The Effect of Using Mental Imagery Strategy Toward Reading Comprehension in Narrative Text at The Eighth Grade Students of SMP IT Mutiara Duri

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ABSTRACT

Based on the researcher observation, it was found that most of the students have difficulties in finding factual information of the text. The major problem faced by them was found have difficulties in finding the main idea of the text, So the writer was interested in carrying out the research about this problem. The objective of the research is to find out Students' reading comprehension before taught by using Mental imagery strategy to find out students' reading comprehension after taught by using Mental imagery strategy and to find out significant effect of using Mental imagery strategy toward Students' reading comprehension. The design of this research was Pre-Experimental. There are 6 class in SMP IT Mutiara Duri. The Population the eighth grade student in SMP IT Mutiara Duri is 181 students. The researcher will use one class, VIII.Syukur (31 students) as sample. The writer gave pre-test to experimental class. Then, the writer gave treatment for experimental class. Finally, the writer gave post-test to experimental class in order to know the effectiveness of Mental imagery strategy that applied by the writer. The technique of collecting data was the test. The technique of analyzing data, the writer adopted paired sample t-test formula by using software SPSS V.17. After analyzing the data, the writer found that there is a significant effect of using Mental imagery strategy toward Students' reading comprehension at SMP IT Mutiara Duri.

INTRODUCTION

Teaching English cannot be separated with the teaching of the four language skills. It includes reading. According to William (2009:139) Reading is something many of us take for granted. As one of language skills, reading is the important one for our lives which is done by everyone. As the reader, we have to comprehend reading materials by using a good strategy / technique /method, it's supported by Kalayo Hasibuan (2007:113), he said that reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

Reading is one of the skills in English, it is a process done by students to catch messages in a written texts. According to Jack C. Richards, et al. in Longman Dictionary of Language Teaching and Applied Linguistic (1999:443), reading is perceiving a written text in order to understand its contents. It can be said that reading is a common way to get information and knowledge from written form, people will obtain the ideas that they want and will be able to use them in accordance with their needs.

Reading is one of the language skills that will give a great value because the readers find the useful information from any resources such books. The aims of English teaching is make students acquire the basic knowledge of foreign language as well as communicative competence by way of listening, speaking, reading, and writing. Communicative competence is the ability to use language appropriately in a variety of the context that consists of grammatical, discourse, and strategy competence. Therefore, the skill is not easy to master because the readers should have an ability to comprehend the author's message, the main idea, topic sentence, and etc.

Based on School Based Curriculum (K13), the goal of teaching reading is to understand short functional text and simple essay in narrative text in context of daily life and to acces knowledge. And also there are two basic competences in the eighth grade of SMP IT Mutiara. First, understand and respond the meaning of short written functional text (e.g. announcement, clue) formal and informal accurately, fluently and acceptable. Second, understand and respond the meaning and rhetoric steps written monologuetext / essay accurately, fluently and acceptable in the form of text: recount, narrative and procedure. The researcher will conduct the research in narrative text; narrative text is often fiction in which the values are used to describe and/or to explain human behavior. It involves a setting and a character who are involved in one or more conflicts (e.g. interpersonal, internal; with society). The theme may be directly stated or implied. The sequences of the event make sense for the readers if they read from the beginning to the end.

Narrative text is a text that tells an imaginative story, although some narratives are based on facts. This text is one of the text types learned by the students in every education level, starting from high schools until university level. The main purpose of narrative text is to entertain and engage the reader in an imaginative experience. Some narratives also have other purpose, e. g. they may seek to explain a phenomenon (myth and legend) or to teach a lesson (fables). There are many types of narrative text such as folktales, fairytales, fables, myths, legend, science fictions, modern fantasy, short stories, picture – story books and ballads.

Every text has text organizations, so that narrative text. The text organizations of narrative are as follow:
a. Orientation: the setting, time, main character and possible some minor characters of the story are established. These parts sets the moods and invites the readers to continue reading.
b. Complication: an event or series of event involving the main character and unfold lead to a complication in which the character is involved iun some conflicts that serve to frustrate of hamper the main character from reaching the ambition or wish. These conflicts serve to build tension and hold the readers interest as the lead into major problem or climax.
c. Resolution: the complication is resolved satisfactorily in the resolution and loose ends are generally tidied up. Some narratives leave the reader to decide on the ending of resolution while other fill in all details.

The language features of the narrative text are:
a. Specific participants: often individual, participant with the defined identities. Major participants are human or sometimes animals with human characteristic.

b. Past tense form: because we are describing things that happened in the past.
c. Words giving details of people, animals, places, things, and actions, such as adjective and adverbs.
d. Connectors of time such as last week, then, etc.

According to Jack C. Richards and Richard Schmidt (1999:349). Narrative is the written or oral account of a real of fictional story; the genre structure underlying stories. Narrative text is stories involving a sequence of related events.

Mental imagery is a strategy that helps students to increase reading comprehension by contraction of mental picture what the students read the text and closely studying text illustrations. In this research, mental imagery means a strategy used by writer to know its effect toward reading comprehension in narrative text of the eighth gradevof SMP Mutiara Duri. Mental imagery also becomes a dominant way in transferring the information from the text in 20th century. Heller in Language and Image in the Reading-Writing Classroom: Teaching Vision stated that the growth of scholarly interest in visuality marks a cultural reality: that images have become a predominant means of transmitting information in the 20th century and may be even more so in the 21st century.

Furthermore, Mental imagery is the same as thinking about pictures as we're reading and using those pictures to help us remember. I know so many times I can remember a book by its cover or the way that picture is displayed on the front piece of the book. I might not be able to remember the title, but the picture is what's foremost."

Mental imagery strategy is appropriate in teaching narrative text. According to Kristtie S. Fleckenstein et. al., mental imagery occurs in response to text, particularly literary narratives. It means that mental imagery will be developed when responding the text, and most happened in facing narratives text.

SMP IT Mutiara Duri is one of the state schools in Duri. This school uses school based curriculum (K13) in applying English teaching. The technique used by the English teacher of SMP IT Mutiara Duri in teaching English is called mix technique or variation technique depend on teacher used, but the teacher do not focus on using this technique, teacher tries to know about background of knowledge of students when they study about narrative text. Although teacher has explained material clearly, some of the students are not able to get the criteria of minimum passing grade demands that set by the school. Therefore, the researcher offers a strategy in teaching English, the strategy is called Mental Imagery. Mental imagery is a strategy that helps students to increase reading comprehension by contraction of mental picture what the students read the text and closely studying text illustrations.

Based on reseacher's observation and interview to one of the teachers on 10th July 2017 at SMP IT Mutiara Duri, reading was taught by mix technique or variation technique. The student's were given reading materials and they answered the question, then, teacher asked them to collected their papers and the teacher gave the true answers to the students. Besides that, the teacher gave support to students in order to improve students reading comprehension by providing English day. In fact, some of the students cannot comprehend the reading materials well and their reading comprehension is still far from the expectation of curriculum.

The students are not able to comprehend the content of reading narrative text. It can be seen from the phenomena :
a. Some of the students have difficulties in finding factual information of the text.
b. Some of the students have difficulties in finding the main idea of the text.
c. Some of the students have limited vocabularies which cause difficulties in understanding the text.
d. Some of the students have difficulties in identifying reference.
e. Some of the students have difficulties in making inference from reading text.
Based on the explanation above, the researcher is interested in conducting a research entitled:
The Effect of using Mental Imagery Strategy toward Reading Comprehension in narrative text at the Eighth grade students of SMP IT Mutiara Duri.

METHODS

The type of this research is experimental research. According to John W. Cresswell, experiment is you test an idea (or practice procedures) to determine whether it influences an outcome or dependent variable. This research uses a Pre-experimental design. The design of research is Pre- Experimental research and use pre- test/post-test design. The writer used Paired- sample t- test by using SPSS 17 program. Paired- sample t- test(also referred to as repeated measure) is used when you have only one group of people (companies, or machines, etc) and you might collect data from them on two different occasions, or under two different conditions.(Donald T,Cambell.1963)

Pre-test/post- test experimental designs are an example of the type of the situation where this technique is appropriate. You assess each person on some continuous measure at time1, and the again time 2, after exposing them to some experimental manipulation or intervention. This approach is also used when you have matched pairs of subject.

One of the pairs is exposed to intervention 1 and the other is exposed to intervention 2. Score on a continuous measure are the compared for each pair. This research consists of two variables, they are X which refers to mental imagery strategy as independent variable and Y refers to students' reading comprehension as dependent variable. According to (Louis, 2007), the type of this research can be designed as follows:

Table 1
The Research Design

Group	Pre-testt	Treatment	Post-test
Class	O1	X	O2

Where:

X   : Treatment

O1   : Pre- test

O2   : Post-test

The research will be conducted at the of eighth grade students of SMP IT Mutiara Duri in academic year 2017 / 2018. The research will be conducted on July 2017. The subject of the research will be the eighth grade student of SMP IT Mutiara Duri Then, the object of the research will be the effect of using mental imagery strategy toward students' reading comprehension in narrative text. The population of this research is eighth grade student at the eighth grade of SMP IT Mutiara Duri in academic year 2017/2018. There are 6 classes in SMP IT Mutiara Duri. The Population the eighth grade student in SMP IT Mutiara Duri is 181 students. The researcher will use Simple Random Sampling. According to Mundir (2013:17) ''with simple random sampling, the researcher no more make interval class. The researcher just determines the total population and sample that they want''. So that the researcher takes one class, VIII Syukur (31 students) as sample. The following table is the details:

Table 2
Population and Sample

Population	Students	Sample
Class VIII Jujur	30	**Class VIII Syukur**
Class VIII Ihsan	30	**31 Students**
Class VIII Qonaah	30	
Class VIII Syukur	31	
Class VIII Tawakal	30	
Class VIII Amanah	30	
TOTAL	**181**	

Source: Documentation office of SMP IT Mutiara Duri

In this research, the researcher will compare pre-test and post-test score. In order to collect some data that needed to support this research, the writer applied the technique as follow: Test is use to measure the student's reading comprehension skill. In this technique, the writer will collect data by doing test. Test was divided into two types: the first step was pre-test and it was given before treatment. The second is post- test intended to obtain the students' reading comprehension by using mental imagery strategy.

To give a clear understanding, the three steps of the activities will be explains as follows:
A. Pre-test   : Before applying comic stories, the students were given pre-test to know their reading   comprehension Pre-test consists of 20 items of multiple choices And have time 30 minutes for answer the question.
B. Treatment : After giving the pre-test, the students then treated by implementing the Mental Imagery strategy.
C. Post-test   : is done after pre-test are conducted. The aim is to measure the students' achievement and to compare the result between pre and post-test that would be processed into data. Post-test consists of 20 items of multiple choices.

In this research, the data of the research will be picked from student using pre- post test score. To know whether the result of the research statistically significant or not, the researcher will analyzed the data by using paired sample t- test.

The formula is:

$$to = \frac{\bar{d}}{\sqrt{s^2/n}}$$

Where:
d bar   : the mean difference between two samples
s^2 : the sample variance
n   : the sample size
to   : is a paired sample t-test

After calculating the t- test, to know whether the score significant or not, the researcher should know the distinction between t_o and t_{table}. It is necessary to obtain the degree of freedom (df) in order to get the t- table.

The formula of degree of freedom is:
df = n-1

Where:
 df : The degree of freedom
 n : Number of the student

Finally, when the researcher knows the result, the researcher will conclude that if -t $_{table}\leq$ t$_o\leq$ t $_{table}$, Ho is accepted. It means that there is no significant effect of using mental imagery strategy toward students' reading comprehension at the eighth grade of SMP IT Mutiara Duri. If -t$_o<$ - t $_{table}$ or t$_o>$t $_{table}$, Ha is accepted. It means that there is effect of using mental imagery strategy toward students' reading comprehension at the eighth grade of SMP IT Mutiara Duri. The data of this research will be analyzed by using statistical method. Then the data from the classroom observation will use the category standard as follows :

Table.3
The Level of Student's Score

NO	Test scores	Categorization
1	86-100	Good to Excellent
2	65-85	Average to good
3	50-64	Poor to average
4	0-49	Poor

Source : Harris D (2000)

RESULTS AND DISCUSSION

Students' comprehension in reading narrative text before being taught by using mental imagery strategy can be seen from their pre-test score, and the statistic calculation of the pre-test score is in descriptive statistic table below:

Table 4
Descriptive Statistic of Pre-test

N	Valid	31
	Missing	0
Mean		64.19
Median		65.00
Std. Deviation		10.091
Minimum		40
Maximum		80

Based on the table 4, mean of pre-test score from 31 students was 64.19, that was considered to 'Enough' category. Minimum score was 40 and maximum score was 80 with median from these score was 65. Standart deviation from these scores was 10,091.

Table 5
Pre-test Frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.2	3.2	3.2
	45	1	3.2	3.2	6.5
	50	2	6.5	6.5	12.9
	55	4	12.9	12.9	25.8
	60	4	12.9	12.9	38.7
	65	6	19.4	19.4	58.1
	70	6	19.4	19.4	77.4
	75	5	16.1	16.1	93.5
	80	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Based on the table 5, seen that there was 1 student who got score 40 (3,2%); there was1 student who got score 45 (3.2%); there were 2 students who got score 50 (6.5%); there were 4 students who got score 55 (12.9%); there were 4 students who got score 60(12.9%); there were6 students who got score 65 (19.4%); there were 6 students who got score 70 (19.4); there were 5 students who got score 75 (16.1%) and there were 2 students who got score 80 (6.5%).

Meanwhile, the graphic of pretest frequency can be seen from the chart below:

Chart 2
Pre-test Frequency Chart
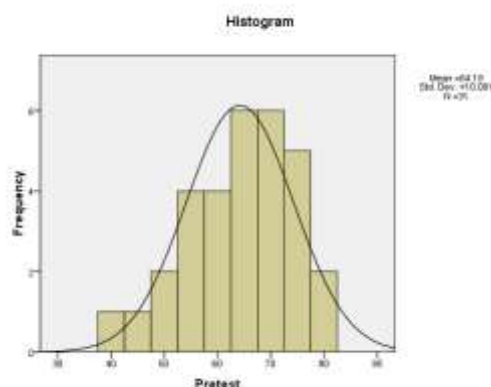
Then, the mean of pre-test from experimental class was classified in order to determine the category of the students' reading comprehension.

Students' comprehension in reading narrative text after being taught by using mental imagery strategy can be seen from their post-test score, and the statistic calculation of the post-test score is in descriptive statistic table below:

Table 6
Descriptive Statistic table of Post-Test

N		
	Valid	31
	Missing	0
Mean		76.29
Median		75.00
Std. Deviation		7.524
Minimum		60
Maximum		90

Based on the table above, mean of post-test score from 31 students was 76.29, that was considered to 'Good' category. Minimum score was 60 and maximum score was 90 with median from these score was 75. Standart deviation from these scores was 7.524.

Table 7
Post-test Frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.5	6.5	6.5
	65	1	3.2	3.2	9.7
	70	6	19.4	19.4	29.0
	75	8	25.8	25.8	54.8
	80	8	25.8	25.8	80.6
	85	4	12.9	12.9	93.5
	90	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Based on the table 7, seen that there were 2 students who got score 60 (6.5%); there was1 student who got score 65 (3.2%); there were 6 students who got score 70 (19.4%); there were 8 students who got score 75 (25.8%); there were 8 students who got score 80(25.8%); there were4 students who got score 85 (12.9%) and there were 2 students who got score 90 (6.5%).

Meanwhile, the graphic of posttest frequency can be seen from the chart below:

Chart 2
Post-test Frequency Chart
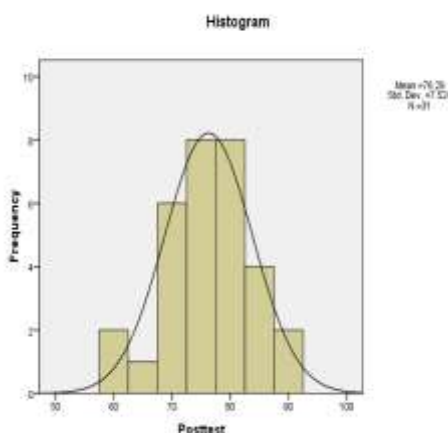
Then, the mean of post-test from experimental class was classified in order to determine the category of the students' reading

To analyze the data, the researcher used Paired Samples Test formula by using SPSS 17 program. The output of data analysis is as follows:

Table 8

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	76.29	31	7.524	1.351
	Pretest	64.19	31	10.091	1.812

Based on the table above, the total students from each class were 31students in experimental class. The mean of pretest in experimental class was 64.19 and the mean of posttest in experimental class was 76.29. The standard deviation of pre-test in experimental class was 10.091 and the standard deviation of post-test in experimental class was 7.524. Then, the standard error mean from pre-test in experimental class was 1.812 and the standard error mean from post-test in experimental class was 1.351.

Furthermore, in determining whether there was significant difference of using strategy on students' reading ability, the writer used Paired sample t-test by using SPSS 17. The data were taken from students' English Achievement pre-test and post-test score. The description of t-test was described in the following table.

Table 9

Paired Samples Test

					95% Confidence Interval of the Difference				
Pair 1	Posttest - Pretest	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
		12.097	5.741	1.031	9.991	14.203	11.732	30	.000

From the table of paired samples test showed that the mean was 12.097 standard deviation was 5.741, standard error mean was 1.031, lower difference interval was 9.991, and upper difference interval was 14.203, t-test result was 11.732, df was 30, and significant was 0.000. There were two ways that can be done in interpreting to, they were:

a. By comparing t_o (t-obtained) to t-table from df =30, it is found that the level significance of 5% was 2.04, and the level significance of 1% is 2.75. If t_o(t-obtained) > t-table, it means that null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. Meanwhile, if t_o (t-obtained)<t-table, it means that alternative hypothesis (H_a) rejected and null hypothesis (H_o) is accepted.

b. By orienting number of significance. If probability>0.05, null hypothesis (H_o) is rejected. If probability<0.05 alternative hypothesis (H_a) is accepted.

Based on the difference between pre-test and post-test from the experimental class, the researcher found out the effect size as follows:

$$Eta\ Squared = \frac{t^2}{t^2 + (N-1)}$$
$$Eta\ Squared = \frac{(11.732)^2}{(11.732)^2 + (31-1)}$$
$$Eta\ Squared = \frac{137.64}{137.64 + 30}$$
$$Eta\ Squared = \frac{137.64}{167.64}$$
$$Eta\ Squared = 0.8$$

According to Pallant (2010, p.210), the guidelines for interpreting this value are 0.01= small effect, 0.06= medium effect, 0.14= large effect. The effect size for the difference above was0.8 or 80%, therefore the researcher can conclude that there was a large effect obtained from students' reading comprehension in narrative text scores before and after being taught by using mental imagery strategy.

CONCLUSION

Based on the data analysis and data presentation in chapter IV, the effect of using Mental imagery strategy on students' comprehension in reading at eighth grade students of SMP IT Mutiara Duri as follows:

1. Students' comprehension in reading before being taught by using Mental imagery strategy at the eighth grade students of SMP IT Mutiara Duri had no improvement. It was classified into **enough** level.
2. Students' comprehension in reading after being taught by using Mental imagery strategy at the eighth grade students of SMP IT Mutiara Duri had improvement. It was classified into **good** level.
3. The mean of students' reading comprehension at eighth grade students of SMP IT Mutiara Duri shows that there is a significant effect of using Mental imagery strategy on students' reading comprehension.

In conclusion, teaching reading by using Mental imagery strategy on the students' reading comprehension at the eighth grade students of SMP IT Mutiara Duri **successful**.

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