

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
MENTAL IMAGERY STRATEGY AT GRADE IX OF ISLAMIC BOARDING
SCHOOL OF SABBIHISMA PADANG**

(A classroom Action Research on the Grade Nine Student of SMP IT Sabbihisma)

THESIS



By

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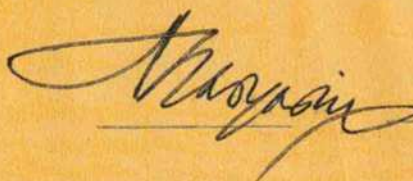

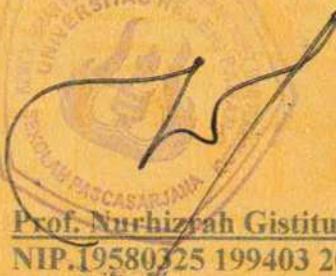

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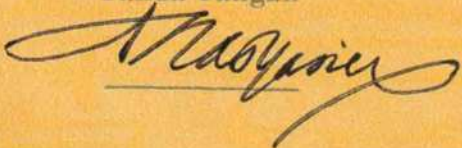


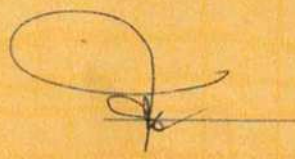

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ABSTRAK

Yulidawati, 2018, "Meningkatkan Keterampilan pemahaman membaca siswa dengan menggunakan strategi Mental Imagery pada kelas IX putra SMP Islam Terpadu Sabbihisma Padang, tahun ajaran 2014/2015, Tesis. Pascasarjana Universitas Negeri Padang."

Penelitian ini bertujuan untuk mengetahui apakah strategi Mental Imagery dapat meningkatkan kemampuan pemahaman membaca siswa, serta mengetahui faktor – faktor apa yang mempengaruhi pemahaman membaca siswa. Subjek penelitian ini adalah 20 orang siswa laki-laki kelas IX SMP IT Sabbihisma tahun ajaran 2014/2015. Dalam pelaksanaan penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas (PTK) sebagai metode penelitian. Penelitian ini terdiri dari dua siklus. Satu siklus terdiri dari lima kali pertemuan. Data dikumpulkan melalui lembar observasi, catatan lapangan, wawancara beserta tugas dan tes. Hasil penelitian menunjukkan bahwa penerapan strategi Mental Imagery dapat meningkatkan kemampuan pemahaman membaca siswa khususnya siswa laki-laki. Hal ini terlihat dari peningkatan nilai rata-rata tes siswa pada siklus pertama dan kedua. Rata-rata nilai pada siklus pertama adalah 75,7 (65%) kemudian pada siklus kedua rata-rata nilai siswa adalah 84,5 (80%). Selanjutnya, faktor-faktor yang mempengaruhi peningkatan kemampuan pemahaman membaca siswa tersebut adalah; stimulasi (rangsangan), pilihan materi, catatan tambahan (coretan) dan pengelompokan. Sebagai kesimpulan, strategi Mental Imagery memberikan peningkatan positif terhadap kemampuan pemahaman membaca siswa khususnya siswa laki-laki disekolah Islam Terpadu Sabbihisma Padang.

ABSTRACT

Yulidawati, 2018, "Improving Students' Reading Comprehension Through Mental Imagery Strategy at IX Grade of Boy Students of Sabbihisma Islamic Junior High School Padang, Academic Year 2014/2015. Thesis. Graduate Program of Pascasarjana .Padang State University."

The aim of this research was to find out to what extent Mental Imagery Strategy could improve students reading comprehension and to find out the influence factors that influence the students' reading comprehension at IX grade of boy students of Sabbihisma Islamic Junior High School. The research method was class action research. The research consisted of two cycles. One cycle consisted of five meetings. The subject of this research was twenty boy students in the academic year of 2014/2015. The data were taken from quantitative data and qualitative data. They were task, test, observation sheet, field note, and interview. It was found that Mental Imagery Strategy could improve boy students of IX grade's reading comprehension. The rate score of first cycle was 75,7 (65%). And the rate score of second cycle was 84,5 (80%). Furthermore, it was found that, the influence factors that influence boy students' reading comprehension were stimulation, material selection, scratches, and grouping management. To summarize, Mental Imagery gave positive improvement toward the students' comprehension skill, especially for boy students of IX grade of Sabbihisma Islamic Junior High School.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is a part of language learning that is necessary and much needed for students, because through reading, students can enlarge their knowledge. Based on fact, it is absolutely true that reading has become one of important skills for Junior High School students. By reading, student gain new ideas, important information, and complete some assignments and tests. In the same time, reading is also a skill that much influences on the final examination test in which almost all of questions in the test are dominated by reading comprehension skill. In other words, Reading determines students' success or failure in the mid semester test, semester test and even final examination test. Therefore, the national curriculum's target is to make students to comprehend text, which should be well taught by the English teacher in every school. So, as well as in the public school, reading is also one of language skill that has to be learnt and mastered academically by Islamic Boarding School' students.

Furthermore, the English National Curriculum KTSP 2006 for Junior High School includes genres based text as required materials to learn English. It is stated that, students are hoped to understand the functional text and short essay. In this case the students are expected to have a good reading comprehension in order to solve the problems in the reading passages. Students are required to identify and comprehend the questions based on indicators given by the syllabus. Moreover, a high minimum standard score must be obtained by the students that recently require to the school. The standard score achievement of English grade IX is 75.

In fact it seems to be far from the expectation. She found that most of the students at IX grade especially in boys' class could not solve the reading problems very well. As the result, it could be seen in the reading scores of the semester test where it was found that from 20 students, only 9 (nine) students passed the standard minimum score, 75. 11(eleven) students got score 32 to 72. From the data above, it means that only 45 percent of the students can pass the standard minimum score and 55 percent of the students failed in that test. Finally, the result of the semester test shows that the students' reading comprehensions are very low.

In addition, based on preliminary observation, when it is compared with the girl students' ability in reading comprehension, the boy students are much left behind. Firstly, it can be seen from their test result in their daily test and even in their semester test. The highest and the higher score are much dominated by the girl students. The boy students often get lower scores. Rarely, they can achieve the standard minimum scores. The second fact, it can be seen from their learning process every meeting. The boy students tend to show their laziness and unmotivated willing. They often do not want to follow the class activities seriously. And, they often ask their clever friend to read, to translate and to do their tasks. As the result their learning quality and the result are very low.

The failure in comprehending text must be caused by many factors. Based on researcher's experience in Sabbhihisma Islamic Boarding School concerning with the unsatisfactory result of the test, it has been found some problems that make students get difficulty in comprehending the text. The first

is due to the difficulty of the students to comprehend information from the text. The students tend to ask the teacher about the text is being read or the students tend to ask the clever students to translate the text. It indicates that the students have lack of vocabularies. The second is due to the text materials which are very difficult and very long text. It takes times for them to analyze and comprehend it. As the effect, they are lazy and are not interested to read. In short, the reading materials are not interesting yet for students and it causes their low comprehension.

Third, some media have been applied by the researcher in the class. Using technology like laptop, video, and picture as the media, but it seems that it does not stand for a long. Furthermore, by giving technology as the media only make them tend to choose to watch it until the class ended. Finally, those haven't been effective yet. The result of the reading test is still low and far from the hope.

In addition, the in conducive condition of the school which is an Islamic Boarding school also influences the students' motivation in the class. It has a tight regulation for the students. Every student has a lot of activity that is begun from early in the morning until in the afternoon. They have more subjects and extra activity that have to be fulfilled every day. It makes them less their break time and makes them tired in the classroom. Then, the students tend to show their sleepy faces while reading activity runs. At the end, this situation grows the students' low motivation to follow the learning process.

Finally, this poor condition of the students' comprehension is caused by the lack of strategy used by the teachers in the learning process. As the result

the learning process seems to be far from the effectiveness. The uncreative and uninventive strategy used make the class activity do not have a significant progress to improve the students' quality in the classroom especially in reading activity.

Due to this fact, the teacher has a great responsibility to promote the students' ability in the learning process. It absolutely depends on teacher's ability to seek for teaching strategy to be used in the classroom to encounter students' learning problems. To overcome these problems, teacher's strategy plays as an important role in this case. The creative and innovative strategy is always required used by every English teacher in every learning activity, especially in reading activity

Mental Imagery is one of strategy that can lead to reading comprehension. Mental Imagery is considered that it can repair reading class activity and bring a reform to the class. By creating a movie in mind or making mental images, students are able to relate what they are reading in an abstract form to something concrete (visual image). The ability to image something can facilitate readers and bridge new ideas in their minds and enables them to recall the ideas back in a visual way.

Moreover, this strategy is also very compatible to be implemented in the Curriculum 13 aspects. As mentioned in Permendikbud no 81A that in Curriculum 13 requires students to construct their knowledge for themselves. So, every teacher should organize the learning process from the simple to the complex one. A teacher should start the lesson from their environment scope to the larger surrounding scope. The teacher should facilitate the student abstract

scope to the concrete scope. This case is also known as scientific method of curriculum 13. The components of the method are observing, asking or questioning, collecting information and communicating.

As a matter of fact, this component is very matching with the procedure of mental Imagery Strategy. In which Mental Imager strategy's procedure is started from simple activity to the complex activity. This strategy firstly needs the student to listen and observe. Secondly, the students need to construct their understanding in a simple form where the students can work with their partner and keep questioning about the text and the picture each other. Thirdly, the students gather the information and exchange and share the information to all students. In short this strategy is not only acceptable to be implemented in KTSP 2006 but also can be implemented in curriculum 13. Because, the activities in this strategy require students' creativity to explore their comprehension ability through critical thinking and collaboration.

Finally, it is chosen because of its sense of art in which can create a fun activity while reading. Students are hoped to visualize what the text tells about by drawing a picture in their minds while listen or read the text. The students will not be stressful to read it by every paragraph because they do it by sharing their picture in a group. This activity will be very enjoyable because every each of the students has their own imaginations and different drawing styles in which it will invite students' discussions. And, this strategy is considered as the proper one to be applied to the boy students at grade IX since this strategy requires activating the imaginations and sense of arts in which almost boys' students love drawing. In short, this research is necessary to conduct to change

the students' way of study in reading activity and hope the students can improve their reading comprehension quality.

To be clear, by using Mental Imagery, it is hoped that it can solve the problem; the teacher can carry out a reform and repair towards the learning activity. So, teacher can be success to teach in the classroom. Beside, by implementing Mental Imagery while reading, students are hoped to be able to obtain the comprehension easier. Then, the class activity can run effectively and increase the quality of the learning process. Finally, it is hoped that by implementing the Mental Imagery strategy, 75 percent of the students can pass the standard minimum competency in reading. It is going to be proved by the ability of students to answer the reading questions or tests.

B. Identification of the Problem

Based on the observation at IX grade students of Sabbihisma Junior High School, here are some facts are found in teaching reading, those are as follows:

1. The selection of reading materials given are not fulfill the students interest
2. Student are lack of motivation
3. Students are lack of vocabularies
4. Media do not support the students' comprehension
5. Teaching strategy could not support the students' comprehension.

C. Limitation of the Problem

In this research, due to many problems occur in teaching reading, researcher limits her study. This research will focus on the problems of students' achievement in comprehending reading text at the IX grade of boy

students of Sabbihisma Boarding School. Hereby, the researcher will apply Mental Imagery Strategy to improve students' reading comprehension.

D. Research Questions

The Problem of this research can be formulated as follows:

1. To what extent can Mental Imagery Strategy improve students' comprehension at ninth grade of boy students of Sabbihisma Boarding School Padang?
2. What factors influence the students' comprehension after the application of Mental Imagery Strategy at ninth grade of boys' students of Sabbihisma Boarding School?

E. Purpose of the Research.

The purpose of this research is to answer the research questions above, those are:

1. To find out whether Mental Imagery Strategy can improve the boys' students' comprehension of IX grade in reading comprehension.
2. To find out what factors influence the boys' students of IX grade to comprehend the reading text.

F. Significance of the Research

It is hoped that this study gives advantages in researcher's teaching strategy and learning process in the classroom. Practically, it is expected that teaching strategy applied in this study can help the students to improve their reading comprehension that is not only in English classroom but also in others subjects that require the students to read a lot.

G. Definition of the Key Terms.

There are three terms that are used in this research, those are:

1. Reading Comprehension involves a chain of activity conducted by the readers to understand and gain ideas of a written text through certain process which basically uses background of knowledge of the readers.
2. Mental Imagery is a mental image or visualization created directly by readers while reading activity is running.
3. Mental Imagery Strategy is an activity that facilitates readers to comprehend the reading text. It is how to interpret a text by activating prior knowledge; readers create pictures in the minds.