Eye strategy.

2. The Significance of the Research

These research activities are significantly carried out for the following needs:

a. To give some contribution to the students in order to improve students' reading comprehension in Narrative text.

b. To give some information to the Teachers and School about the effect of using the Mind's Eye strategy toward students' reading comprehension in Narrative text.

c. To enhance the writer's knowledge about teaching reading by using the Mind's Eye strategy.

d. To fulfill one of the requirements to finish the writer's study in English Education Department of State Islamic University of Sultan SyarifKasim Riau.

D. The Definition of Terms

To avoid misunderstanding the writer presents the defintion of terms as follows:

1. Mind's eye   :strategy that builds students' capacity to create mental images from texts.[5] In this researchminds' eye is a way to get all important point of text which is used to comprehend the whole of the text. This strategy will help the students in comprehending a text by create any imagination picture in their mind.

2. Strategy   : A plan that is intended to achieve a particular purpose.[6] In this research, strategy is a special way which is used to achieve something effectively.

3. Comprehension : The ability to understand something especially written.[7] In this study, comprehension is the main objective in reading activity especially for students.

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[5]ibid.p.153

[6]A. S Hornby. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press. 2000.p. 1336

[7]opcit.p.263

CHAPTER II

REVIEWOF THE RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Reading Comprehension

Reading comprehension isvery important for each reader. Reading does not just understand the words or the grammar. Reading is thinking.[1]Meaning, learning, and pleasure are the ultimate goals of learning to read.[2]Furthermore, reading is a complex process involving a network of cognitive actions that work together to construct meaning.[3]

Comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. In such contexts the word frequently does not appear alone, but in such combinations as comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process.[4] A reader's comprehension is influence by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies.[5]

From the expert ideas above, the writer conclude that ifstudents are able to think actively while reading process, they can comprehend what the reading

[1]Mikulecky, Beatrice S. *More Reading Power*. London: Wesley Publishing Company.1996.p.1

[2]Klinger, Janette K. Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.2007.p.2

[3]Dorn, Linda J. and Carla Soffos.*Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland:Stenhouse Publishers.2005.p.6

[4]Smith, Frank. *Understanding Reading Six Edition*. London: Lawrence Erlbaum.2004.p.12

[5]Op, Cit.p.6

material is about. The important part of reading is comprehension. The readers can achieve aims of reading if they can comprehend the text well.

According to Peterson, there are two basic kinds of reading comprehension:[6]

a. When you are able to use the author's word to answer comprehension question, it is your *factual comprehension* that is being tested.

b. Sometimes, however, the information is not directly stated, so you must infer a meaning using your own reasoning and logic. This type of understanding is sometimes referred to as *inferential comprehension.*

In conclusion, there are many ways and factors that influenced readers' comprehension. The reader can find out the factual information and mind idea of the text directly. Factual information is all about content of text itself, such as, person, place, time, and events. While, main idea is the important authors' idea stated in a paragraph. It is located in the beginning, in the middle, or in the last paragraph. Based on the explanation above, it is clear that main important purpose of reading is comprehension.

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[6]Peterson's.*MasterToefl Reading Skill.*New York: Nelnet Company.2007.p.49

2. The Concept of Mind's Eye Strategy

Many studentsenjoy in learning if the teacher can build an enjoyable class situation during teaching-learning process. The teacher needs to know what factors that can make students interested in learning especially in reading.Silver said that students in today's classroomsare interested in with images. Television, movies, Web sites, magazines, billboards, comic books, even textbooks bombard students with glossy pictures and moving images that explode with color and action.[7]Cunningham and Shagoury also state that when we read or hear stories, we also work to be aware of and communicate the pictures that form in our minds.[8]

However, reading works differently. Most texts don't show readers' pictures. Instead, readers must supply their own images by actively converting words on the page into realistic settings, flesh-and-blood characters, and dynamic scenes or, in the case of nonfiction, memorable representations of essential content.This ability to "see" a text unfold in the mind is essential for deep reading, yet it is a skill that many average and below-average readers lack.

The other opinion of mind's eye is mental faculty of conceiving imaginary or recollected scenes.[9]

It means that all of mind's pictures in our mind can help us in comprehending various situations in our life and our study.

Mind's Eye is a strategy that builds students' capacity to create mental images from texts by:

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[7]Harvey F.Silver, Richard W. Strong, and Matthew J. Parini.*The Strategic Teacher*. Virginia: Thoughtful Educational Press.2007.p.153

[8]Andie Cunningham and Ruth Shagoury.*Starting with Comprehension*.Portland: Stenhouse.2006.p.53

[9]http//www.file:///F:/mindeye.htm. retrieved on Monday 14 may 2012. 20pm.

1. Drawing their attention to key image-laden words in a text

2. Encouraging them to make predictions about a text based on the images they create

3. Allowing students to process their images and share their predictions with other students through a product of their choice

4. Engaging them in active reading by having them test their predictions against the actual text

5. Teaching them how to use image making independently.

Mind's Eye is a strategy whose overall benefits on reading comprehension can be traced through three distinct lines of researches; proficient reader research, Dual Coding, and Field Research.[10]

From statements above the writer conclude this strategy is one of the appropriate strategies that can be used by teachers to help students in comprehending a text. It means that the pictures can help students in order to comprehend the text. The pictures which is made by students must have correlation to the text itself.

Harvey et al also give the steps to apply this strategy:

1. The teachers start by selecting 20–30 key words from the text.

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[10]Harvey F.Silver, Richard W. Strong, and Matthew J. Parini.*The Strategic Teacher*. Virginia: Thoughtful Educational Press.2007. p. 155

2. Explain to students that you will be reading words from the text aloud while they will "create movies in their minds." Ask students to consider whether they are most likely to draw a picture, ask a question, make a prediction, or describe their feelings in response to the words you will read. Instruct students to use their chosen "end product" (picture, question, prediction, or description of feelings) as a frame of reference for their visualizations.

3. Read the words slowly to students, one at a time and with emphasized feeling. Ask students to create movies or mental images as you read the words and to add to and refine their images with each new word. Allow students to develop their end products and share them in pairs, in small zgroups, or with the whole class.

4. Instruct students to read the text, comparing their initial ideas with what they discovere while reading.

5. Encourage students to reflect on the process and the types of thinking they are most comfortable using (visualization, questioning, exploring feelings, or predicting).

6. Teach students how to use the strategy independently, model how you select key words, make images, form predictions, and read actively to confirm their predictions.

These steps will help the teacher to apply this strategy correctly. The choosing of key words is the most important in applying this strategy. The

teachers need to know how to take some words as a key word from a text. Key word is a special word that has been chosen or created to become unique reference point for something important that you wish to remember.[11]

In the other hand, the teacher must improve student's image maker ability. As you help students develop their independence as image makers, you will need to think about how you will guide their learning and assess their proficiency in image making.

Harvey et al describe four simple "moves" you can make to help your students become better, more independent image makers:[12]

1. Begin with simple, non textual image making.Students can learn to apply the skill of image making more effectively if you begin with simple, everyday objects.

2. Show students how to pre-read passages. Model with students how they can skim readings and identify the key words needed to create good images.

3. Work with students in small groups.It is always a good idea to ask students to read passages aloud and talk about how they select key words and develop their images.

4. Use conferences to assess students' proficiency in image making. If students are struggling, provide further assistance and coaching. Studentswho are proficient in image making should be encouraged to work independently.

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[11]Buzan, Tony. *The Short Cut to Success in Your Studies with Mind Mapping, Speed Reading and Winning Memory Techniques.* ----BBC active. p. 140
[12]Op, Cit. p.158

Based on steps above, there are many factors that effect to success this strategy, ability to create image in our mind, the vocabulary mastery and ability in choosing key words as representative of the text.

3. The Concept of Narrative Text

Narrative text is a text that tells an imaginative story, although some narrative may be based on facts. This text is one of text types thatis learned by students in many education levels which are started from junior high school level, senior high school level and university level. This text is very important for language learners and become one of texts in Indonesian education curriculum. The main purpose of a narrative is to entertain/amuse the reader in imaginative experiences. Some narratives also have other purposes, e.g. they may seek to explain a phenomenon (myths and legends) or to teach a lesson (fables). There are many types of narrative such as, *Folktales, Fairytales, Fables, Myths, legends, Science fiction, Modern fantasy, Short stories, Picture-story books and Ballads.*[13]

According to statements, narrative text is very important to be comprehend by students because this text will be learned not only for junior high school but also senior high school and university level.

The text Organization of Narrative:

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[13]Pearson education asia pte,ltd. *A lower Secondary Guide: English in Focus*. Singapore. 2002

1. Orientation: introduce the time, place, main character, setting, and possibly some minor character.

2. Events: involving the main character then unfold and lead to the problem.

3. Complication: the character is involved in some conflicts.

4. Resolution: ending of the story

4. Teaching Narrative Text By Using The Mind's Eye Strategy

The teacher begins by preparing a Narrative text and then chooses some important words as key word of the text.

This is an example of Narrative text:[14]

A Bundle of Troubles

Freaky was a poor African farmer; weighed down by his worries. One morning he decided to carry all his problems to the Almighty God to see whether He could offer a solution. He gathered them up, tied them up in a bundle and carried them up to the house of God. Timidly he knocked on the sacred door. Lightning flashed out and the door flew open, nearly throwing Freaky to the ground. A voice said from within, "Come in, Mr. Freaky!"

The man struggled in with the bundle on his head.

"What do you want?" asked the voice.

"Almighty God, I know that with you all things are possible. Please reduce my problems to suit my size. My problems are too many and too great for me."

Almighty God laughed and the laugh sounded like thunder. Then He said in a very calm, soothing voice, "My son, step out of the door of this house and throw your bundle down into the valley!"

The man quickly did as God had ordered him.

"My child" came the voice again, "it is forbidden for any living person to be without problems, so go down into the Valley of Tears and choose a bundle that suits your size."

Down in the Valley of Tears, Freaky examined the many bundles that had been thrown there. After spending the whole day weighing all of them, he discovered the lightest one and thought that it would be quite suitable for him. He carried it up to the door of the Almighty and stood smiling and waiting. Soon the door flashed open and Freaky walked in. Then, he spoke delightedly to God, "Almighty, I have found the lightest bundle for myself."

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[14]Bank Soal Bahasa Inggris Kelas XI

God replied with a deep booming laugh that shook the whole house to its very foundations. "My son," He said to Freaky, "the bundle you have selected is the very same bundle that you threw down into the valley this morning."

From a research project into oral traditions in Bamenda, Cameron

After that, the teacher tells students that he is going to read them a list of key words from text. Afterread the first word on his list, he asks his students to "create a picture of the word in their minds." When everyone has generated a mental image of the word, teacher continues. He reads each word on his list slowly and with extra emotion.

As he reads each new word aloud, the teacher encourages his students to alter their mental pictures accordingly; he wants them to create a "snapshot" or "movie" that illustrates what they think is going on in the text.

When the teacher finishes reading, he allows his students to process their mental images in one of four ways:

1. Draw a picture of the image they generated.

2. Develop a question that they hope the chapter will answer.

3. Generate a prediction about the chapter.

4. Describe the personal feelings that are evoked as they construct their mental images.

The teacher gives his students time to share their products with their classmates and discuss their ideas about how the chapter might actually unfold. He then asks his students to read the chapter on their own. When his students finish reading, the teacher encourages them to discuss the ways in which their initial ideas and predictions are (or were not) borne out by the actual text. He also asks them whether the pre-reading activities—making images and developing

predictions affect the way in which they read the text or their attitude about the text. At the last he surprises by his students' response to the text based on their own perception.

B. The Relevant Research

1. A research from John Belcher entitled *From the Mind's Eye to 3D Animation: Teaching Electromagnetism with Learning Technology*.[15] He found that teaching by using mind's eye can raise students' comprehension in physic subject. The research was focused on teaching physic by using technology. In different idea with him, the writer wanted to apply Mind's Eye Strategy in language subject, especially for English language learners.

2. A research fromGambrell andBales (University of Maryland).[16] This research entitled "*Mental Imagery and Comprehension Monitoring Performance of Fourth-and Fifth Grade Poor Readers Charles Country, Maryland, Public School*" just to investigate the effect of mental imagery upon comprehension monitoring of poor readers. The result was interpreted as support of the use of mental imagery as a comprehension monitoring strategy. This research was also focuses on mental or mind as a good strategy to monitor the students. Different from previous research the writer wants to make specific research of comprehension which focuses on narrative text by using mental or mind.

3. In 2007 Soemarni conducted the researchentitled "*The Effect of Using PORPE Method in Increasing Reading Comprehension of the Second Year Students at SLTP N 4 SabakAuh, Siak*. She found that the results

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[15]John, Belcher. *From the Mind's Eye to 3D Animation: Teaching Electromagnetism with Learning Technology*.2003

[16]Gambrell and Bales. *Mental Imagery and Comprehension Monitoring Performance of Fourth-and Fifth Grade Poor Readers Charles Country, Maryland, Public School.* Maryland University. 2000

indicated that reciprocal teaching had a significantly positive effect on the students' reading comprehension after being taught by using PORPE method. The mean score of experimental group was 82, 59 while the mean score of control group was 73, 06. It is obtain that the result of t-test was 3, 4. Soemarni only wants to find out on how effective is PORPE method in increasing reading comprehension at the second year students of SLTP N 4 SabakAuh, Siak.[17]

In different idea, the writer wants to find out the significant effect of using the Mind's Eye strategy toward students' reading comprehension which is focused on reading narrative text.

C. The Operational Concept

This research is designed to be an experimental research. An experiment involves making a change in the value of one variable – called the independent

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[17]Soemarni."The Effect of Using PORPE Technique in Increasing Reading Comprehension at the Second Year Students of SLTP N 4 SabakAuh, Siak.Pekanbaru: State University of Riau. 2007". (Unpublished)

variable (X variable) – and observing the effect of that change on another variable – called the dependent variable (Y variable).[18]The X variable of this research is Mind's Eye strategy and the Y variable is Reading Comprehension.

1. The Mind's Eye Strategy (Variable X)

The procedures of the Mind's Eye strategy are as follows:

1) The teachers start by selecting 20–30 key words from the text.

2) Explain to students that they will be reading words from the text aloud while they will "create movies in their minds."

3) Read the words slowly to students, one at a time and with emphasized feeling.

4) Instruct students to read the text, comparing their initial ideas with what they have discovered while reading.

5) Encourage students to reflect on the process and the types of thinking they are most comfortable using (visualization, questioning, exploring feelings, or predicting).

6) Teach students how to use the strategy independently, model how to select key words, make images, form predictions, and read actively to confirm their predictions.

2. ReadingComprehension(Variable Y)

The Indicators of Reading Comprehension are as follows:[19]

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[18]Cohen ,Louis.,LawrenceManion, and Keith Morrison. *Research Methods in Education.* New York: Taylor & Francis e-Library, 2007. p.272

1) Students are able to find factual information.

2) Students are able to identify the main idea.

3) Students are able to identify supporting idea.

4) Students are able to locate the meaning of vocabulary in context.

5) Students are able to identify references.

6) Students are able to make inference from the reading text.

D. Assumption and Hypotheses

1. Assumption

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[19]Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. New Jersey: Prentice Hall.1986.p.3

    a. Students have different ability in reading comprehension of narrative text.

    b. The response of students toward the Mind's Eye strategy is various.

2. Hypotheses

    a. H_o: There is no significant effect of using the Mind's Eye strategy toward students' reading comprehension in narrative text.

    b. H_a: There is any significant effect of using the Mind's Eye strategy toward students' reading comprehension in narrative text.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Research Design

This strategy consists of two variables; they are independent variable which refers to the using the Mind's Eye strategy and dependent variable refers to reading comprehension. This research is an experimental research; it is supported by Creswell that explains "In experimental research, we test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable"[1]. In conducting this research, the writer uses two classes. The first class is used as an experimental class which is taught by using the Mind's eye strategy and a control class using conventional strategy. In this research design a popular approach to quasi experiment; it is focused on non-equivalent control group design. Both of groups take a pretest and posttest, and only experimental group takes the treatment.

Table III.1

Research Type

GROUP	PRE-TEST	TREATMENT	POST-TEST
A	T1		T2
B	T1	X	T2

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[1]Creswell, John W. *Educational Research:Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* New Jersey:Pearson Educational International.2008.p.299

A   : Experimental group

B   : Control group

T1   : Pre- test for experimental group and control group

    :Receiving particular treatment

X   :Without particular treatment

T2   :Post- test for experimental group and control group.

B. The Time and the Location of the Research

This research was conducted at State Senior High School 3 Pekanbaru which is located atJl.YosSudarso No.100 A, Rumbai. Pekanbaru.The time of conducting research activities was for two monthsstarted from February - March 2012.

C. The Subject and the Object of the Research

The subject of the research was the second year students of State Senior High School 3 Pekanbaru. The object of the research was the effect using the Mind's Eye strategy toward reading comprehension in narrative text.

D. The Population and the Sample of the Research

The population in this research was the second year students atState Senior High School 3 Pekanbaru.

Table III.2

The Data of Population

NO	CLASSROOM	NUMBER OF STUDENT	NOTE
1	XI IS 1	32	Social Classes
2	XI IS 2	32	
3	XI IS 3	32	
4	XI IS 4	32	
5	XI IA 1	28	Science Classes
6	XI IA 2	31	
7	XI IA 3	32	
8	XI IA 4	31	
Total		250	

Based on the table above State Senior High School 3 Pekanbaru consisted of 8 classes for second year students, 4 classes of social and 4 classes of science. The number of population are 250 students. The number of student of each class was28 to 32 students. The writer used*Cluster Random Sampling* to take experiment class and control class, and then the writer got XI IS 1 as experimental class and XI IS 2 as a control class.

E. The Instrument of Data Collection

Test

Test is the instrument to measure behavior or performance of someone to get response based on the instruction. The measure instrument is a set of question given to subject that pursuits finding of the cognitive test[2].

The test was given to both of them, experiment class and control class with some materials. First, the writer gave treatment to experiment class by using Mind's Eye Strategy and control class was taught with Conventional Method. Then, the writer distributed the test about comprehending reading text to students. The materials of the test not only adopted from the book for second grades of senior high school but also from internet sources.

Before doing the test, the writer tried out the test items before students were given the test of this research.According to Heaton the test is accepted if the degree of difficulty is between 0.30 – 0.70 and it is rejected if the degree of difficulty is less than 0.30 (too difficult) or bigger than 0.70 (too easy).[3]

Here, test is a set of question which given to the students to know their comprehensionin learning English especially in reading skills to collect the data of research.

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[2]H. Douglas Brown.*Language Assessment Principles and Classroom Practice.* California: Longman, 2003, p. 3
[3]Heaton, J.B. *A Practical Guide for Teacher of English as a Second or Foreign Language. London*: Longman.1975

a. Validity and Reliability

    1) Validity

Before the tests were given to the sample, both of tests were tried out to 30 students at the second year. The purpose of try out is to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item difficulty was determined as the proportion of correct responses. The formula for item difficulty is as follows:

$$P= \frac{B}{JS}$$

Where

 P : Index of difficulty or Facility value

 B : the number of correct answers

 JS : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

2) Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test.Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.There are some factors affecting the reliability of a test, they are:

1. They are extent of the sample of material selected for testing

2. The administration of the test, clearly this is an important factor in deciding reliability.

According to Arikunto, there are some categories to evaluate the students' comprehension in reading text. The test composed of 20 items and each item was given score 5.[4] The scale is:

Table III.3
The Categorizing Levels of Scoring of Reading Comprehension

The Score of Reading Comprehension Level	Categories
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Less

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[4]SuharsimiArikunto. *Dasar- dasarEvaluasiPendidikan, EdisiRevisi.*Jakarta: BumiAksara, 2009,p. 245

F. The Research Procedure

Since the Mind's Eye Strategy was used in learning and teaching English process toward reading comprehension skill, which helped teacher to achieve the goal of teaching, the procedure of this research was divided into two phases:

1. Procedures of Collecting Data for Experimental Group

    a. Pre- test

The pre- test was carried out to determine the ability of the students selected as the sample. Items used for pre- test consisted of 20 items. The test was about reading comprehension appropriate with the curriculum of the school. The test consisted of three passages and had6-7 questions for each passage.

    b. Treatment

The treatment was conducted for experimental class only. The treatment was using Mind' Strategy in teaching English part reading comprehension. The length of the time to apply the technique was about eight meetings which was about 40 minutes for each meeting.

The technique used in the classroom was done by steps as follows:

1) The teacher read some key words from the text slowly

2) The teacher asked the students to listen carefully and find the meaning of each word

3) The teacher asked the students to generate each word in their mind and try to make an image as a visualization

4) The students asked the question from the text by using their mind visualization

5) The teacher collected the students' reading assignment

6) The students tried to retell the story based on their mind visualization

7) The teacher gave the text to all of students and then they could compare between their comprehension and real text

    c. Post- Test

After nine meetings (including pre- test), the post- test was done. The result of the post- test for experimental group was analyzed and used as final data for this research.

2. The Procedures of Collecting Data for Control Group

    a. Pre- test

The goals, items, and procedures of the test for control group were the same as those conducted for experimental group; it was different only the time.

    b. Conventional Method

In this study, the researcher taught reading comprehension for control group by using conventional method called lectured method.

    c. Post- test

Post- test for both experimental group and control group was administered after giving the treatment for experimental group. The result of the post- test for both experimental group and control group was analyzed and used as final data for this research.

G. The Technique of Data Analysis

The data were analyzed by using t-test for quasi-experimental research. Hartono says that T-test is one of the statistic tests used to know whether there is significant of two sample of mean in two variables or not.[5]The technique of data analysis used in this research was T-test formula.

In order find out whether there is a significant effect of using mind's eye strategy toward reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of post test experimental group and post test control group. The data were analyzed by using the statistical analysis. The different mean was analyzed by using independent sample T-test SPSS verses 16.

T- Table was employed to see whether there was any significant difference between the mean score in both experimental and control classes. The T- obtained value is consulted with the value of T- table at the freedom (df) =   ($N_1 + N_2$) – 2

Statistically hypotheses are:

$H_0 = t_0 <$ t- table

$H_a = t_0 >$ t- table

H_a is accepted if $t_0 >$ t- table or there is significance effect of using Mind's Eye Strategy toward reading comprehension. H_0 is accepted if $t_0 <$ t- table or there is no significance effect of using Mind's Eye Strategy toward reading comprehension.

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[5]Hartono.*StatistikUntukPenelitian*. Yogyakarta:PustakaPelajar.2009.p.178

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

The purpose of the research was to obtain the data of students' reading comprehension taught by using Mind's Eye strategy and taught by using conventional method, and also the significant effect of students' reading comprehension taught by using Mind's Eye strategy. The data were obtained from students' post-test scores of experimental and control class. The research procedures of this research were as follows:

1. Before administering the test, the writer examined whether the test was reliable or not.

2. The writer gave pre test and post test to the students. The writer asked the students to answer some questions based on the text given; the text was a narrative text.

3. Based on the result of pre-test, it was found that XI IPS 1was an experimental class and XI IPS 2 was a control class. Then, the writer gave treatments to experimental class for eight meetings.

4. After giving treatments to experimental class, the writer used the same format of questions but in different narrative text to test students' reading comprehension for the post-test. While for control class, taught without

using treatments, the writer used the same format of questions and different narrative text for their post-test.

B. The Data Presentation

The data of this research were gotten from the score of students' pre-test and post-test.

All of the data were collected through the following procedures:

1) In both of classes (Experimental Class and Control Class), students were asked to answer the questions based on the narrative text given.

2) The format of the test was multiple choices

There were two data of reading comprehension served by the writer. They were the data of students' reading comprehension taught by using Mind's Eye strategy and the data of students' reading comprehension taught by using lecturedmethod, and they were as follows:

1. The data presentation of using mind's eye strategy in the Classroom (Variable X)

In this research, the writer used a test to collect the data. The test was administered by the writer, where the writer taught the experimental class by himself. The test was multiple choices with 20 items. To get a good data, test should be valid and reliable.

2. The data presentation of reading comprehension (Variable Y)

    a. Reading comprehension Taught by Mind's Eye Strategy

The data of students' reading comprehension by using mind's eye strategy were gotten from pre-test and post-test of XI IPS 1 as an experimental class taken from the sample of this class (32 students). The writer taught directly for 8 meetings in the experimental class. The data can be seen from the data below:

Table IV.1

The Score of the Students' ReadingComprehensionin Experimental Class

No	Students	Experiment class	
		Pre-Test	Post-Test
1	Student 1	60	75
2	Student 2	60	75
3	Student 3	70	80
4	Student 4	65	75
5	Student 5	65	75
6	Student 6	60	70
7	Student 7	65	75
8	Student 8	55	70
9	Student 9	70	80
10	Student 10	75	85
11	Student 11	75	90
12	Student 12	65	70
13	Student 13	60	70
14	Student 14	60	75
15	Student 15	65	65
16	Student 16	65	70
17	Student 17	50	70
18	Student 18	70	85
19	Student 19	65	95
20	Student 20	75	80
21	Student 21	60	70
22	Student 22	70	80
23	Student 23	70	85
24	Student 24	65	75
25	Student 25	65	75
26	Student 26	65	75
27	Student 27	65	70
28	Student 28	70	80
29	Student 29	70	85
30	Student 30	75	75
31	Student 31	65	75
32	Student 32	60	75
	Total	2095	2450

From the TableIV.1, the writer found that the total score of pre-test in experimental class was 2095 while the highest was 75 and the lowest was 50.

The total of the score of post test in the experimental class was 2450 while the highest was 95 and the lowest was 65. It means that the students had significant increasing of the reading comprehension. It was proved by the histograms, total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

Table IV.2

Histogram for the score of Post-Test Experiment Class
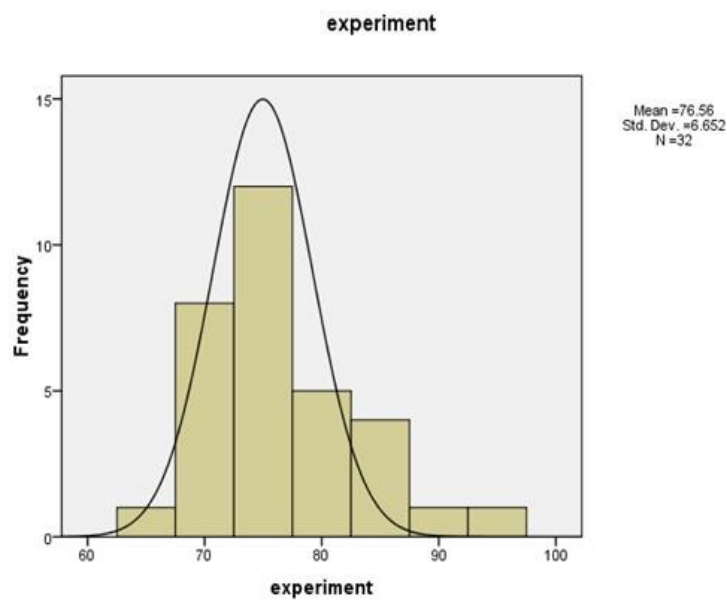
From the histogram above we can see that student who got score 65 was 1 student, the student who got score 70 were 8 students, the student who got score 75 were 12 students, the student who got score 80 were 5 students, the student who got score 85 were 4 students, the student who got score 90 was 1 student and student who got score 95 was 1 student.

Table IV.3
The Score of the Students' Reading Comprehension in Control Class

No	Students	Test	
		Pre-test	Post-test
1	Student 1	65	65
2	Student 2	60	70
3	Student 3	60	60
4	Student 4	65	65
5	Student 5	70	80
6	Student 6	60	65
7	Student 7	65	65
8	Student 8	60	65
9	Student 9	65	70
10	Student 10	70	70
11	Student 11	60	65
12	Student 12	70	75
13	Student 13	65	60
14	Student 14	70	75
15	Student 15	65	65
16	Student 16	65	70
17	Student 17	60	65
18	Student 18	65	65
19	Student 19	60	65
20	Student 20	70	70
21	Student 21	60	65
22	Student 22	70	75
23	Student 23	65	75
24	Student 24	70	80
25	Student 25	65	70
26	Student 26	70	70
27	Student 27	65	75
28	Student 28	65	70
29	Student 29	70	75
30	Student 30	65	75
31	Student 31	60	70
32	Student 32	70	75
	Total	2085	2225

From the Table the writer found that the total score of pre-test in control class was 2085 while the highest was 70 and the lowest was 60. The total of the score of post test in experimental class was 2225 while the highest was 80 and the lowest was 60. It means that the students had little increasing of the reading comprehension. It was proved by the histogramsbelow:

Table IV.4

Histogram for the Score of Post-Test Control Class

From the histogram above we can see that student who got score 60 were 2 students, the student who got score 65 were 11 students, the student who got score 70 were 9 students, the student who got score 75 were 8 students and the student who got score 80 were 2 students.
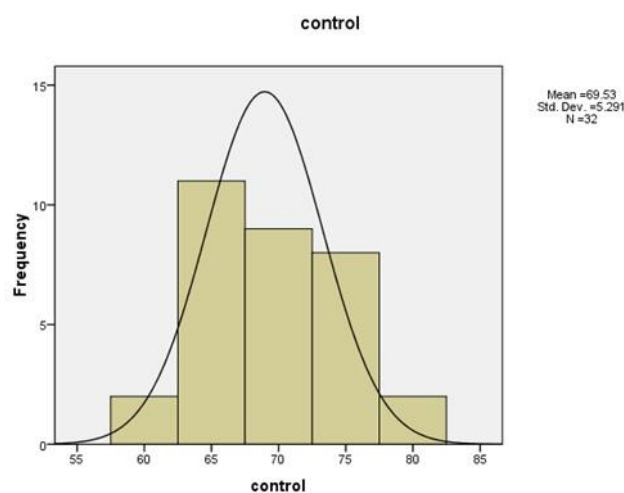
Besides, the mean and standard deviation were also needed in analyzing data gotten from the score or pre-test and post-test in determining the mean and standard deviation, the writer used the software SPSS version 16 to calculate it.

The mean and standard deviation of pre-test and post-test were in the following table:

Table IV.5

The Mean and Standard Deviation of Post-test of Experimental and Control class

	N	Mean	Std. Deviation
Experiment class	32	76.56	6.652
Control class	32	69.53	5.291

From the table above, the distance between mean (Mx) and Standard deviation (SD) was too far. In other words, the scores obtained were normal.

b. The Data Presentation of the effect of Mind's Eye Strategy toward

Reading Comprehension

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV.6
Students Pre-test and Post-test Score of Experimental Class and Control Class

No	Students	Experiment class			Control class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Student 1	60	75	15	65	65	0
2	Student 2	60	75	15	60	70	10
3	Student 3	70	80	10	60	60	0
4	Student 4	65	75	10	65	65	0
5	Student 5	65	75	10	70	80	10
6	Student 6	60	70	10	60	65	5
7	Student 7	65	75	10	65	65	0
8	Student 8	55	70	15	60	65	5
9	Student 9	70	80	10	65	70	5
10	Student 10	75	85	10	70	70	0
11	Student 11	75	90	15	60	65	5
12	Student 12	65	70	15	70	75	5
13	Student 13	60	70	10	65	60	-5
14	Student 14	60	75	15	70	75	5
15	Student 15	65	65	0	65	65	0
16	Student 16	65	70	5	65	70	5
17	Student 17	50	70	20	60	65	5
18	Student 18	70	85	10	65	65	0
19	Student 19	65	95	30	60	65	5
20	Student 20	75	80	5	70	70	0
21	Student 21	60	70	10	60	65	5
22	Student 22	70	80	10	70	75	5
23	Student 23	70	85	15	65	75	10
24	Student 24	65	75	10	70	80	10
25	Student 25	65	75	10	65	70	5
26	Student 26	65	75	10	70	70	0
27	Student 27	65	70	5	65	75	10
28	Student 28	70	80	10	65	70	5
29	Student 29	70	85	15	70	75	15
30	Student 30	75	75	0	65	75	10
31	Student 31	65	75	10	60	70	10
32	Student 32	60	75	15	70	75	5

Based on table above, the higher increasing scores were the students of experimental class. In the other word, this strategy effective in helping reading

comprehension. The highest post-test score of experimental class was 95 and the lowest score was 65. In control class, the highest post-test score was 80 and the lowest score was 60.

Table IV.7
The Classification of Experimental Class Score

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	11	34.37%
2	Good	70-79	20	62.5%
3	Enough	60-69	1	3.12%
4	Less	50-59	0	0%
5	Bad	0-49	0	0%
Total		-	32	100%

Based on the table about the classification of experimental class of the second yearstudents of Senior high school3 Pekanbaru, the output from 32 students shows that the category of number 1 got the frequency 11 (34.37%), the category of number 2 shows 20 (62.5%), the category of number 3 shows 1 (3.12%), the category of number 4 shows frequency 0 (0%), the category of number 5 also shows frequency 0 (0%).The table above shows that the highest percentage of experimental class is 62.5%. Thus, the majority of the students in this experimental class are classified as **Good.**

Table IV.8

The Classification of Control Class Score

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	2	6.25%
2	Good	70-79	17	53.12%
3	Enough	60-69	13	40.62%
4	Less	50-59	0	0%
5	Bad	0-49	0	0%
Total		-	32	100%

Based on the table about the classification of experimental class of the second yearstudents of Senior high school3 Pekanbaru, the output from 32 students shows that the category of number 1 got the frequency 2 (6.25%), the category of number 2 shows 17 (53.12%), the category of number 3 shows 13 (40.62%), the category of number 4 shows frequency 0 (0%), the category of number 5 also shows frequency 0 (0%).The table above shows that the highest percentage of experimental class is 53.12%. Thus, the majority of the students in control class are classified as **Good.**

C.The Data Analysis

1. The Data Analysis of Using Mind's Eye Strategy in the Classroom (Variable X)

In order to find whether or not there was a significant difference in increasing reading comprehension of two classes, the writer calculated data taken from the score of the students' post test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control class. This research used pre-test and post-test. There were 20 items of reading comprehension test given to 32 respondents. From the test, it was obtained that the lower score was 65 and the higher score was 95. The mean was 75.56.

2.The Data Analysis of reading comprehension (Variable Y)

The following table is the description of the data of students' pre-test and post-test score of experimental class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

Table IV.9
Students' Pre-test and Post-test Score of Experimental Class

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
50	1	No Pass	65	1	No Pass
55	1	No Pass	70	8	No Pass
60	7	No Pass	75	12	Pass
65	12	No Pass	80	5	Pass
70	7	No Pass	85	4	Pass
75	4	Pass	90	1	Pass
			95	1	Pass
	F=32			F=32	

Based on the data obtained in pre-test of experimental class there were 12 students who did not pass the graduated standard (SKL) or the score obtained <75, while there were 10 students who passed the graduated standard (SKL) or the score obtained 75.

The writer used the following formula to get the percentage of the studentwho did not passandwho passed the graduated standard (SKL):

$$P = \frac{F}{N} X\ 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of student

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{28}{32} X\ 100\% = 87.5\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{4}{32} X\ 100\% = 12.5\%$$

Based on the data obtained in post-test of experimental class there were 9 students who did not pass the graduated standard (SKL) or the score obtained <75, while there were 23 students who passed the graduated standard (SKL) or the score obtained 75.

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{9}{32} X\ 100\% = 28.12\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{23}{32} \times 100\% = 71.87\%$$

The following table is the description of the data of students' pre-test and post-test score of control class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

Table IV.10
Students' Pre-test and Post-test Score of Control Class

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
60	9	No Pass	60	2	No Pass
65	13	No Pass	65	11	No Pass
70	10	No Pass	70	9	No Pass
-	-	-	75	8	Pass
-	-	-	80	2	pass
	F=32			F=32	

Based on the data obtained in pre-test of control class there were 32 students who did not pass the graduated standard (SKL) or the score obtained <75.

The writer used the following formula to get the percentage of the student who did not passandwho passed the graduated standard (SKL):

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of student

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{32}{32} \ X \ 100\% = 100\%$$

Based on the data obtained in post-test of experimental class there were 9 students who did not pass the graduated standard (SKL) or the score obtained <75, while there were 23 students who passed the graduated standard (SKL) or the score obtained 75.

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{22}{32} \ X \ 100\% = 68.75\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{10}{32} \ X \ 100\% = 31.25\%$$

Based on the data obtained in post-test of control class there were 22 students who did not pass the graduated standard (SKL) or the score obtained <75, while there were 10 students who passed the graduated standard (SKL) or the score obtained >75.

b. The Students' Classifications Score of the Students' Taught by using mind's eye strategy and Taught by using Conventional method

To determine how the students' reading comprehension taught by using mind's eye strategy and taught by using conventional method, the writer only took the post-test score of each class because the post-test was given after treatment.

Table IV.11

Mean and Median of Post-test in Experimental Class and Control Class

Class	Mean	Median
Experimental Class (Post-test)	76.56	75.00
Control Class (Post-test)	69.53	70.00

Table IV.12

Group Statistics					
	x	N	Mean	Std. Deviation	Std. Error Mean
Y	1	32	76.5625	6.65237	1.17598
	2	32	69.5313	5.29141	.93540

Table IV.13

Independent Samples Test										
Levene's Test for Equality of Variances		t-test for Equality of Means								
		95% Confidence Interval of the Difference								
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
y	Equal variances assumed	.950	.334	4.679	62	.000	7.03125	1.50263	4.02753	10.03497
	Equal variances not assumed			4.679	59.013	.000	7.03125	1.50263	4.02450	10.03800

From the table above, it can be also seen that t_{hitung} obtained (4.679) is compared to "t" table, df= 60. Because df=64 was not found from the t_{table}, so the

writer tookdf=60 to compare either at level 5% or 1%. At level 5%, t_{table} is 2.00, while at level 1%, t_{table} is 2.65. Thus, the t_{hitung} obtained is higher than $t_{table,}$ either at level 5% or 1%. In other word, we can read 2.00<4.679> 2.65.

Based on the score above, the writer can conclude that H_a is accepted it means that there is a significant effect of using compare and contrast strategy toward students reading comprehension at the second year at state senior high school 3 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained at chapter IV, finally, the researcher about the effect of using mind's eye strategy toward students' reading comprehension at the second year at senior high school 3Pekanbaru comes to conclusion as follows:

1. Students' reading comprehension taught by using mind's eye strategy was 76.56. The students who passed the graduated standard (SKL) were 23 (71.87%).

2. Students' ability in reading narrative text taught by using conventional methodwas 69.53. There was no student passed the graduated standard (SKL).

3. From analysis of t-test formula, it can be also seen that t_{hitung} obtained (4.679) compared to "t" table, df= 60. Because df=64was not found from the t_{table}, so the writer tookdf=60 to compare either at level 5% or 1%. At level 5%,$t_{table}$was 2.00, while at level 1%, $t_{table}$was 2.65. Thus, the t_{hitung} obtained was higher than $t_{table,}$ either at level 5% or 1%. In other words, we can read 2.00<4.679>2.65.It means that there is a significant difference between students' reading comprehension taught by using mind's eye strategy and students' reading comprehension taught by using conventional method. It

shows that using mind's eye strategy can improve students' reading comprehension.

B. Suggestion

Based on the research finding, the writer would like to give some suggestion:

1. Suggestion for teacher

    a. It is recommended to the teacher to use mind's eye strategy in teaching and learning process.

    b. It is hoped that the teacher teaches reading class from the easiest to the most difficult one.

    c. The teacher should build a favorable atmosphere at time of teaching learning process because the condusive condition in teaching would become one asset to carry out the success of material taught.

2. Suggestion for students

    a. The students should try to understand the use of mind's eye strategy in reading text.

    b. The students should pay more attention to the lesson being explained by the teacher.

Finally, the writer considers that this research still needs validation from the next researcher who has the same topic as this research.

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