
VISUAL IMAGERY STRATEGY IN ENHANCE STUDENTS' READING COMPREHENSION

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ABSTRACT

The objective of the research were to find out whether or not the use of Visual Imagery Strategy can enhance the students' reading comprehension at the Eighthof MTs Pondok Pesantren Al-Urwatul Wutsqa Benteng. This research employed a quantitative method that applied one class. The population of this research was the eighth grade students in academic year 2019-2020. There were 253 students spread in eighth classes (VIII.A, VIII.B, VIII.C, VIII.D, VIII.E, VIII.F, VIII.G, and VIII.H) and each class consist appropriately 27-37 students. The researcher took simple random and chose VIII.C as the representative and the number of total sample is 23 students. The data of the research were collected by using one kinds of instruments, namely reading comprehension test. Reading test was used to obtain data of the students' reading comprehension ability in Reading Comprehension by using visual Imagery strategy. The result of data analysis showed that there was significant difference between the students' score after they were taught by using Visual Imagery Strategy and before they were taught by Visual Imagery Strategy. It was proved by the mean score of the post-test which was higher than the mean score of pre-test ($62.04 > 53.86$). Furthermore, the result of the p-value (0.004) was lower than level of significant ($\alpha = 0.05$); which means that H1 was accepted. Based on data analysis, the research concluded that: the use of Visual Imagery Strategy effective in improves students' reading comprehension.

Keywords: visual imagery strategy, reading comprehension

INTRODUCTION

Reading comprehension is the ability to process text, understand its meaning and to integrate it with the reader already knows. An individual's ability to comprehend text is influenced by their ability to process information. Reading is a physic and mental activity to reveal the meaning of the written text, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly do it. Burhan (2012:9) According to Grabe (1997) reading is an interaction between reader and text. Grabe claims that reading requires efficient knowledge of world a given topic also an efficient knowledge of the language. As it is stated, reading requires a rich background, and also some ability to comprehend the texts.

Reading is one of the basic communicative skills, but it has very complex process. It can be said that, reading is a process in which reader finds information given by the writer in the written from. In this case, reading can be said as an interactive process, checks, and ask questions about what the text is states that reading involves nothing more than correlating sound image.

In Reading, the students' are expected to undertand the meaning of the text, writing skills, students' are expected to reveal the meaning of the written text, listening skill, students are to understand the meaning of the spoken text, and the last is speaking skill, here the students are

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expected to express the meaning in English, using English expression, process a good vocabulary to communicate, and pronunciation of the manner in expressing the meaning in English. Based on the researchers' early survey, the most common difficulties in learning English are the lack of the students' interest in learning, and several other factors that influence. Such factors: the methods applied by the teacher do not appeal to students, which led to a lack of interaction in the classroom, learning environment unpleasant and ineffective. After the researcher conducted a case study in a school, the researcher found some problems in learning English. One of the problems that might need improving in English language learning is the lack of interaction in the classroom as well as the lack of students' in reading. Because, reading skill is needed when students learning a foreign language, it could help them to obtain new information from what they learnt earlier, and develop a skilled and personable self in various fields of science to deal with global competition. The researcher assumed that students should not only be required to know what they learnt but they also needed to understand what they learnt.

Reading skill in English class that the researcher conducted was not developed as it should. In the class, the students just read text one by one, then teacher asked students to translate each word, sentence, paragraph of the text, it is just a task for students and passive activity only. These activities may be boring for students if it was done continuously. Thus, there was no effective, interactive and fun learning process. In other hand, the teacher has to encourage students to express their opinion about the text, with completing the elements of reading skill like: retelling, inference, prediction, envisagement, connections questions, and critique.

Based on these issues, the researcher attempted to improve the reading skills of students in learning English, taking into account the circumstances of the class. After the researcher read and understood some English teaching methods and strategies, the researcher choose "Visual Imagery Strategy" as a strategy to improve students' Reading Comprehension effectively and to make the students active, interactive, and fun to understand what they get out from reading activity.

VIS (Visual Imagery Strategy) encourages reading comprehension in two ways: by providing springboard for memory recall and retention and by making reading active rather than passive that is, by stimulating the mental interplay of new ideas and past experiences. A mental image occurs when a representation of the type created during the initial phases of perception is present but the stimulus is not actually being perceived; such representations preserve the perceptible properties of the stimulus and ultimately give rise to the subjective experience of perception. (Kosslyn, Thompson, & Ganis, 2006, p.4)

METHODS

2.1 Research Design

The researcher applied pre-experimental design (The one-Group Pretest-Post-test Design) to know the students comprehension in reading. The one-Group Pretest-Post-Test Design involves a single group that is pretested (O), exposed to a treatment (X), and post tested (O).

The class was given pre-test in which the pre-test administers to measure prior competence of reading comprehension while the post-test administers to measure the effect of treatment.

2.2 Population and Sample

According to Creswell (2005:142), population is the group of individuals who have the same characteristics. The population of this research is taken from the Eighth Grade students of MTs Pondok Pesantren Al Urwatul Wutsqaa Benteng 2018/2019 academic year consist of 253 students spread in eight group. Sample was selected by using cluster sampling technique. The researcher will use one class as a sample. The researcher looks for 23 students as the sample of the research with 23 students as experimental class in VIII.C.

2.3 Instrument of the Research

The instruments that the researchers used in this study were:

in this reseacher, the researcher used an english test is taken from reading the text. It's from newspapers, books, articles, internet, and magazines that use English. In the test, students are asked to read the text and then answer the question. This is an individual test. The test consists of multiple choice items.

The test consists of a pre-test and post-test. The students are given a pre-test before treatment. Pre-tests are used to determine students' abilities in reading comprehension and given to students at the first meeting before giving care. Post-test is used to determine whether there is an increase in Student Reading Comprehension after being treated using Visual Imagery

Strategy (VIS).

RESULTS AND DISCUSSION

1.1 The rate percentage score of pre-test and post-test.

The finding were obtained through the test which was conducted through two itms, namely pre-test and post-test

TABLE 1/The Classification of Students' Score Pre-Test and Post-Test

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	86 – 100	0	0	0	0
Good	71 – 85	3	13	7	30
Average	56 – 70	5	22	7	30
Poor	41 – 55	14	61	9	40
Very Poor	0 – 40	1	4	0	0
		23	100	23	100

Based on the table 1, it explained that most of the students in the pre-test got good, average, poor and very poor classification. The result of the pre-test was not suitable with what the researcher expected but in the post-test the researcher had seen an increasing. In indicated that the students' achievement increased after being taught using Visual Imagery Strategy.

TABLE 2/The Mean Score and Standard Deviation of Pre-Test and Post-Test

No.	Variable	Mean Score	Standard Deviation
1	Pre test	53,86	9,84
2	Post test	62,04	1,38

Table 2 shows that the mean score of the students in post-test (62,04) was greater than pre-test (53,86), it means that the students who was teach by using Visual Imagery Strategy was improved.

1.2 Hypothesis testing

In testing hypothesis, the researcher used P-Value formula. In this case, the researcher usedt-test formula (paired sample test).The level of significant is a set at $\alpha = 0,05$

TABLE 3/The T-Test Value of The Students' Reading Comprehension

P-Value	(α)	Remarks
0,004	0,05	Significant difference

Based on the students result obtained and stated in findings above, the researcher used paired samples t-test in descriptive statistic through SPSS 21.0 program for Windows Evaluation Version to test the hypothesis. In pre-test and post-test, the researcher found that the p-value was lower than the α ($0,004 < 0,05$). This means that H_0 was rejected and H_1 accepted. It means that teaching reading comprehension through English learning material design using Visual Imagery Strategy has the good effect to the students. The discussion section deals with the findings that derived from descriptive statistic and inferential statistics, some theories, and the interpretation of test result both of the groups.

Based on the students' result obtained and stated in findings above, the researcher used t-test in inferential statistic through SPSS version 21.0 program to test the hypothesis. On statistics test result, it showed that the p-value is lower than alpha ($p\text{-value} < \alpha$). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was a significant difference between students in readingcomprehension. In other words, there was an improvement on the students' reading comprehension after applying Visual Imagery Strategy in MTs Pondok Pesantren Al Urwatul Wutsqaa Benteng.

Regarding to the explanation above, the researcher also found that the highest score in reading comprehension. So, the used of VIS was good effect in improving reading comprehension. To

support this statement Colorín Colorado, and LD OnLine (2011: 2) says that imagery is the ability to produce mental pictures of things that have previously been seen or can be imagined visually. Students often use this method unconsciously as a means of remembering information. Scott in Pamela Vesely and Nancy Gryder (2010: 3) also stated that creating Visual Images is useful when learning new words associated with known concepts or when learning definitions. And in the other, Visual Imagery assists students in learning word meaning and in making better predictions and inferences, Center (1999) in Pamela Vesely and Nancy Gryder (2010: 3). This means that VIS can make students more relax, enjoy, and happy in learning English especially reading comprehension.

Based on the students result obtain and stated in findings above, the research use p-value in inferential statistic through SPSS version 21.0 program to test the hypothesis. In the other words, there was an improvement on the students' reading comprehension after used Using Visual Imagery Strategy at MTs Pondok Pesantren Al Urwatul Wutsqaa Benteng.

CONCLUSION

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher has concluded as the following:

The use of Visual Imagery Strategy to enhance the students' reading comprehension of Eighth Grade of MTs Pondok Pesantren Al Urwatul Wutsqaa Benteng. It was proved by the mean score ($53.86 < 62.04$) and hypothesis testing showed p-value was lower than alpha (α) value ($0.004 < 0.005$), it means that null hypothesis (H_0) was rejected and alternative hypothesis was accepted.

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