

**THE EFFECT OF USING VISUALIZING STRATEGY TOWARD
READING COMPREHENSION OF THE FIRST
YEAR STUDENT AT STATE ISLAMIC
JUNIOR HIGH SCHOOL KAMPAR
KAMPAR REGENCY**



By

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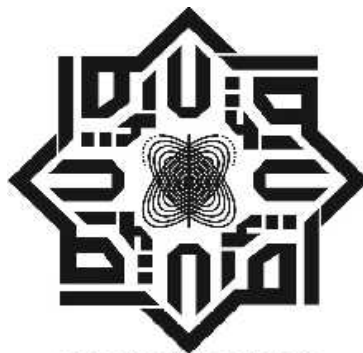
**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1435 H/2013 M**

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YEAR STUDENT AT STATE ISLAMIC
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A Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education

(S.Pd.)



UIN SUSKA RIAU

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This paper is written and intended to fulfill one of requirements for award of bachelor degree at the English Education Department and Teacher Training Faculty of UIN SUSKA Riau.

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Pekanbaru, October 31th, 2013
The Researcher

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ABSTRACT

FITRI DELVI, (2013) : The Effect of Using Visualizing Strategy toward Reading Comprehension of the First Year Students at State Junior High School Kampar-Kampar Regency

Based on the school based curriculum (KTSP), reading is one of English skills that must be taught and learned by students. MTsN Kamparis one of the schools that used it as a guide in teaching-learning process. After doing preliminary observation, the writer found that some of students of the first year still had the problems in reading comprehension. The problems that were some of students are not able to obtain the main idea of the text, infer meaning, identify what kind of text, distinguish factual information, and identify word of reference. Thus, the researcher was interested in conducting the research entitled "The Effect of Using Visualizing Strategy toward Reading Comprehension of the First Year Students at State Islamic Junior High School Kampar Kampar Regency".

The objectives of this research were to find out the ability of the first year students in comprehending reading text by using Visualizing strategy, to find out the ability of the first year students in comprehending reading text without using Visualizing strategy, and to obtain the effect of using Visualizing strategy toward reading comprehension of the first year students at State Islamic Junior High School Kampar-Kampar Regency.

The type of this research was quasi-experimental. The subject of this research was the first year students at State Islamic Junior High School Kampar, while the object of this research was the effect of using Visualizing strategy toward students' reading comprehension. The population of this research was all of the first year students in academic year of 2012/2013. The sample was chosen through cluster random sampling. One class was as experimental class and another one was as control class. To analyze the data, the writer used independent T-test formula.

Finally, from the result of data analysis, the writer found that T_o was higher than T_{table} . In other word, H_a was accepted and H_0 was rejected. It means that, there is a significant effect of using Visualizing strategy toward reading comprehension of the first year students at state Junior high school Kampar-Kampar Regency. Therefore, it can be concluded that students' reading comprehension taught by using Visualizing strategy was better than students' reading comprehension taught without using Visualizing strategy.

ABSTRAK

FITRI DELVI, (2013) : Pengaruh Penggunaan Strategi Visualizing terhadap Pemahaman Membaca Siswa Kelas 1 MTsN Kampar-Kabupaten Kampar

Berdasarkan KTSP, membaca adalah salah satu kemampuan bahasa Inggris yang harus diajarkan di sekolah kepada siswa. MTsN Kampar merupakan salah satu sekolah yang menggunakan kurikulum tersebut sebagai pedoman dalam proses belajar mengajar. Setelah melakukan pengamatan awal, penulis menemukan bahwa sebagian siswa kelas 1 masih memiliki kelemahan dalam pemahaman membaca. Penulis menjabarkan permasalahan tersebut sebagai siswa yang tidak mampu mengidentifikasi Main Idea dari sebuah teks, tujuan komunikasi dari sebuah teks, jenis dari sebuah text, memahami kosakata, dan mengidentifikasi kata rujukan. Dengan demikian, penulis tertarik untuk melakukan penelitian dengan judul “Pengaruh Penggunaan Strategi Visualizing Terhadap Pemahaman Membaca Siswa Kelas 1 MTsN Kampar-Kabupaten Kampar”.

Tujuan penelitian ini adalah untuk mencari kemampuan siswa kelas 1 dalam memahami teks bacaan dengan menggunakan strategi Visualizing, untuk mencari kemampuan siswa kelas 1 dalam memahami teks bacaan tanpa menggunakan strategi Visualizing, dan untuk memperoleh pengaruh penggunaan strategi Visualizing terhadap pemahaman membaca siswa kelas 1 MTsN Kampar-Kabupaten Kampar.

Jenis penelitian ini adalah penelitian kuasi-eksperimen. Subjek penelitian ini adalah siswa kelas 1 MTsN Kampar, sedangkan objek penelitian ini adalah pengaruh penggunaan strategi Visualizing terhadap pemahaman membaca siswa kelas 1 MTsN Kampar. Populasi penelitian ini adalah keseluruhan kelas 1 tahun akademik 2011/2012. Sampel dipilih melalui sampel acak berdasarkan kelas. Satu kelas sebagai kelas kontrol. Untuk menganalisa data, penulis menggunakan rumus T-test yang diolah menggunakan SPSS versi 16.

Akhirnya, dari hasil akhir data analisis, penulis mendapatkan bahwa T_o lebih besar dari T_{table} ($T_o > T_{table}$). Dengan kata lain, H_a diterima dan H_0 ditolak. Itu berarti bahwa terdapat pengaruh yang signifikan dari penggunaan strategi Visualizing terhadap pemahaman membaca siswa kelas 1 MTsN Kampar. Lalu, itu dapat disimpulkan bahwa pemahaman membaca siswa yang diajarkan menggunakan strategi Visualizing lebih baik daripada pemahaman membaca siswa yang diajarkan tanpa menggunakan strategi Visualizing.

فطري ديلف () : تأثير استخدام خطة visualizing الى فهم القراءة لطلبة الصف الاول في المدرسة الثانوية الحكومية ميا كامبار منتقة كامبار

بناز على منهج مستوى الوحدة التربوية ان القرازة هي احدى القدرات على الغة الا تحليلية الق الا به ان يدرس ويتعلمها الطلاب. المدرسة الثانوية الحكومية كامبارا بمنتقة التعلم والتعليم. بعدان قامت الباحثة بالمراقبة وجدت الباحة ان معظم الطلاب مازالوا يملكون الى فهم القرازة. وقدمت الباحة تلك المشكلة على ان معظم الطلاب لا يستطيعون ان يخروا الموضوع الموجور من النص، غرض الاتصال من ذلك النص، تركيبية الكرة من ذلكا لنص، فهم المفردات، اخراج مرجع الكلمة، فلاجل ذلك، تتجذب الباحثة بالبحث عن تأثير visualizing الى فهم القراءة لطلبة الصف الاول فامدرسة الثانوية الحكومية

هذاا لبحث يهدف الى طلب قدرة الطلاب على فهم النص با استخدام خطة visualizing ولطلب قدرة الطلاب على فهم النص بدون استخ خطة visualizing لأخذ تأثيرا visualizing الى فهم القراءة لطلبة الصف الا في المدرسة الثانوية الحكومية

هذاالبحث بحث تجريبي فرد هذاالبحث الطلاب لصف الاول في المدرسة الثانوية الحكومية كامبار بمنتقة كامبار. وموضوع هذاالبحث تأثير استخدام خطة visualizing الى فهم رسة الثانوية الحكومية كامبار بمنتقة كامبار بجتمع هذا لبحث جميع الطلاب في الصف الا في المدرسة الثانوية الحكومية كامبار بمنتقة كامبار سنة راسية 2012-2013 واخذت العينة من خلال العينة العشوائية. وهما فصلان (فصل تجريبي (استخدمت الباحة t-test لتحليل البيانات بمساعده SPSS versi 16.0

وهوه الحاصلة تدل على ان فيه تأثيرا هاما عن استخدام خطة visualizing الى فهم القراءة لطلبة الصف الاول في المدرسة الثانوية الحكومية الحكومي . فاستخلصت الباحة على ان استخدام خطة visualizing الى فهم القراءة احسن بدون استخدام visualizing الى فهم القراءة.

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CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is one of the language skills that should be mastered by students. The reader can get many advantages in reading, such as reading can increase the reader's knowledge; gives the reader excellent idea, gets critical thinking in reading. Reading for pleasure causes the readers joyful. Reading is a language acquisition of communication to share information and idea. Through reading activity, the students can get much information about anything.

Reading is not only opening the book, reading, and closing it, but also a complex set of skills involving activities before, during and after reading. In doing the process of comprehending the reading text, the readers have different habits in reading and those affect their comprehension. According to Ansyari reading is an activity with a purpose in order to gain information or to verify existing knowledge and even to citizen a writer's ideas or writing style.¹ It means that reading is the activity of comprehending the text to get information or messages from the writer.

Reading is an interactive process that goes on between the reader and text, resulting comprehension. The purpose of reading also determines the appropriate approach to reading comprehension.² The general purpose of teaching reading is to create the students' ability in improving English text

¹KalayoHasibuan and Muhammad FauzanAnsyari.*Teaching English as a Foreign Language*,(Pekanbaru:Alaf Riau Graha,2007).p.114

²Ibid, p.114-115

effectively; in addition the specific objective of teaching reading is to create the student's ability for getting information, from the text as well as for pleasure and interest.

Reading is also one of the most important language skills that should be developed inside and outside classroom. In English teaching and learning process of Indonesian school especially for every educational level, reading skill is categorized as the first language skill which must be hold by every student. As the first language skill, reading is not only a difficult skill for students, but also it is an activity which challenges them, so that it is possible for students to take more serious and patient in doing reading activities. Moreover by doing reading, students get more information to broaden their knowledge.

Because reading is important to be learnt and taught to the students, School Based Curriculum provides reading as one of the skills that must be taught and learnt in junior high school. State Islamic Junior High School Kampar is one of the schools that use School Based Curriculum as its guidance in teaching and learning process. In State Islamic Junior High School Kampar, reading has been taught since first year of English period. Hence, English is taught twice a week with time duration 40 minutes for an hour. According to syllabus at the first grade, the based competence of reading English refers to capability of students in comprehending and responding the meaning and rhetorical step accurately, fluently and acceptably in a very simple essay related to the immediate environment in

the form of descriptive, and procedure text³ . In this research, it focuses on the descriptive texts. The passing score of English (KKM) at State Islamic Junior High School Kampar is 70.

Based on the preliminary research at State Islamic Junior High School (MTsN) Kampar, The writer found that the students were usually given descriptive text based on the English book. The teacher used conventional strategy in teaching and learning descriptive text. In which Teacher asked the students to read the reading passage, then asked them to find out the meanings of difficult words by using dictionary, for the last, teacher asked students to answer the questions as measurement of the students' comprehension.

Ideally, the students were able to comprehend about the descriptive text on what they were reading. But in fact, the students could not comprehend the descriptive text. Based on the writer's observation at the first year students at State Islamic Junior High School Kampar, some of the students were not able to respond the idea in form of descriptive text; it is clearly that some of students at the first year students had low reading comprehension in descriptive text. Their reading comprehension was still so far from the expectation of the curriculum. Reading skill needs aspects that must be mastered by the students. Reading is a component of general second language proficiency.⁴ There were some kinds of problems faced by the first year students of State Islamic Junior High School Kampar in

³Syllabus of State Islamic Junior High School Kampar. 2010.

⁴H. Douglas Brown, *Teaching by principle: an interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall Regents, 1994), p.283

reading comprehension. Those problems can be seen in the following symptoms:

1. Some of the students got difficulties to obtain the main idea of the reading text especially in descriptive text.
2. Some of the students got difficulties to infer the meaning of unknown word.
3. Some of the students are not able to identify what kind of text especially in descriptive text.
4. Some of the students got difficulties to distinguish the factual information from the descriptive text.
5. Some of the students were not able to identify word reference from the descriptive text.

The symptoms show that the students had low reading comprehension. To solve this problem, the teacher needs a strategy to make the students' reading comprehension better. There is actually a strategy that can hopefully help the students in reading comprehension, called visualizing strategy. Visualizing strategy is students learn to picture in their minds to help comprehension and recall⁵. In this research, the writer hoped that this strategy would be useful in developing the students' reading comprehension. Therefore, the writer was interested carrying out the research entitled: **“The Effect of Using Visualizing Strategy toward**

⁵Queensland Studies Authority.”*Teaching Reading and Viewing:Comprehension Strategies and Activies*, September 2010

Reading Comprehension of the First Year Students at State Islamic Junior High School Kampar”

B. Definition of the Terms

To avoid misunderstanding about the meaning of the terms which is used in this research, the key terms within this research topic are defined as follows:

1. Visualizing strategy

Visualizing strategy is reading strategy where the students create a mental image or make a drawing or movie in their head about what they have just read to help remember and understand the text. According to Regina Visualization is a process where the students create a visual picture mentally to correspond to the ideas they are listening to or reading⁶. However in this research, the terms of visualizing strategy refers to the students' ability to gain necessary information from the descriptive text they are reading. By doing this strategy, the students gather information from the text. So, it is possible to develop students' reading comprehension because they understand about what they are reading. In this research, visualizing strategy is done at the first year students of State Islamic Junior High School Kampar, Kampar regency.

⁶Regina G. Richards, *Helping Children with Learning Disabilities Understand What They Read*, 2008, p. 3

2. Reading Comprehension

Reading comprehension is an interactive process that goes on between the reader and the text, resulting in comprehension⁷. However in this research, reading comprehension refers to the students' understanding in comprehending reading descriptive text. How they are able to find out the topic or theme, main ideas, supporting ideas; and also how students' understanding about the authors' aim, meaning of the text of the first year students at State Islamic Junior High School Kampar in Kampar Regency.

3. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and to reveal a particular person, place, or thing⁸.

The generic structures of descriptive text are as follows:

1. Identification

This part identifies the thing/person being described.

2. Description

This part describes parts, qualities, and characteristics.

In this research, descriptive text refers to text used by the students in learning reading by using visualizing strategy.

⁷KalayoHasibuan and Muhammad FauzanAnsyari, Loc-cit ,p.114-115

⁸NurZaida.*Practise Your English Competenc SMP KelasVII.* (Jakarta:Erlangga,2006), p. 53

C. The Problem

1. Identification of the problem

Based on explanation above some of the students in Islamic Junior High School Kampar still have some problems in comprehending reading text. To be clearer so the problems are itemized in the following identifications:

- a. What factors make some students difficult to obtain the main idea of the reading text especially in descriptive text?
- b. What factors make some students difficult to infer the meaning of unknown word?
- c. What factors make some students are not able to identify what kind of text especially in descriptive text?
- d. Why did the students get difficulties to distinguish the factual information from the descriptive text?
- e. Why were the students not able to identify word reference from the descriptive text?

2. Limitation of the Problem

Based on the identification of the problem above, the writer needs to limit the problems into:

- a. The students' reading comprehension in descriptive text by using visualizing strategy.
- b. The effect of using visualizing strategy toward students' reading comprehension in descriptive text.

3. Formulation of the Problem

Based on the limitation of the problem above, the problem of this research is formulated in the following research questions:

1. How is reading comprehension in descriptive text of students taught by using visualizing strategy of the first year at State Islamic Junior High School Kampar?
2. How is reading comprehension in descriptive text of students taught without using visualizing strategy of the first year at State Islamic Junior High School Kampar?
3. Is there any significant effect of using visualizing strategy toward students' reading comprehension in descriptive text at State Islamic Junior High School Kampar?

D. The Objectives and Significance of the Research

1. The Objective of the Research

In doing this research, it is important to state the purpose clearly. Otherwise, the writer fully hopes to gain the objectives that had been planned:

- a. To find out students' reading comprehension in descriptive text taught by using visualizing strategy of the first year at State Islamic Junior High School Kampar.
- b. To find out students' reading comprehension in descriptive text taught without using visualizing strategy of the first year at State Islamic Junior High School Kampar.

- c. To find out significant effect of using visualizing strategy towards students' reading comprehension in descriptive text of the first year at state Islamic Junior High School Kampar.

2. The Significance of the Research

Related to the objectives of the research above, the significances of the research are as follows:

- To enlarge the writer's knowledge about the research, especially in the topic of students' comprehension in descriptive text.
- To give positive contribution to the English teacher to develop students' reading comprehension.
- To give contribution in development of teaching and learning English theoretically and practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.
- To add references for other next researchers having the same problem as the writer.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the four language skills that should be mastered by the students if they want to understand the text. By reading, students spend their time in good way, get new information, enrich their vocabulary, and also improve their sentence structure. In reading process, a reader tries to understand and to comprehend ideas of the writer. The reader should prepare himself/ herself with the sufficient knowledge regarding the text. To understand reading text, the student should have a good competence in knowing the meaning of the words. However, if the readers have reading skill to comprehend the text, it is not difficult to receive the writers' message. In context, students can interpret what they have read.

According to Whorter and Kathleen, reading is a routine activity in which individual words are combined to produce meaning. Students will be able to catch the ideas of the print or the text by reading it carefully¹. Readers do the reading activity for the message stated in the reading. Readers should have an active role in reading since readers also make a contribution in reading, students are thinking about the purpose and content of the text while reading it in order to get meaning of the text.

¹McWhorter and Kathleen T. *Efficient and Flexible Reading Third Edition*.(USA: Harper Collins Publisher, 1992),p. 23.

Reading is an activity with a purpose². The purpose for reading also determines an appropriate approach to reading comprehension. It means that before doing reading activity, a reader has to know what the purpose of reading itself to get the meaning what we are reading.³. It is a complex activity that involves both perception and thought. It is clear that reading involves our thinking and perception after finishing reading the text to reach understanding.

If one talks about reading, it is always related to reading skill. Students should have many kinds of ability in reading. Students should be able to recognize the topic of the text, the pattern of relationships that are stated in the text, and lexical equivalents as clues to cohesion such as pronoun, preposition, and referents. Students should be able to identify the genre of the text, the purpose of the text, and the ideas of the author. They should also have the ability to get detail information and the overview through scanning and skimming, guessing the meaning of unknown words, paraphrasing text, summarizing it after finishing reading it, drawing conclusion at the end of the reading, and reading the text fast then giving critics or comments about the text in the students' own words. When you are

²KalayoHasibuan and Muhammad FauzanAnsyari.*Teaching English as a foreign language* (Pekanbaru: Alaf Riau Graha,2007),p.114-115

³Elizabeth S.Pang et al, *Teaching Reading*.International Academy of Education.<http://www.curtin.edu.au/curtin/dept/smec/iae>(2003)

reading you will need not only to understand what you read but also to respond to and to assess what you read⁴.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning; in addition, the goal of reading is comprehension.⁵ Besides that Nuttal stated that reading is understood interpret meaning sense⁶. Reading is an interactive process that goes on between the reader and the text, A reader in reading term will use his knowledge, skills, and strategies to determine what the text is. Meaning that the reader tries to recognize the words he finds in the printed text and the meaning of the written text. So, the reading brings a maximum understanding to the author's message.

In conclusion, Reading is an activity with a specific purpose, meaning that readers have something that would be reached by doing reading activity itself; such as to gain the necessary information or even to get pleasure but the main point is that reader should understand what the text or author talks about. To understand and to remember what you read, you need to be involved in what you are reading⁷. In other words, the reader should comprehend the text in order to reach his purpose to do reading activity.

⁴Elizabeth Chesla, *8Th Grade Reading Comprehension Succes* (New York: 2001),p.3.

⁵David Nunan,*PracticalEnglish Language Teaching*.(New York: Mc. Graw.Hill Company, 2003), p.68

⁶Christine Nuttal, *Teaching Reading Skill in a Foreign Language*,(New York: Mc Grow Hill Book Company, 1983), p. 2

⁷Elizabeth Chesla,*8Th Grade Reading Comprehension Succes* (New York 2001), p.3

2. The Nature of Reading Comprehension

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)⁸.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge, and fluency⁹. Reading comprehension is a dynamic interactive process between the readers and the reading materials. The readers need to understand about the materials that they read because it is the purpose of reading activity. In other words, the reader has to be able to comprehend the written discourse that she reads. If the readers can understand the text, it means that they can comprehend the text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of how to catch the ideas of the text or what the writer talks by comprehending reading materials. Reading comprehension is an interactive process that goes on between the reader and the text, resulting in comprehension¹⁰.

⁸ Janette K. Klingner, et al, *Teaching Reading Comprehension to Students with the Learning Difficulties*,(New York: The Guilford Press,2007), p.23

⁹K Klingner, et al. Op, Cit, p. 1

In addition according to Hornby, comprehension is the main act or power of understanding¹¹. When one reads something, he actively goes along to comprehend what the writer's intended message by predicting, evaluating, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is active process that depends not only on comprehension skill, but also on readers' experiences and prior knowledge. Moreillon stated that background knowledge is always behind us backing up our comprehension¹².

Based on some quotation above, the writer concludes that reading comprehension means understanding about what has been read, and the reader can make conclusion. It is an activity including thinking process that depends not only on comprehension but also on the readers' experiences and the prior knowledge. Comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author's purpose, and making judgment evaluating.

The indicators of Students' Reading comprehension in descriptive text are as follows:

1. The students are able to obtain the main idea from the descriptive text.
2. The students are able to infer the meaning of unknown word from the descriptive text.

¹⁸Kalayo Hasibuan and Muhammad FauzanAnsyari.*Teaching English as a foreign language* (Pekanbaru: Alaf Riau Graha,2007),p.114-115

¹¹AS. Hornby, *Oxford Advance Learner's Dictionary of Current English*,(Oxford: Oxford University Press, 1987), p. 174

¹²Judi Moreillo, *Collaborative Strategies for Teacching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 19

3. The students are able to identify what kind of text involved in the descriptive text.
4. The students are able to distinguish the factual information from the descriptive text.
5. The students are able to identify word reference from the descriptive text¹³.

3. The Nature of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and to reveal a particular person, place, or thing¹⁴.

The generic structures of descriptive text:

1. Identification

This part identifies the thing/person being described.

2. Description

This part describes parts, qualities, and characteristics.

¹³Hughes, Arthur.2005. Testing for Language Teachers.Second Edition.Cambridge University Press. Australia.p:133

¹⁴NurZaida, *Practise Your English Competenc SMP KelasVII*. (Jakarta: Erlangga, 2006), p. 53

Example of descriptive text:

New Neighbour

We have a new neighbour: The Yamamotos. They come from Japan. They moved to our city two weeks ago. Mr. Yamamoto works for a mining company in Riau, but his wife stays at home. The Yamamoto has one daughter. Her name is Ako. She is twelve years old. She goes to the same school as I do. In fact, is my classmate.

I often visit Ako's house. I usually go there in the afternoon. Ako and I like study together. Sometimes, I go to her house just to have a nice chatting. I teach her Indonesian. I also love to hear about Japan from her. I have a dream to go there someday.

Ako is a nice girl. She often shows me photograph of her family.

4. Visualizing Strategy

Visualizing is a reading strategy where the students create a mental image or make a drawing or movie in their head about what they have just read to help students remember and understand the text. According to Bell, Visualizing refers to our ability to create pictures in our heads based on the text we read or words we hear.¹⁵ Visualizing strengthens reading comprehension skills as students gain more through understanding of the text they are reading by consciously using the word to create mental images. And then, visualizing is when the reader makes a mental picture of the text that he/she is reading.

¹⁵Lindamood-Bell. "Visualizing and Verbalizing". Retrieved <http://dkelley717.wordpress.com/2011/03/17/reading-comprehension-visualization>

According to Danielle visualizing is a skill that is essential for building comprehension¹⁶. By using Visualization, students can get the true enjoyment of reading and improve habit of actively thinking about everything they read. This practice will lead to greater retention and understanding. Moreover, visualizing strengthens reading comprehension skills as students gain more through understanding of the text they are reading by consciously using the word to create mental image, if they can get the picture, often they have got the concept. When students don't get those pictures in their heads, the teacher may need to think aloud and to talk with them through the ideas in the text, to explain the pictures that come to mind.

Visualization can help students to focus, to remember, and to apply their learning in new and creative situations.¹⁷ However, visualizing is one of many skills that makes reading comprehension possible and visualizing text is a proven way to improve reading comprehension. Students use the words to create mental images, and it can improve their understanding.

Visualization as, "creating pictures in our minds that belong to us and no one else"¹⁸. Visualizing personalizes reading, keeps us engaged, and often prevents us from abandoning a book prematurely." Debbie Miller in

¹⁶ Danielle Mahoney. Visualize !Teaching Readers to create Picture in their Minds. 11 april 2013

¹⁷Ontario Ministry of Education, "Think Literacy", *Think Literacy Cross Curricular Approaches, Grades 7-12*.p.56

¹⁸Amanda N. Nelson, *Developing Reading Comprehension through use of the Visualization Strategy*.The University of Wisconsin Oshkosh, WI 54901-8621. May 2005.p.7

Amanda supported this idea by defining visualization as, “forming a mental image in one’s mind¹⁹.” As we read, we create mental images of what is happening in the story, based on what we already know and understand about the world around us. We are tapping into prior knowledge, making connection, inferring information, and paying attention to details. Characters are created in our minds and our own unique version of the story begins to play out in our imaginations, just like a movie.

In other words, Visualizing strengthens reading comprehension skills as students gain a more thorough understanding of the text they are reading by consciously using the words to create mental images. Visualization in mind regarding what is read and heard to help comprehension. In reading, visualizing is a strategy used in comprehending reading materials.

When teaching the readers how to visualize, it is important to choose the right text. There are many incredible authors out there who have the art of creating pictures in a reader’s mind down to a science. Be sure to choose a text that is full of descriptive language²⁰

Visualizing is also connected to emotions. The descriptive language helps a reader imagine through the senses what is happening to

¹⁹Ibid, p.7

²⁰Danielle Mahoney. Visualize !Teaching Readers to create Picture in their Minds. 11 april 2013

characters. Visualizing draws a person into the story. In short, visualizing is ability to create pictures in our heads based on text we read or words we hear. This visualization creates mental picture and makes the three-dimensional version of the text. Everybody has different visualization in their mind so what students visualize when reading can affect their reading comprehension in descriptive text.

Based on the explanation above, the visualization strategy can be briefly done in the following steps:

1. Teacher reads the assigned text to students, asks them to try and “see “in their minds what the words are saying.
2. Teacher asks students listen to the text, and try to picture the words.
3. Teacher provides the additional text samples, the teacher ask the students to work individually to create mind pictures from the text.
4. Teacher asks students read silently and make notes about mind pictures that emerge from the words in the texts.
5. Teacher asks students to join with three other students to compare their mind picture, to compare and discuss their mental images and ask questions of each other to determine why the mental image differs.
6. Teacher asks students contribute their responses to class discussion.

7. Teacher asks students take notes about the features of text that helps them create picture in their minds from text.²¹

Using Visualizing strategy in the teaching of reading has some benefits in improving students' reading comprehension. It helps develop decoding skills, vocabulary, world knowledge and active comprehension skills such as predicting, analyzing stories, asking questions, constructing images, summarizing the text.

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.²² Besides, we have to analyze what the point is focused on, informs the designs, Finding and conclusion of the previous research:

1. Amanda N. Nelson conducted a research entitled "*Developing Reading Comprehension through use of the Visualization Strategy*". She found that the Visualizing Strategy had improved student' comprehension score. They have a better understanding of author's purpose and the meaning behind the events of the story.²³

²¹Ontario Ministry of Education, "*Think Literacy*",*Think Literacy Cross Curricular Approaches, Grades 7-12*. p. 56

²²Syafi'I, *From Paragrapgh to a Research Report: a Writing of English for Academic Purposes*, (Pekanbaru:LBSI,2011),p.122.

²³Amanda Nelson, *Developing Reading Comprehension through use of the Visualization Strategy*.The University of Wisconsin Oshkosh, WI 54901-8621. May 2005.p.7

2. Mohammad Ghazanfari conducted a research entitled “The Role of Visualization in EFL Learners’ Reading Comprehension and Recall of Short Stories”. He found that the reading comprehension post-test indicated that the experimental group (i.e., the visualizers) obtained a higher mean than the control group (33.64 versus 30.00, respectively), which turned out to be significant.

In a similar manner, the mean scores obtained by the experimental and control groups on the recall test, as displayed in Table 3, above, indicate that the experimental group by attempting to visualize in the process of reading short stories obtained a significantly greater mean than the control group. With regard to the results of the t-test, run to compare the obtained means on the recall test, the second null hypothesis proposed in 1.6., above, is also rejected. That is, according to Table 4, above, with the critical value of t being equal to 2.064, the obtained value of t being equal to 4.90, $df=24$, and $p < .05$, once more the null hypothesis, assuming that visualization by EFL learners would have no effect upon their recall of

narrative texts, is rejected. The rejection of the null hypothesis, in this case, would suggest that applying visualization in the process of reading narrative texts does improve EFL learners' recall of such texts.

He concluded that Visualizing Strategy has improved student' comprehension score. They have a better understanding²⁴.

C. The Operational Concept

In this term, writer would explain briefly about variable of this research. There are two variables used. The first is Visualizing strategy to the teacher's strategy in teaching reading comprehension; the second is students' ability in reading comprehension. Visualizing strategy is an independents variable known as X variable and reading comprehension is a dependent variable known as Y variable. To avoid misunderstanding and misinterpretation, the writer classifies these variables into some indicators as follows:

The procedures of visualizing strategy:

1. Teacher reads the assigned text to students, asks them to try and “see “in their minds what the words are saying.
2. Teacher asks students listen to the text, and try to picture the words.

²⁴Mohammad Ghazanfari, The Role of Visualization in EFL Learners' Reading Comprehension and Recall of Short Stories.Sabzevar University of Teacher Education, Iran. May 2005.p.15-16

3. Teacher provides the additional text samples, the teacher ask the students to work individually to create mind pictures from the text.
4. Teacher asks students read silently and make notes about mind pictures that emerge from the words in the texts.
5. Teacher asks students to join with three other students to compare their mind picture, to compare and discuss their mental images and ask questions of each other to determine why the mental image differs.
6. Teacher asks students contribute their responses to class discussion.
7. Teacher asks students take notes about the features of text that helps them create picture in their minds from text.²⁵

The indicators of Students' Reading comprehension:

1. The students are able to obtain the main idea from the descriptive text.
2. The students are able to infer the meaning of unknown word from the descriptive text.
3. The students are able to indentify what kind of text involved in the descriptive text.
4. The students are able to distinguish the factual information from the descriptive text.
5. The students are able to identify word reference from the descriptive text²⁶.

²⁵Ontario Ministry of Education, "*Think Literacy*" *Think Literacy Cross Curricular Approaches, Graedes 7-12*, p 56.

²⁶Hughes, Arthur.2005. *Testing for Language Teachers*.Second Edition.Cambridge University Press. Australia.p:133

D. Assumption and Hypothesis

1. The Assumption

Based on the limitation of the problem above, the writer assumes:

- a. Using Visualizing Strategy can improve students' reading comprehension of the text.
- b. The better Visualizing strategy is applied in teaching reading comprehension, the better students' ability on reading comprehension will be.

2. The Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

- a. H_0 : there is no significant effect of using visualizing strategy toward students' reading comprehension on descriptive text of the first year at State Islamic Junior High School Kampar.
 - b. H_a : there is a significant effect of using visualizing strategy toward students' reading comprehension on descriptive text of the first year at State Islamic Junior High School Kampar.
-

CHAPTER III

RESEARCH METHODOLOGY

A. The Design of Research

This research was an experimental research. The experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship¹. In experimental research design, the researcher conducted the research as a revelation of a theory by testing a theory if it influences an outcome dependent variable. It was intended to find out the effect of using visualizing strategy toward students' comprehension in reading descriptive text.

The design of this research was quasi experimental research especially non equivalent control group design involving an experimental group and a control group both given a pretest and a posttest². According to Creswell, quasi experiments designs are experimental situation in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.³

In this research, the writer used two groups as samples that one was called experimental class administered by using visualizing strategy and another was control class administered without using visualizing strategy. There were two

¹L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and application Sixth Edition* (New Jersey: Prentice Hall Inc, 2000). p. 367

²Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi Experimental Designs for Research*, (Boston:Houghton Mifflin Company. 1963), p. 47

³Jhon. W. Creswell, *Educational Research: Planing, Conducting and Evaluating Quantitative and Qualitative Research*. (Published city:New jersey. Pearson education. 2008), p. 299

kinds of test given in this research; pre test and post test. Pre test was given before the treatment, and post test was given after the treatment. The types of this research could be designed as follows:

Table III.1
The research design

Group	Pre-Test	Treatment	Post-test
E	Test 1	X	Test 2
C	Test 1		Test 2

E = Experiment class

C = Control class

T1 = Pre-Test to experiment class and control class

T2 = Post- test to experimental and control class

X = Receive the treatment using Visualizing strategy

B. The Time and Location of the Research

The location of this research was at the state Islamic Junior High School Kampar in Kampar Village, Kampar District, and Kampar Regency. This research was conducted from January to March 2013.

C. The Subject and the Object of the Research

The subject of this research was the first year students of state Islamic junior high school Kampar. While, the object of this research was the use of Visualizing Strategy toward the Students' Reading Comprehension of Descriptive Text.

D. Population and Sample

1. Population of the Research

The population of this research was the first year students of State Islamic Junior High School Kampar, Kampar Regency, in academic year of 2012-2013 that covered 134 students. The writer used two classes as samples of this research by using Cluster random sampling. It was done by selecting group (not individual) because all members of selected group have similar characteristics.⁴ The detail of the population of this research is as follows:

⁴L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and application Sixth Edition* (New Jersey: Prentice Hall Inc, 2000), p.129

Table III.2

Distribution of the Research Population

No	Class	Total population
1.	VII I	28
2.	VII II	28
3.	VII III	22
4.	VII IV	30
5.	VII V	26
Total		134

1.The Sample of the Research

In this research, the writer chose two classes only. The classes which were taken as sample were from VII I and VII II. The detail of the sample of this research is as follows:

Table 111.3

Distribution of the Research Sample

No	Class	Student		
		Male	Female	total
1.	VII I	13	15	28
2.	VII II	16	12	28
	Total			56

E. Technique of Collecting Data

To get the data of the research, the writer used technique of collecting the data, namely test. Test was used to obtain the information about the data or scores of students' reading comprehension in descriptive text, the writer used the test. Testing is the way in which information about people's language ability can be gathered.⁵ In this research, the test would be done twice, they were pre-test and post-test; each item of the test consisted of 25 items. Then, the test consisted of five passages with five questions for each. Before and after treatment were intended to obtain students' reading comprehension score.

a. Pre Test

At the beginning, every participant both experimental and control groups took pre-test to find out reading score to determine the class as experimental class and control class.

b. Post Test

The same test was administered by experimental and control classes at the end of course. It was aimed to see if they were different between the two classes.

There are many techniques that can be assessed for students' comprehension in reading test. In this research, writer used one technique, that was multiple choices. Multiple choice is a technique that consists of four options answer and

⁵Hughes, Arthur. 2003. *Testing Language Teacher*. Cambridge: Cambridge University Press. p.5

respondents choose the best of answer based on the text and questions offered. This technique can assess the students' reading comprehension.⁶

Multiple choice questions in the hands of a skilled teacher are highly effective instrument for training interpretive skills. The procedures are as follows:⁷

- a. The students read the text silently and individually.
- b. The students attempt the questions (individually or in groups/pairs).
- c. When all the groups are ready, the teacher records their choices for the answer to question 1 and 25, without disclosing which the best is, promote discussion between the groups about the reasons for their choices.

There were four choices A, B, C and D, the answers which were adapted from text. The form of the text was descriptive text test.

Table III.4
Blue print of Pre-Test

Indicator	Items
1. Identifying main idea	1, 6, 11, 16, 21
2. Inferring the meaning	2, 7, 12, 17, 22
3. Identifying kind of text/ purpose of text	3, 8, 13, 18, 23
4. Identifying factual information	4, 9, 14, 19, 24
5. Identifying word reference	5, 10, 15, 20, 25

Based on the table , the proportion of indicators for reading text are main idea in reading text that can be found in item number 1, 6, 11, 16, 21, inferring the

⁶Hughes,*loc.cit.* p.143

⁷Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, (London: Heinemann Educational Books, 1983), p. 126.

meaning of un known word can be seen in item number 2, 7, 12, 17, 22, identifying what kind of text can be seen in item number 3, 8, 13, 18, 23, identifying the factual information are in item number 4, 9, 14, 19, 24, identifying word reference can be seen in item number 5, 10, 15, 20, 25.

TABLE 111.5
Blue print of Post-Test

Indicator	Items
1. Identifying main idea	1, 6, 11, 16, 21
2. Inferring the meaning	2, 7, 12, 17, 22
3. Identifying kind of text/ purpose of text	3, 8, 13, 18, 23
4. Identifying factual information	4, 9, 14, 19, 24
5. Identifying word reference	5, 10, 15, 20, 25

Based on the table, the proportion of indicators for reading text are main idea in reading text that can be found in item number 1, 6, 11, 16, 21, inferring the meaning of un known word can be seen in item number 2, 7, 12, 17, 22, identifying what kind of text can be seen in item number 3, 8, 13, 18, 23, distinguish of the factual information are in item number 4, 9, 14, 19, 24, identifying word reference can be seen in item number 5, 10, 15, 20, 25.

1. The Research Procedure

Visualizing Strategy was used in learning and teaching English process toward reading comprehension skill, it helped teacher to achieve

the goal of teaching. The procedures of this research were divided into two phases:

a. Procedures of Collecting Data for Experimental Class

1) 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 25 items. The test was about reading comprehension which was appropriate with the curriculum of the school. The test consisted of four passages with five questions for each.

2) Treatment

The treatment was conducted to the experimental class only. The treatment that was used was Visualizing Strategy in teaching English part, namely reading comprehension. The length of the time to apply the strategy was about six meetings and every meeting was about 40 minutes.

3) Post- Test

After eight meetings, the result of the post- test for experimental class was analyzed and used as final data for this research.

b. The Procedures of Collecting Data for Control Class

1) Pre- test

The goals, items, and procedures of the test for control class were the same as those conducted for experimental class, the difference was only the time.

2) Conventional Strategy

In this study, the teacher taught reading comprehension in the control class by using conventional strategy of classical methods. The strategy used in the classroom was done by steps below:

1. The teacher asked the students to read the reading passages or the teacher read the text and the students listened.
2. The teacher asked the students to find out the meaning of difficult words by using dictionary.
3. The teacher asked the students to answer the questions based on the text passage.
4. The teacher collected the students' reading assignment
5. The teacher made the conclusion from the reading text and the students answered the question with the students together.

3) Post- test

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

2. Validity and Reliability Test

a. Validity

To obtain the data about the contribution of Visualizing strategy toward Reading Comprehension at State Islamic Junior High SchoolKampar Kampar Regency, the writer required to see each score. It was used pertaining to the most characteristic of an item to be accurately determined by its

difficulty. Then, the tests given to students were taken into account. The difficult or easy test often showed the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinent to the index of difficulty, in which it was generally expressed as the percentage of the students who answered the questions correctly.

The formula for item difficulty is as follows⁸:

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

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 showed how easy or difficult a particular item in the test. The items that did not reach the standard level of difficulty were excluded from the test and they were changed with the new items that were appropriate.

The standard level of difficulty used is $<0,30$ and $>0,70$ ⁹ It means that the item test that would be accepted if the level of difficulty was between 0.30-0.70 and it was rejected if the level of difficulty was below 0.30 (difficult) and over 0.70 (easy). Then, the proportion of correct answers was represented by “p”, whereas the proportion of incorrect answers was represented by “q”.

⁸. Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan dan Praktek*. (Jakarta: PT. Renika Cipta.2002), pp.209

⁹,SuharsimiArikunto, *Dasar- DasarEvaluasiPendidikan*, (Jakarta: BumiAksara, 2011), p. 76

TABLE III.6**The Data of Try Out**

No.	Indicators of Variable X	Try Out			
		Items no.	Correct	P	Q
		1	14	0,64	0,36
1.	Identifying	6	10	0,45	0,55
	Main	11	14	0,64	0,36
	Idea	16	13	0,59	0,41
		21	11	0,45	0,55
2.	Inferring	2	14	0,64	0,36
	The	7	13	0,59	0,41
	Meaning	12	8	0,36	0,64
		17	13	0,59	0,41
		22	9	0,41	0,59
3.	Identifying	3	15	0,68	0,32
	Kind of text	8	14	0,64	0,36
	/the purpose of text	13	15	0,59	0,41
		18	12	0,55	0,45
		23	10	0,45	0,55
4.	Identifying	4	11	0,50	0,50
	Factual	9	11	0,50	0,50
	Information	14	13	0,59	0,41
		18	15	0,68	0,32
		24	15	0,68	0,32
5.	Identifying	5	11	0,50	0,50
	Word	10	15	0,68	0,32
	Reference	15	15	0,68	0,32
		20	12	0,55	0,45
		25	14	0,64	0,36
	N	22			

Based on the table III 3, it shows the item numbers of the first indicator for identifying the main idea which are number 1, 6, 11, 16, and 21. The proportion of correct answer for item number 1 is 0.64, item number 6 is 0.45, item number 11 is 0.69, item number 16 is 0.59, and item number 21 is 0.45. Based on standard level of difficulty “p” is 0.30 and 0.70. So, all of the item numbers of difficulties for identifying the topic are accepted.

The item numbers of the second indicator for identifying the communicative purpose are number 2, 7, 12, 17, and 22. The proportion of correct answer for item number 2 is 0.64, item number 7 is 0.59, item number 12 is 0.36, item number 17 is 0.59, and item number 22 is 0.41. Based on standard level of difficulty “p” is 0.30 and 0.70. So, all of the item numbers of difficulties for identifying the communicative purpose are accepted.

The item numbers of the third indicator for identifying the factual information are numbers 3, 8, 13, 18, and 23. The proportion of correct answer for item number 3 is 0.68, item number 8 is 0.64, item number 13 is 0.68, item number 18 is 0.55, and item number 23 is 0.45. Based on standard level of difficulty “p” is 0.30 and 0.70. So, all of the item numbers of difficulties for identifying the generic structures are accepted.

The item numbers of the fourth indicator for identifying reference are numbers 4, 9, 14, 19, and 24. The proportion of correct answer for item number 4 is 0.50, item number 9 is 0.50, item number 14 is 0.59, item number 19 is 0.68, and item number 24 is 0.68. Based on standard level of difficulty “p” is 0.30 and 0.70.

So, all of the item numbers of difficulties for understanding the meaning of vocabulary are accepted.

The item numbers of the fifth indicator for understanding the meaning of vocabulary are numbers 5, 10, 15, 20, and 25. The proportion of correct answer for item number 5 is 0.50, item number 10 is 0.68, item number 15 is 0.68, item number 20 is 0.55, and item number 25 is 0.64. Based on standard level of difficulty “p” is 0.30 and 0.70. So, all of the item numbers of difficulties for identifying reference are accepted.

b. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explained that reliability is primary importance in the use of both public achievement and proficiency test and classroom test¹⁰. There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing,
- c. The administration of the test, clearly this is an important factor in deciding reliability.

In this research the researcher found the score of reliability by using SPSS 16.0. To know the reliability of the test, the writer found the mean score, the standard deviation of the test, and Cronbach’s Alpha.

¹⁰J.B. Heaton, *writing English Language Te.*, (New York, Longman Inc, 1988), p.159

Table III.7

Case Processing Summary

		N	%
Cases	Valid	22	100.0
	Excluded ^a	0	.0
	Total	22	100.0

a. Listwise deletion based on all variables in the procedure.

Based on the table III.4, we can see that the cases of valid are 22 students, exclude 0, and the total students following these test are 22 students.

Table III.8

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.41	19.396	4.404	25

Based on the table we can see that the mean score is III.5, variance is 19.396. std. Deviation is 4.404, and number of items are 25.

Table III.9

Reliability Statistics

Cronbach's Alpha	N of Items
.710	25

Based on the table III.6, we can see that Cronbach's Alpha is 0,710 and number of items are 25.

To know reliability of the test, or test has reliable. Sudijono said that if $r_{ii} < 0.70$ means that the test's reliability is low or unreliable and if > 0.70 means that the test' reliability is high or reliable.¹¹ Based on the result score of reliability of instrument tests above, it can be seen that r_{ii} for try out was 0.710. It means that r_{ii} is higher than r_t (0.7). So, the instrument test was reliable.

F. The Technique of Data Analysis

In order to find out whether or not there was a significant effect of using Visualizing strategy toward reading comprehension of the first year students, the data were analyzed statistically. In analyzing the data, the writer used score of the experimental and control class. In this research, the writer used SPSS (Statistical Package for the Social Sciences) 16 Version to calculate the data. The result of t-test analyzing could be seen on the SPSS output.

To analyze the collected data, the writer established some categories to classify the result of the test as main instrument of this research, According to Hartono; the score range is as follows:

Formula :

$$t_0 = \frac{Mx - My}{\frac{SDx^2}{\sqrt{N-1}} + \frac{SDy^2}{\sqrt{N-1}}}$$

¹¹Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada), p.254

Where:

t_o : The value of t-obtained

M_x : Mean score of experiment class

M_y : Mean score of control class

SD_x : Standard deviation of experiment class

SD_y : Standard deviation of control class

N : Number of students

The t-test was obtained by considering the degree of freedom (df) = $(N_1+N_2)-2$.

Statistically the hypotheses were:

H_a : $t_o > t\text{-table}$

H_o : $t_o < t\text{-table}$

H_a was accepted if $t_o > t\text{-table}$ or there is a significant effect of using Visualizing strategy toward reading comprehension of descriptive text of the first year students at Islamic Junior High School Kampar.

H_o was rejected if $t_o < t\text{-table}$ or there is no significant effect of using Visualizing strategy toward reading comprehension of descriptive text of the first year students at Islamic Junior High School Kampar.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of Research Procedure

The purpose of the research was to obtain the data of students' reading comprehension taught by using Visualizing strategy and taught by using conventional strategy, and also the significant effect of Using Visualizing Strategy toward Student Reading Comprehension. The data were obtained from students' post-test scores of experimental and control class. The research procedures of this research are 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 VII A and VII B. The writer asked the students to answer some questions based on the text given; the text was a descriptive text.
3. Based on the result of pre-test, it was found that VII A was experimental class and VII B was 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 in same descriptive text to test students' reading comprehension for the post-test of experimental class. While for control class, taught without using treatments, the writer used the same format of questions and same descriptive text for their post-test as well.

B. The Data Presentation

The data of this research were obtained from the score of students' pre-test and post-test. All of the data were collected through the following procedures:

1. Students of both Classes (Experimental Class and Control Class), were asked to answer the questions based on the descriptive text given
2. The format of the test was multiple choices

There were two data of reading comprehension served by the researcher. They were the data of students' reading comprehension taught by using Visualizing strategy and the data of students' reading comprehension taught by using conventional strategy, and they are as follows:

1. Data presentation of students' Reading Comprehension taught by using Visualizing strategy

The data of students' reading comprehension through by using Visualizing strategy were accepted from pre-test and post-test of V11 A as an experimental class taken from the sample of this class (28 students). The researcher taught directly for 8 meetings in the experimental class. The data can be seen as the data below:

Table IV.1
The Score of the Students' Reading Comprehension Taught by Using
Visualizing strategy

No	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	S-1	68	76	8
2	S-2	60	72	12
3	S-3	60	68	8
4	S-4	64	68	4
5	S-5	72	80	8
6	S-6	60	72	12
7	S-7	72	84	8
8	S-8	68	76	8
9	S-9	60	64	4
10	S-10	68	86	18
11	S-11	60	76	16
12	S-12	64	76	10
13	S-13	56	64	8
14	S-14	52	56	4
15	S-15	60	72	12
16	S-16	60	72	12
17	S-17	52	56	4
18	S-18	56	68	12
19	S-19	72	80	8
20	S-20	64	76	12
21	S-21	48	56	8
22	S-22	64	72	8
23	S-23	60	64	4
24	S-24	72	76	4
25	S-25	72	84	12
26	S-26	60	72	12
27	S-27	64	72	8
28	S28	60	68	8
Total		1748	2006	252

From the TableIV.1, the writer found that the total score of pre-test in experimental class was 1748 while the highest score was 72 and the lowest one was 48. The total of the score of post test in experimental class was

2006;while, the highest was 86 and the lowest one was 56. It means that the students had significant increasing of the reading comprehension. It was proved by total score and frequency of the score from pre-test and post-test which was significantly different, and it can be seen as below:

Table IV. 2
The Frequency Distribution Pre-test of Experimental Class

The Score of Pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 48	1	3.6	3.6	3.6
52	2	7.1	7.1	10.7
56	2	7.1	7.1	17.9
60	10	35.7	35.7	53.6
64	5	17.9	17.9	71.4
68	3	10.7	10.7	82.1
72	5	17.9	17.9	100.0
Total	28	100.0	100.0	

The table IV.2 shows the frequency distribution of experimental class before treatment. The output from 28 respondents, the valid percent with the interval of 48 was 3.6 %, the interval of 52 was 7.1 %, the interval of 56 was 7.1%, the interval of 60 was 35.7%, the interval of 64 was 17.9%, the interval of 68 was 10.7%,and the interval of 72 was 17.9%.

Table IV.3
The Frequency Distribution Posttest of Experimental Class
The Score of Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 56	3	10.7	10.7	10.7
64	3	10.7	10.7	21.4
68	4	14.3	14.3	35.7
72	7	25.0	25.0	60.7
76	6	21.4	21.4	82.1
80	2	7.1	7.1	89.3
84	2	7.1	7.1	96.4
86	1	3.6	3.6	100.0
Total	28	100.0	100.0	

The table IV.3 shows the frequency distribution of the experimental class after treatment. The output from 28 respondents, the valid percent with the interval of 56 was 10.7 %, the interval of 64 was 10.7%, the interval of 68 was 14.3%, the interval of 72 was 25.0%, the interval of 76 was 21.4%, the interval of 80 was 7.1%, the interval of 84 was 7.1%, the interval of 86 was 3.6%.

2. Data presentation of the Students' Reading Comprehension Taught by Using Conventional Strategy

The data of students' reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of class V11B as a control class taken of the sample in this class (28Students). The data can be seen as the table below:

Table IV. 4
The Score of the Students' Reading Comprehension Taught by Using
Conventional Strategy

No	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	S-1	68	72	4
2	S-2	68	72	4
3	S-3	72	76	4
4	S-4	60	60	0
5	S-5	64	60	-4
6	S-6	72	80	8
7	S-7	52	60	8
8	S-8	64	68	4
9	S-9	60	64	4
10	S-10	60	56	-4
11	S-11	56	56	0
12	S-12	68	72	4
13	S-13	60	68	8
14	S-14	64	64	0
15	S-15	72	80	8
16	S-16	56	56	0
17	S-17	64	72	8
18	S-18	56	64	8
19	S-19	56	60	4
20	S-20	68	72	4
21	S-21	52	56	4
22	S-22	56	64	8
23	S-23	60	60	0
24	S-24	60	64	4
25	S-25	72	84	12
26	S-26	60	60	0
27	S-27	64	72	8
28	S28	56	60	4
Total		1740	1852	112

From the TableIV.4, the researcher found that the total score of pre-test in the control class was 1740; while, the highest score was 72 and

the lowest one was 52. The total of the score of post test in the control class was 1852 while the highest score was 84 and the lowest one was 56. It means that the students had little increasing of their reading comprehension.

Table IV.5
The Frequency Distribution Pre-test of Control Class

The Score of Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 52	2	7.1	7.1	7.1
56	6	21.4	21.4	28.6
60	7	25.0	25.0	53.6
64	5	17.9	17.9	71.4
68	4	14.3	14.3	85.7
72	4	14.3	14.3	100.0
Total	28	100.0	100.0	

The table IV.5 shows the frequency distribution of the control class before treatment. The output from 28 respondents, the valid percent with the interval of 52 was 7.1%, the interval of 56 was 21.4%, the interval of 60 was 25.0%, the interval of 64 was 17.9%, the interval of 68 was 14.3%, and the interval of 72 was 14.3%.

Table IV.6
The Frequency Distribution Posttest of Control Class

The Score of Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 56	4	14.3	14.3	14.3
60	7	25.0	25.0	39.3
64	5	17.9	17.9	57.1
68	2	7.1	7.1	64.3
72	6	21.4	21.4	85.7
76	1	3.6	3.6	89.3
80	2	7.1	7.1	96.4
84	1	3.6	3.6	100.0
Total	28	100.0	100.0	

The table IV.6 shows the frequency distribution of the experimental class after treatment. The output from 28 respondents, the valid percent with the interval of 56 was 14.3%, the interval of 60 was 25.0%, the interval of 64 was 17.9%, the interval of 68 was 7.1%, the interval of 72 was 21.4%, the interval of 76 was 3.6%, the interval of 80 was 7.1%, the interval of 84 was 3.6%.

C. The Data Analysis

The data analysis the students' reading comprehension for experimental class was explained in the following table:

Table IV.7
The Classification of Experimental class¹

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	5	17.9%
2	Good	70-79	13	46.4%
3	Enough	60-69	7	25 %
4	Less	50-59	3	10.7%
5	Bad	0-49	0	-
Total		-	28	100%

Based on the table IV.7 about the classification of experimental class, the output from 28 students shows that the category of number 1 was on the frequency of 5 (17.9%), the category of number 2 was on the frequency of 13 (46.4%), the category of number 3 was on the frequency of 7 (25%), the category of number 4 was on the frequency of 3 (10.7%), and the category of number 5 was no frequency 0 (0%). The table above shows that the highest percentage of experimental class was 13 (46.4%). Thus, the majority of the students' score in this experimental class was classified as **Good**.

Table IV.8
The Classification of Control Class

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	3	10.7%
2	Good	70-79	7	25%
3	Enough	60-69	14	50%
4	Less	50-59	4	14.3%
5	Bad	0-49	-	0%
Total		-	28	100 %

¹Anas Sudijono. Pengantar Statistik Pendidikan. (Jakarta: PT. Rafindo Persada, 2007) p. 32

Based on the table above, the classification of experimental class of the first year student at State Islamic Junior High School, the output from 28 students shows that the category number 1 was on the frequency of 3 (10.7%), the category number 2 was on the frequency of 7 (25%), the category number 3 was on the frequency of 14 (50%), the category number 4 was on the frequency of 4 (14.3%), the category number 5 was no frequency 0 (0%). The table above shows that the highest percentage of control class was 14 (50%). Thus, the majority of students in this regard were classified as **Enough**.

Table IV.9

Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Experiment 1	28	9.00	3.672	.694
Control 2	28	4.00	3.925	.742

Based on the above table, it can be seen that the total students from the experimental class was 28 and the control class was 28, the mean of the experimental class was 9.00, and mean of the control class was 4.00. Standard deviation from the experimental class was 3.672, while standard deviation from the control class was 3.925. Standard error mean experimental class was 694, and the control class was 742.

Table IV.10

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.012	.912	4.922	54	.000	5.000	1.016	2.964	7.036
Equal variances not assumed			4.922	53.761	.000	5.000	1.016	2.963	7.037

Based on the output SPSS above, independent sample T-Test shows levene's Test to know the some variance.²

H₀: Variance Population Identical

H_a: Variance Population not accepted

If Probability > 0.005, H₀ is accepted

If Probability < 0.005, H_a is rejected

From the table above, it can be seen that t₀ was 4.922 and df was 54.

The t₀ obtained was compared to t_{table} either at 5% or 1%. At significant level of 5%, t_{table} is 2.01 and at significant level of 1%, t_{table} is 2.68. Based on t_{table}, it can

²Hartono. SPSS 16.0 *Analisis Data Statistik dan Penelitian*. (Pekanbaru: Pustaka Pelajar). P.159

be analyzed that t_o is higher than t_{table} either at significant level of 5 % or 1%. In other words, we can read $2.01 < 4.922 > 2.68$. Therefore, the writer could conclude that H_o is rejected and H_a is accepted. It means that there is significant effect of using Visualizing strategy toward students' reading comprehension of the first year students at State Islamic Junior High School Kampar.

The score obtained was compared to r_{table} of product moment that the degree of freedom was 49. r product moment at the level of 5% is 2.01 and 1% is 2.68. The score obtained of Cronbach's Alpa was 5.585 which is higher than r_{table} both 5% and 1% (**2.01 4.922 2.68**). It means that the test was reliable.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the explanation in the chapter IV, finally the research about the effect of Visualizing Strategy towards students' reading comprehension of the first year at State Islamic Junior High School Kampar of Kampar Regency comes to the conclusions as follows:

1. The first is to find out reading comprehension of students taught by using Visualizing Strategy. At the pre-test, the mean score of experiment class was 62.00. After conducting the research, the mean score of reading comprehension of students taught by using Visualizing Strategy of the first year at State Islamic Junior High School Kampar was 73,53. It rised11.53.
2. The second is to find out reading comprehension of students taught without using Visualizing Strategy. At the pre-test, the mean score of control class was 60.40. After conducting the research, the mean score of reading comprehension of students taught without using Visualizing Strategy at State Islamic Junior High School Kampar is 62.90. It rised2.50.
3. The last question is to find out significant effect of Using Visualizing Strategy towards students' Reading Comprehension in Descriptive Text of the first year at State Islamic Junior High School. From the data, it can be seen that reading

comprehension of students taught by using Visualizing Strategy was better than reading comprehension of students taught without using Visualizing strategy.

From this research, the writer concludes that there is significant effect of using Visualizing strategy towards students' reading comprehension of the first year at State Islamic Junior High School Kampar in Kampar Regency.

B. Suggestion

Considering the effect of Visualizing strategy toward students' reading comprehension, the writer would like to give some suggestion as follows:

- 1) Suggestion for the teacher:
 - a. It is recommended to teacher to use Visualizing strategy in teaching and learning process.
 - b. The teacher should build a favorable atmosphere in teaching-learning process because the conducive condition in teaching would become one asset to carry the success of material taught.
- 2) Suggestion for the students:
 - a. The students should try to understand to use Visualizing Strategy in reading text.
 - b. The students should pay more attention to the lesson that has been taught by teacher in front of the class.
 - c. The students have to read the text frequently and take active participation in learning process in order to support their reading comprehension.

- d. The teachers have to support their teaching activity with the interesting media.

Finally, the writer considers that this study still needs validation from the next writer that has the same topic as this study

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