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## **The Effect of Using Mind's Eye Strategy on Students' Reading Comprehension at Junior High School 1 Painan**

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**Abstract:** The purpose of this research is to prove whether the significant effect of using mind's eye Strategy to improve student's comprehension in reading ability. Class VIII<sub>1</sub> and VIII<sub>4</sub> took as reasearch sample. The sample was 64 students. The data were collected by using reading test. Before doing the treatment, the writer tried out 33 students not into the sample. The test was multiple choices, consisting of 25 items. The result of analyzing the post test showed that the value of mean score of experiment group (75.81) and the value of mean score of control group (67.12). Then, the value of t-calculated (4.50) was bigger than the value of t-table (1.664) with at df (62) alpha (0.05). It means that mind's eye strategy gave statistically effect toward students reading comprehension. Concerning with the finding of the research, the researcher would like to offer suggestion: The teachers' teaching learning procedure, it is hoped to construct the mind's eye Strategy as the alternative in teaching English to improve students' reading comprehension. Besides, English teachers should prepare and use an appropriate lesson material that related to the syllabus and curriculum, so that the students can be more involved in teaching learning activity.

**Keywords:**

### **INTRODUCTION**

There are four skills should be mastered by the students in learning English. Those skills are listening, speaking, reading and writing. From the four skills of language above, reading is one of language skills which are important because it is a complex process. In reading skill, the students should comprehend the text. It is useful for them to know the information based on the meaning from the words which they read in the text. It can be done by combining the students' knowledge with the information from the text to get an understanding about the text. By reading, the readers can get some information and knowledge such as about technology, social politics, education, science, culture, arts and so on. It shows that reading has a big influence in our life.

In order to accomplish students' need toward reading, School Based Curriculum

(KTSP) provides reading as one of skills in English mastery. There were introduced twelve kind of genres. Among many kinds of genres in reading, one is being taught in class VIII of Junior High School level is recount text. After learning the recount text, the students are expected to get information from a text, to identify main ideas in a text and identify parts of a recount text.

In contrast, there were some problems faced by average students at class VIII of Junior High School in reading recount text nevertheless they have learned it many times since Elementary School. They were : The students do not clearly understand what is the recount text, how to identify the recount text and how to do exercise of recount text. It caused most of them do not know how to read effectively.

There are some indicators in reading that have to be focused by the teachers in

teaching reading to the students. It is useful for the teacher as guidance to teach reading. The indicator is a case that must be achieved by the students in learning process. The indicators in reading are to find the kinds of the texts. The students should know the kinds of the text they read. Then, they identify the topic of the text. The students have to find and identify the main idea of their reading. After that, identify the information in the text. The students have to find the information in the text that they read and understand it to know what the text talking about completely and exactly. Then, identify the generic structure of the text. Every text has different generic structures so that the students have to comprehend each generic structures of the text. The last is to find the purpose of the text. The students should know the purpose of the text that they read to understand it completely. All of these indicators include in lesson plan and syllabus. So, in creating a lesson plan or syllabus the teachers have to concern with these indicators. It is useful for them as guidance in teaching reading to the students.

Successful reading is determined by the comprehension of the reader in reading process. Comprehension is needed if the learners want to read the text book, literature, and instruction. To achieve student's reading comprehension, the teacher should apply a strategy in teaching and learning process. It is caused by many students still got the low score or below of KKM in reading comprehension. It indicated that students got low mark in daily examination. It can be seen in the table as follow:

Table 1.

Students' Reading Skills Score in Junior High School 1 Sutera Academic Year 2013 2014

Component	Topic	Mind Idea	Word Reference	Synonym Antonym	Location Information	Inference
N=32 X=67	314	338	406	430	274	346
Average	11,6	10,5	12,6	13,4	8,5	10,8

Source: students' score in preliminary research at class VIII 2

Based on the table above, class VIII 2 got mean score under Kriteria Ketuntasan Minimal (KKM), KKM of this school is 70. It means many of students at the class VIII 2 of Senior high school 1 Sutera did not understand about reading. One of English teachers of class VIII added that actually his students need any interest activity primarily on reading to develop their interest and improve their reading comprehension.

Because they often get the bad score in the reading test, so they looked frustrated, bored and unmotivated to read. When the teacher taught a reading text in the class, they were lazy to read the text, they could not answer the question because they did not know what they talked about. This situation would be worse if the text given was quite long because they needed much time to read word by word, line by line, and also to consult difficult words that they found into the dictionary. The activities liked this make them tired and felt bored, so the end, they gave up to continue reading activities, consequently, they did not understand and comprehend the text.

## METHOD

The design of this research was experimental research. Gay (1987) states that an experimental research is a type of research that can test hypotheses to establish cause-effect relation and consist of two groups, they are experiment and control group. In this research, the researcher uses post test. There are several steps to choose the sample. In this research, the researcher used daily test score. The researcher's asks for raw score that derive from daily test, and then analyze score of daily test to see the normal class. The researcher selects two classes as samples that are no different significantly in reading comprehension.

The instruments in this research would use reading test. The instrument is written test consisted of 25 items in multiple choices with four options (A, B, C, and D). The topics are about My Family Went To The Zoo (take from *Let's Talk SMP/ MTs* book), New Years (take from *Siap Menghadapi Ujian Nasional SMP/MTsN*), My Birthday (take from *Siap Menghadapi Ujian Nasional SMP/MTsN*), My Day (take from *Let's Talk SMP/MTs* book).

and VIII<sub>4</sub> then the researcher gave present to all sample students. After flap coin, it was found that VIII<sub>1</sub> belongs to experiment and VIII<sub>4</sub> belongs to the control. The researcher gave post test to the sample students.

**RESEARCH FINDINGS AND DISCUSSION**

**A. Research Finding**

In this chapter discussed about The Effect of using mind's eye Strategy on Student's Reading Comprehension at Eight Grade Student's of Junior High School 1 Sutera. The purpose of the study is to find out whether that mind's eye strategy give significant effect of student's reading comprehension with those are taught using conversional technique.

Based on the objectives above the researcher had collected the data through students score in post test.

**1. Students' Reading Comprehension**

The data of this research was based on the students score post test which was given for both group, experimental and control group in order to take the two classes for experimental research, researcher did some steps to find the result of the research. First, the researcher collected students' score which was tested by the teacher and analyzed by SPSS to find the normality and homogeneity. Based on the normality and homogeneity, research did cluster random simply to find the two classes at the sample. After using piece of paper it was found VIII<sub>1</sub>

**Table 9**  
**Post-Test Score In Experimental and Control Class**

No	Experiment Class	No	Control Class
	Post-Test		Post-Test
1	88	1	80
2	76	2	76
3	75	3	68
4	75	4	68
5	84	5	64
6	84	6	72
7	80	7	72
8	80	8	72
9	80	9	72
10	84	10	72
11	72	11	72
12	80	12	72
13	72	13	56
14	85	14	56
15	85	15	56
16	85	16	80
17	85	17	56
18	75	18	64
19	75	19	64
20	75	20	64
21	75	21	64
22	68	22	76
23	72	23	64
24	76	24	64
25	72	25	68
26	72	26	68
27	68	27	68
28	68	28	68
29	56	29	60
30	68	30	68
31	64	31	68
32	85	32	80

## 1. Experiment Class

**Table 10**  
Calculation Process of Mean and Standard Deviation of Pos-Test in Experimental Group

No	X <sub>1</sub>	F <sub>1</sub>	X <sub>1</sub> <sup>2</sup>	F <sub>1</sub> X <sub>1</sub>	F <sub>1</sub> X <sub>1</sub> <sup>2</sup>
1	85	6	7225	510	43350
2	84	3	7056	252	21168
3	80	3	6400	240	19200
4	76	8	5776	608	46208
5	72	5	5184	360	25920
6	68	4	4624	272	18496
7	64	2	4096	128	8192
8	56	1	3136	56	3136
<b>Total</b>	$\sum F_1$ = 32	$\sum X_1^2$ = 43497	$\sum F_1 X_1$ = 2426	$\sum F_1 X_1^2$ = 185607	

$$X_1 = \frac{\sum F_1 X_1}{\sum F_1} = \frac{2426}{32} = 75.8125$$

$$(\sum F_1 X_1)^2 = (2426)^2 = 5885476$$

$$S^2 = \frac{n_1 \sum F_1 X_1^2 - (\sum F_1 X_1)^2}{n_1 (n_1 - 1)}$$

$$= \frac{32(185607) - (2426)^2}{32(32-1)}$$

$$= \frac{5939424 - 5885476}{1024}$$

$$= \frac{53948}{1024}$$

$$S_1^2 = 52.69$$

$$S_1 = \sqrt{52.69} = 7.25$$

## 2. Control Class

**Table 11**  
Calculation Process of Mean and Standard Deviation of Post-Test in Control Group

No	X <sub>2</sub>	F <sub>2</sub>	X <sub>2</sub> <sup>2</sup>	F <sub>2</sub> X <sub>2</sub>	F <sub>2</sub> X <sub>2</sub> <sup>2</sup>
1	80	3	6400	240	19200
2	76	1	5776	76	5776

No	X <sub>2</sub>	F <sub>2</sub>	X <sub>2</sub> <sup>2</sup>	F <sub>2</sub> X <sub>2</sub>	F <sub>2</sub> X <sub>2</sub> <sup>2</sup>
3	72	7	5184	504	36288
4	68	7	4624	476	32368
5	64	8	4096	512	32768
6	60	1	3600	60	3600
7	56	5	3136	280	15680
<b>Total</b>	$\sum F_2$ = 32	$\sum X_2^2$ = 2816	$F_2 X_2^2$ = 2148	$F_2 X_2^2$ = 145680	

$$X_2 = \frac{\sum F_2 X_2}{\sum F_2} = \frac{2148}{32} = 67.125$$

$$(\sum F_2 X_2)^2 = (2148)^2 = 4613904$$

$$S^2 = \frac{n_2 \sum F_2 X_2^2 - (\sum F_2 X_2)^2}{n_2 (n_2 - 1)}$$

$$= \frac{32(145680) - (4613904)}{32(32-1)}$$

$$= \frac{4661760 - 4613904}{992}$$

$$= \frac{47856}{992}$$

**Table 12**  
The Total Score of Post-Test for Experimental and Control Class

Class	N	Sum	Highest	Lowest	Mean	SD
Experiment	32	2426	88	56	75.81	7.25
Control	32	2148	80	56	67.12	6.94

Based on the data above, it was showed the total score of post test of both groups was significantly different. On the other hand, the mean of students' reading comprehension after using mind's Eye Strategy was improved with The total score was 2426 the highest score was 88 and the lowest was 56 where mean was 75.81 and standard deviation 7.25. In the contrary, on the contrary total score of control group 2148, the highest was 80 and the lowest was 56 where mean was 67.12 and standard deviation 6.94.

The researcher did the process by computer program called SPSS (Statistical Product and Service Solution) version 16.

This process included testing normality to see whether the data was normal or not, testing homogeneity to see whether the data homogeneous or not and correlation analysis to find out whether there was correlation between two variables.

## 2. Analysis of Students' Reading Score

To get more explanation that mind's eye strategy gave any significant difference on students' reading ability, it could be seen from the comparison of students' mean scores Post test group in several indicators, such as: topic, main idea, word reference, synonym antonym, location information and inference. The calculation of those aspects could be explained as table below:

Table 13  
The Calculation of Comparison of Means Post-Test reading score in Topic, Main Idea, Word Reference, Synonym Antonym, Location Information and Inference

No	Aspects Components	Post-test Experiment Class $\frac{\sum x_i}{N}$	Post-test Control Class $\frac{\sum x_i}{N}$	Difference
1	Topic	45.32 = 1.25	25.32 = 0.78	0.47
2	Main idea	55.32 = 1.71	36.32 = 1.12	0.59
3	Word reference	76.32 = 2.35	70.32 = 2.19	0.19
4	synonym antonym	83.32 = 2.60	76.32 = 2.35	0.22
5	location information	84.32 = 2.64	76.32 = 2.35	0.31
6	Inference	86.32 = 2.69	76.32 = 2.35	0.31

From the table 13 can be explained that

### 1. Topic

The post-test experiment means score of the students' topic was 1.25 while in post-test control was 0.78 with difference 0.47. It is concluded that the mean score of the post test experiment is higher than the mean score of control.

### 2. Main Idea

The mean post-test experiment score of the students' main idea was 1.71 while in post-test control was 1.12 with difference 0.59. It is concluded that the mean score of the post test experiment is higher than the mean score of post-test control.

### 3. Word Reference

The post-test experiment mean score of the students' word reference was 2.38 while in post-test control was 2.19 with difference 0.19. It is concluded that the mean score of the post test experiment is higher than the mean score of post-test control.

### 4. Synonym Antonym

The post-test experiment mean score of the students' synonym antonym was 2.60 while in post-test control was 2.38 with difference 0.22. It is concluded that the mean score of the post test experiment is higher than the mean score of post-test control.

### 5. Location Information

The post-test experiment mean score of the students' location information was 2.69 while in post-test control was 2.38 with difference 0.31. It is concluded that the mean score of the post test experiment is higher than the mean score of post-test control.

### 6. Inference

The post-test experiment mean score of the students' meaning was 2.69 while in post-test experiment was 2.38 with difference 0.31. It is concluded that the mean score of the post test experiment is higher than the mean score of post-test control.

Based on the explanation above, it is showed the students' reading comprehension that, all of the indicators of reading improved by Using Mind's Eye Strategy. Especially in synonym – antonym, followed by location information, topic, word reference, main idea and inference.

The criteria of this testing was significance score from analysis is bigger than standard significant score (0.05), the distribution data is normal. The summary of the result of testing normality and homogeneous of experimental group and



control group was presented in the table below:

**Table 14**  
The Result of Testing Normality and Homogeneity

Tests of Normality						
class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
value VIII.1	.131	32	.174	.950	32	.144
VIII.4	.126	32	.200 <sup>*</sup>	.934	32	.051

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
value	Based on Mean	.032	1	62	.859
	Based on Median	.046	1	62	.831
	Based on Median and with adjusted df	.046	1	59.826	.831
	Based on trimmed mean	.056	1	62	.813

In order to identify the effect of using Mind's eye strategy, the data were analyzed by using the test formula. From the result of analyzing the data, it was found the calculated was 4.50 while critical value of the table was 1.664 at the degree of freedom 62 and the level of significant was 0,05. In conclusion, the value of the calculated was bigger than the value of the table. It means that using Mind's Eye Strategy gave statically effect toward students reading comprehension. The calculation of t-test between mean score of experiment and control group can be figured bellow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$\begin{aligned} \bar{X}_1 &= 75.81 & n_1 &= 32 & S_1^2 &= 7.25 \\ \bar{X}_2 &= 67.12 & n_2 &= 32 & S_2^2 &= 6.94 \end{aligned}$$

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 1} \\ &= \frac{(32 - 1).52.69 + (32 - 1).48.24}{32 + 32 - 2} \\ &= \frac{(31).52.69 + (31).48.24}{62} \\ &= \frac{163339 + 149544}{62} \\ &= \frac{312883}{62} \\ S^2 &= 50.46 \\ S &= \sqrt{50.46} \\ S &= 7.10 \\ t &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{75.81 - 67.12}{7.10 \sqrt{\frac{1}{32} + \frac{1}{32}}} = \frac{2}{\sqrt{0.0625}} \\ &= \frac{8.7}{0.25} \\ &= 34.8 \\ &= 1.775 \\ &= 4.50 \\ \alpha &= 0.05 \\ df &= (n_1 + n_2 - 2) \\ &= (32 + 32 - 2) \\ &= (64 - 2) \\ &= 62 \\ \text{So, t- Table} &= 1.664 \\ \text{t- Calculate} &> \text{t table} \\ &4.50 > 1.664 \end{aligned}$$

From the data was found the value t calculate (4.50) was bigger than the value of t table (1.664), so hypothesis was accepted. On the other hand, mean score of students' reading comprehension was 67.12 and after using Mind's Eye Strategy, students' reading comprehension was improved with mean score 75.81 .

## Hypothesis Testing

Hypothesis testing is a process of making decision for the result of the study. To test the hypothesis the writer used t-test that proposed by Sudjana (1996). The analysis of t-formula describes that if the t-calculated is equal or less than the critical value t-table. the hypothesis is rejected; and if value of t-calculated is bigger than t-table. the hypothesis is accepted. While the t-calculated in this research was 4.50 and the level of significant was 0.05, t-table was 1.664 It means that t-calculated was higher than t-table. So it means that using mind's Eye Strategy gave statically to improve students reading comprehension.

## Discussion

Mind's Eye Strategy is the strategy for the teacher in teaching reading to help the teacher to improve students' reading comprehension. In this strategy, the students use their mental image to analyze a text. The students become active and give respond for the text from the teacher also be able to make prediction and share their prediction with their friend before they compare with actual text.

In mind's eye strategy, the teacher gives some words from a text they will read. The students read words slowly and think or reflect an image the words. The students read a text and they are compare initial ideas with what they read. The teacher can use this way to make the student be easy and enjoy in teaching reading.

The researcher concludes that, Mind's Eye Strategy is easy to be applied by the teacher in teaching reading process and can motivate the students to use this strategy. For the students do not only create their mental

image but also can help the students to make prediction about the text that they read.

From the data analysis above, it is clear that teaching reading using mind's eye Strategy gave statically to improve students reading comprehension in Junior High School 1 Sutera. It is indicated from mean score of post-test of experimental group (75.81) was higher than the control group (67.12). And the result of the value of t- calculated (3.90) while t-table (1.664) at the level confidence (0.05) and the degree of freedom (62). (see appendix 17). Therefore, the value of t-calculated is bigger than the value of t- table. Based on the result above, can be conclude that teaching reading through It means that using mind's eye Strategy gave statically to improve students reading comprehension.

Effect in improving students' reading comprehension achievement it has been stated previously that mind's eye Strategy teaching focuses on helping students acquire comprehension strategy.

In conclusion, those factors might cause the fact that the mind's Eye Strategy had a greater contribution and more significant. It can improve for students' achievement in reading comprehension.

## CONCLUSION AND RECOMMENDATION

### CONCLUSION

Based on the result of this research, it was found that there is a significant difference on the students' reading comprehension by using mind's eye Strategy. The result of t calculated (4.50) was bigger than t table (1.664). It can be shown from the mean score of experimental group was 75.81 and 67.12 for control group. It means that the mean

score of experimental group was bigger than the mean score of control group. Indicating hypothesis that the teaching reading comprehension by using mind's eye Strategy gives significant difference in reading comprehension between the students who gave mind's eye Strategy and who are not mind's eye Strategy. This research has discussed how mind's eye Strategy was used to improve students' reading comprehension.

Based on the finding of this research, it can be concluded that: First, the use of mind's eye Strategy in teaching and learning process improved students' reading comprehension. Second, from the reading test result, there was a significant improved of mean score from evaluation based on topic, main idea, and word reference, location of information, synonym and antonym and inference competencies. The difference of mean score both of group were caused by the treatment given. It can be concluded that the students who were taught by mind's eye Strategy in reading had better than those in control group.

## RECOMMENDATION

Concerning with the finding of the research, the researcher would like to offer some suggestion:

1. The teachers' teaching learning procedure, it is hoped to construct the mind's eye Strategy as the alternative in teaching English to improve students' reading comprehension. Besides, English teachers should prepare and use an appropriate lesson material that related to the syllabus and curriculum, so that the students can be more involved in teaching learning activity.

2. The teacher in teaching and learning process are hoped to create good atmosphere in classroom so that learning and teaching process more effective, interesting and meaningful to the students.

Besides to support the teacher to apply this strategy well, the teacher also should able to find a suitable, familiar and interesting topic with this strategy. It helps the students to get the lesson easier and do enjoyable reading process, beside that the teacher also should prepare all material before applying this strategy.

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