THE EFFECT OF MIND'S EYE STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL IN ACADEMIC YEAR 2021

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatra (UINSU) Medan as a Particular Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan* (S-1)

By:

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DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBIYAH AND TEACHERS TRAINING STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

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2021

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SURAT PENGESAHAN

Skripsi ini yang berjudul "The Effect of Mind's Eye Strategy on Students' Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School in Academic Year 2021" yang disusun oleh Windy Annisa yang telah dimunaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan pada tanggal:

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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.
Walaikumsalam Wr. Wb

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Univesitas batal saya terima.

Medan, Agustus 2023

Yang membuat pernyataan

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ABSTRACT

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Judul Skripsi : The Effect of Mind's Eye Strategy on Students' Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School

Key Words: Mind's Eye Strategy, Reading Skill, Narrative Text

The objective of this study is to find out the effect of the mind's eye strategy on students' reading comprehension. Students in the tenth grade of SMAN 1 Stabat were the subjects of the study. In this research, a quasi-experimental design with pre-test and post-test were used. There were two groups in this design: experimental and control groups that were chosen at random. In this research, the researcher used two classes as samples. They were X IA 1, which consisted of 32 students from the experimental class, and X IA 2, which was a control class. The quantitative technique was applied in this research. According to descriptive analysis, the lowest post-test score in the experimental class is 70 and 60 in the control class. The highest score of post-test in experimental class is 90 and 85 in control group. The mean score of post-test in experimental group is 82.19 and 72.50 in control group. As a result, there are variances between before and after treatment using the mind's eye strategy vs the conventional strategy. It indicates that using the mind's eye strategy to improve students' reading comprehension in narrative text is effective.

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This thesis titled **" The Effect of Mind's Eye Strategy on students' Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School in Academic Year 2021".** Is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatra as a paricular fulfillment of the requirements of the degree of S.Pd.

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In writing this thesis, the researcher realized that this thesis far from being perfect though the researcher has done her best, so the researcher hopes suggestion for this thesis. Without any helps and support from all parties, this thesis would not be completed.

Medan, Agustus 2021

Windy Annisa

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LIST OF CONTENT

ABSTRACT ..... **i**

ACKNOWLEDGEMENT ..... **ii**

LIST OF CONTENT ..... **iv**

LIST OF TABLE ..... **vii**

LIST OF FIGURE ..... **viii**

LIST OF APPENDICES ..... **ix**

CHAPTER I INTRODUCTION

A. Background of the Study 1

B. Identification of the Problem 5

C. Formulation of the Problem 6

D. Objective of the Study 6

E. Significance of the Study 6

CHAPTER II REVIEW OF LITERATURE

A. Theoretical Framework 9

1. Reading as a Language Skill 9

a. Reading Comprehension in Language Learning 12

b. Reading Intruction in Indonesia EFL Context 13

2. Narrative Text as a Genre in EFL Context 15

a. Narrative Text 16

1. Social Function of Narrative Text 17

2. General Structure of Narrative Text 17

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

3. Strategy in Teaching Reading Comprehension 21

3. Mind's Eye 22

a. Procedure in Teaching Reading Using Mind's Eye Strategy 23

b. Adventages of Mind's Eye Strategy 25

d. Disadvantages of Mind's Eye Strategy 26

B. Related Study.....26

C. Conceptual Framework 27

D. Hypotheses 28

CHAPTER III RESEARCH METHOD

A. Time and Place of the Reasearch 29

B. Method and Design of the Reasearch.....30

C. Population and Sample.....32

D. Instrument of Collecting Data 33

E. Validity and Reability 33

F. Technique of Collecting Data 35

G. Technique of Analyzing Data 35

CHAPTER IV DATA AND RESEARCH FINDING

A. Data Description.....39

1. The Pre-test Score 39

2. The Post-Test Score 41

B. Data Analysis.....44

1. Preliminary Analysis 44

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

a. Normality test 44

b. Homogeneity Test 46

c. T-test.....48

C. Discussions 51

CHAPTER V

A. Conclusion.....56

B. Suggestion 56

C. Recommendation 57

References 59

Appendices 63

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

LIST OF TABLE

Table	Title	Page
4.1	Descriptive Text Pre-Test Score	36
4.2	Descriptive Text Post-Test Score	39
4.3	Normality of Pre-Test Tests of Normality Test	42
4.4	Normality of Post-Test Tests of Normality Test	43
4.5	Test of Homogeneity Pre-Test Experimental and Controlled Class	44
4.6	The of Homogeneity Post-Test Experimental and Controlled Class	44
4.7	The Result of T-test from Post-test Score	47

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

LIST OF FIGURE

Table	Title	Page
4.1	Students' Pre-Test Score in Experimental and Controlled Class	37
4.2	Students' Post-Test Score in Experimental and Controlled Class	39
4.3	Students' Differences Score in Experimental and Controlled Class	41
4.4	The Calculation of N-Gain	45

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

LIST OF APPENDICES

Appendix	Title	Page
Appendix I	Lesson Plan of Experimental Class	60
Appendix II	Lesson Plan of Control Class	63
Appendix III	Pre-Test	66
Appendix IV	Post-Test	71
Appendix V	Answer Key Pre-Test and Post-Test	75
Appendix VI	The Result of Students' Comprehension Test	76
Appendix VII	Frequency Distribution of Experimental and Controlled Class	80
Appendix VIII	T-table and The Critical Value Kolmogorov Smirnov Test	82

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the research's history, research challenge, research objectives, and significance.

A. Background of the Study

One of the international media languages that greatly advances global modernisation is English.[1] In addition to being used and taught in schools, English is also employed in fields like science, medicine, sports, technology, the culinary arts, banking, and others. According Crystal, English is quickly taking the position of a world language, andno other language has grown as much over the world as English, making it a truly global language. [2] English is a vital aspect of learning, specifically in Education.

Every student in Indonesia is required to take English as a subject. It means, having English skills and abilities is a must that must be possessed by every individual if you want to get knowledge easily. According to Alwasilah, English need to be taught in schools since it helps Indonesia's future generations thrive.[4]

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[1]Parupalli Srinivas Roa, (2019), *The role of English as a global language, Research Journal of English (RJOE),* King Faisal University, p. 65, Vol-4, Issue-1, 2019, ISSN: 2456-2696

[2] Crystal, D.2000. *English As a Global Language*. Cambridge: Cambridge University Press.

[3] Tsui, A. B. M. & Tollefson, J. W. (Eds.). (2007). *Language policy, culture, and identity in Asian contexts*. Mahwah, N.J.: Lawrence Erlbaum Associates.

[4] Alwasilah, A. C. (2001). *Language, culture, and education*: A portrait of contemporary Indonesia. Bandung, Indonesia: CV. Andira.

Therefore, English must be introduce from the kindergarten level and continuously learn up to university level. English is a mandatory subject in Indonesia, and every student is required to learn it.

Listening, speaking, reading, and writing are the four linguistic abilities Tarigan describes as being necessary for acquiring English.[5] Reading is an activity which has an important role to the students especially in the learning process. Reading is an activity thatis very vital to students, especially during the learning process. According to Patel and Jain, the most crucial component of every language education is reading. Reading plays a vital role of combining and improving one's language skills as well as a reference and a fun hobby. Anyway, it was reading comprehension.[6] Anyway, Reading comprehension was required. It is possible for people to learn reading comprehension by engaging in a variety of general knowledge acquisition activities.[7]

In Indonesia, teaching English in the curriculum 2013 focuses on developing student literacy so that people can understand a text and identify the grammatical aspects in the texts.[8] Students in the tenth grade of Senior High School (SMA) are supposed to be able to understand descriptive, narrative, and recount texts, as

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[5] Tarigan. (2015). *Menulis sebagai suatu keterampilan berbahasa*. Bandung: Angkasa. p.2

[6] M. F Patel, & Praveen M. Jain, (2008), *English Language Teaching Method (Method, Tool, Technique)*, Jaipur: Sunrise Publisher and Distributor, p. 113-114

[7] Harris, A.J. & Sipay, E.R.1980. *How to Increase Reading ability*. New York: Longman Inc.

[8] Syamsidah Lubis, (2014), *Efektivitas Problem Based Learning untuk Meningkatkan Kemampuan Reading Comprehension*, p.4

shown in the learning curriculum.[9] One of the most widely read and most easily understood genres is the narrative. due to the fact that narrative texts have always been and will always be a popular genre.[10]

Despite these reading goals, research from The International Association for The Evaluation Achievment indicates that Indonesians' reading skills and enthusiasm for reading activities remain poor. Based on this literature study, it is stated that Indonesian society does not yet have a dependence on reading as a learning process.[11] From the explanation obove, Guntur asserts that reading is a challenging talent to learn since kids sometimes had trouble understanding a text's genuine meaning.[12]

One of the most widely read and most easily understood genres is the narrative. due to the fact that narrative texts have always been and will always be a popular genre. Reading also establishes a relationship between the reader and the text, so supplying the reader with meaning in the form of knowledge. According to Pearson and Johnson, readers' levels of difficulty in understanding the text may differ. It might be based on word lists, phrase constructions, or vocabularies.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[9] Silabus Kurikulum 2013, *Bahasa Inggris Wajib*, kelas X

[10] Knapp, P and Watkins, M, (2005), *Genre, Text, Grammar (Technologies for Teaching and Assessing Writing)*, p. 220

[11] Vismaia. *The International Association for The Evaluation Achievment* .2001. p.1

[12] Tarigan Guntur, (1979), *Membaca sebagai suatu keterampilan berbahasa* . Bandung: Angkasa, p. 7.

Reading also establishes a relationship between the reader and the text, so supplying the reader with meaning in the form of knowledge.[13] According to Pearson and Johnson, readers' levels of difficulty in understanding the text may differ.[14] Grabe determined that narrative genre is the most passages are too long to read and the reading material is uninteresting. It means that pupils will get tired reading if the book is too long and the subject matter is dull to them.[15]

According to some prior study, a reading skill technique can help students improve their ability and make it simpler for them to comprehend the material, depending on how well they can read. According to Gerald, a strategy must be used in reading instruction to boost students' interest and promote understanding.[16] Mind's Eye tactic will be used as one of the techniques.

The mind's eye technique can help students read more comprehension. According to Rasid's research, the Mind's Eye strategy had a strong influence on students' reading comprehension at SMA 3 with a t-test result = 76.56 for students taught using the Mind's Eye strategy and 69.53 for those taught

UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN

[13] Singhal, Meena. 1998. *A Comparison of L1 and L2 Reading: Cultural Differences and Schema*. In ITESL Journal. (Online), Vol IV, No 10, October 1998. Available: Reading L1L2.html

[14] Pearson, P.D. and Johnson, D.D.1974. *Teaching Reading Comprehension*. New York:Holt, Rinehart and Winston.

[15]Grabe, W. 2009. *Reading in a Second language (Moving from Theory to Practice)*. Cambridge: Cambridge University press.

[16]Gerald G. Duffy, (2009), *"Explaining Reading: A resource for Teaching Concept, Skills, and Strategies",* New York: The Guilford Press,p. 101.

using the conventional way.[17] Marliana's research also revealed that SMP 1 Painan students' reading comprehension may be improved by employing the Mind's Eye technique. T computed turned out to be higher than ttable (1.664), at 4.50. The mean score for the experimental group was 75.81, while that of the control group was 67.12. It implies that the mean score of the experimental group was greater than the mean score of the control group.[18]

Based on the aforementioned studies, the same research with the title **"The Effect of Mind's Eye Strategy on Student's Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School in Academic Year 2021"** will be carried out in different levels of students at Senior High School using an experiment approach.

B. Identification of the Problem

Based on the issues mentioned in the study's background, the following issues can be found in the study:

1. The students' reading comprehension is still subpar, including their vocabulary, grammar, and tenses.
2. Students are less interested in and motivated to read.
3. Students continue to struggle with comprehension while reading narrative texts.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[17] Abdul Rasid. (2012). The Effect of Using Mind's Eye Strategy. *Thesis*. State Islamic University of Sultan Syarif Kasim, Riau.

[18] Leni Marliana. (2015). The Effect of Using Mind's Eye Strategy. *Thesis*. Institute for Islamic Studies (IAIN), Imam Bonjol Padang

4. Students also considered reading to be a boring activity.

C. Formulation of the Problem

The problem formulation could be as follows in light of the issues mentioned above: "Is there any appreciable difference between the Mind's Eye strategy and conventional strategy on students' reading comprehension of narrative text in Senior High School's tenth grade in Academic Year 2021?"

D. The Study's Purpose

Based on the aforementioned problem formulation, the purpose of this study is to determine if the mind's eye approach significantly affects students' reading comprehension of narrative material in the tenth grade of senior high school.

E. Objective of the Study

Based on the aforementioned problem formulation, the goal of this study is to determine the substantial impact of the mind's eye technique.tenth grade senior high school pupils' reading comprehension of narrative texts was compared to traditional technique.

F. Significance of the Study

The researcher needs the findings of this investigation to contribute to two crucial areas. The first is conceptual, whereas the second is real-world. The researcher anticipates that the research's findings will be significant in the following ways:

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SUMATERA UTARA MEDAN

1. Theoretical Significance

The results of this study are anticipated to serve as a foundation for future research on the mind's eye reading strategy as well as a guide for other authors who wish to learn more about the mind's eye reading strategy.

2. Practical Significance

a. For students

The Senior High School pupils in the tenth grade should greatly benefit from this study and improve their reading comprehension scores as a result.

b. For English teachers

The outcome of this study is anticipated to provide the knowledge needed to determine whether an efficient technique can be used. Additionally, if the Mind's Eye tactic is successful in assisting students in improving their reading comprehension, the teacher may apply this technique in the learning and teaching process.

c. Further Writer

This study is anticipated to offer excellent data and serve as a valuable resource for authors who wish to conduct further research on this subject.

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SUMATERA UTARA MEDAN

CHAPTER II

REVIEW OF LITERATURE

This chapter covers the research explanation, pertinent research, and conceptual framework. The concepts related to the study are described in the study. There are also research papers that are related to this research. Meanwhile, the conceptual framework explains the concepts' relevance to the research.

A. Theoretical Framework

Theories are intended to complete this research in order to describe some of the topics or concepts used in the study. Some concepts would be used in this subject, and they must be described theoretically.

1. Reading as a Language Skill

The brain is most important, although the eyes, ears, lips, and other senses also play a role in reading. Reading is a process to understand or make logical sense of what is mentioned. [19] Reading gives information about all of the activities and events that take place in this world. The information that has been read will help to enhance knowledge. According to Kustaryo, reading is the act of understanding the significance of written or printed verbal symbols that are expressed through language, as well as

[19] Danny Brassell and Timhoty Rasinski, 2008, *Comprehension that Work Taking Students Beyond Ordinary Understanding to Deep Comprehension*, Oceanus Drive Huntington Beach, Shell Eduation, P. 15

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

the ability to react intellectually and emotionally when questioned about the understanding of the text he had already read.[20]

Reading is the individual 's ability to identify a visual form, correlate it with a voice or word learned before, grasp and interpret its meaning gained from experience.[21] It indicates that by reading someone obtains a message or a concept via text.

As a result, there are some discussions about reading in the Holy Qur'an, and one of those is Al-Alaq 1-5, as follows:

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ١ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ٢ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ٣ ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ ٤ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ٥

Meaning:"Read in the name of the creator of (all that are)." He made man out of a clot, which is a chunk of thick, coagulated blood. Read! Your lord is also the most kindhearted. who put pen to paper (the writing). He has considered what man did not know. Al-Alaq 1–5 (QS).22

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[20] Kustaryo. *Strategy in Reading; An English Series.* P.8
[21] Eddie c.Kennedy, 1981, *Methods in Teaching Development Reading Second Edition*, USA: F,E Peacock, p:5
[22]Tim Penerjemah Al-Qur'an Terjemah Indonesia Inggris, Al-Qur'an Terjemah Indonesia Inggris. (Solo; Al-Qur'an Qamari, 2008), p.1304.

Based on the Qur'anic verse above, humans get various information and knowledge through reading activities. By reading, humans can learn technology, health sciences, languages, and other things. In a hadith, the Prophet Muhammad said:

مَنْ سَلَكَ طَرِيْقًا يَلْتَمِسُ فِيْهِ عِلْمًا سَهَّلَ اللهُ بِهِ طَرِيْقًا اِلَى الْجَنَّةِ

- رواه مسلم

Meaning: According to Abi Humayrah RA, those who pursued knowledge would have an easier time entering heaven (HR. Muslim).[23]

Reading is a fundamental English ability. One of the abilities that students acquire when learning English is reading. Reading is a task that requires a significant amount of practice and expertise. Reading involves more than just understanding the vocabulary and grammar. The main objectives of reading are thinking, meaning, learning, and comfort. [24]Besides that, Grabe and Stoller describe reading as an interactive way rather than a passive one. It implies that the reader conveys his or her point of view and criticizes what he or she had already read.[25]

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[23] Resi Auliani Ulfa, The Implementation Of Trading Place Strategy to Improve the Students' Ability in Reading Comprehension of Narrative Text at Ninth Grade MTSN Tanah Jawa. (Faculty of Tarbiyah and Teachers' Training: UINSU, 2018), p. 19.
[24]Mikulecky, Beatrice S. *More Reading Power*. London: Wesley Publishing Company. 1996. P.1
[25]W. Grabe. And G. Stoller. *Teaching and Researching Reading*. p. 34

a. Language learning by reading comprehension

The ability to understand something or a technique that helps language learners understand a language, such as reading and listening, is referred to as reading comprehension.[26] Lenz defined reading comprehension as the process of deriving meaning from text. It suggests that part of the reading comprehension process is the reader's capacity to relate what they have already learned and why they are reading to their interpretations of the text. The process eventually produces a meaning for the text that the reader is familiar with. [27] According to the ideas listed above, the researcher can claim that by employing that approach, pupils can comprehend the text's intent and can more easily build meaning from the text.

For kids to learn effectively, reading comprehension is essential. Understanding a text involves interacting with both the text and the reader's prior knowledge, according to Carrel and Eisterhold. To fully understand a text, one must be able to relate its content to their own understanding. According to the statements, it may be inferred that the reader's prior knowledge significantly affects reading comprehension.[28] The most important factor in understanding a text is how the pupils relate it to their prior knowledge; this will determine whether or not they can comprehend the text's messages and meaning.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[26]Oxford learner's pocket dictionary : fourth edition, p:86

[27]Lenz, K. 2005. *An Introduction to Reading Comprehension*. Online: http//www.specialconnections.ku.edu.//

[28]Patricia Carrell, L., and Joan C. Eisterhold. 1983. *Schema Theory and ESL Reading Pedagogy. The Reading Article of TESOL Quarterly*, Vol . 17 No. 4, Pages 553-573.

Furthermore, it can be challenging to understand a book because knowing and comprehending the author's material is the fundamental objective of reading. According to Moreillon, understanding of previous knowledge to comprehension is important since we link information with previous knowledge before integrating and organizing new knowledge.[29] As a result, Reading comprehension can be characterized as the interpretation of previously read material. Reading comprehension is the process of understanding, recognizing, and summarizing a text in order to retain the main concept after reading.

b. Reading Instruction in Indonesia EFL Context

During the teaching and learning process, reading presents a significant difficulty for the instructor. Readers may read because they are motivated to do so and believe that progress will be made, claims Jeremy Harmer.[30] We could say that we read for pleasure or to gain knowledge. Grabe contends that appropriateness will facilitate his reading and significantly affect the objectives he pursues, such as learning the major point of the entire text.[31]

However, in the world of education, The National Education Standards Agency defines reading skills as students' ability to comprehend various meanings in short text and simple essay in the context of narrative and depth review the background of

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[29]Judy Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association 2007), p. 37.

[30]Harmer, op.cit, p. 188

[31] Willian Grabe, *Current developments in second language reading research*. (TESOL Quarterly. 25,2001) p.375.

daily life and to access science. [32] In fact, there are some factors, and so many students still are trying to organize their reading comprehension difficulties.[33]

Klinger, Vaughn, and Broadman claim that some elements of readers' literacy abilities influence issues with reading comprehension.

Additionally, according to the curriculum 2013 guidelines, standard competence in teaching reading is required for students in Senior High School's tenth grade in order for them to comprehend short functional texts in all genres, analyze linguistic features, and recognize social functions like the main idea, the supporting idea, and other information. Therefore, it is expected that students would be able to comprehend the text's objective and identify what they have read in their own language after engaging in reading comprehension activities.[34]

Klinger, Vaughn, and Broadman claim that several aspects of readers' literacy abilities have an impact on reading comprehension issues. Some of these are word reading, fluency, vocabulary mastery, and general knowledge. Readers assume they do not understand the text's meaning when they have trouble interpreting or comprehending certain words.[35] According to the justification provided, the issue here is students' poor reading comprehension of a material. Teachers are expected to create a teaching

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[32]Badan Standar Nasional Pendidikan. 2006. Standar Isi. Badan Standar Nasional Pendidikan: Jakarta

[33] Staufer, (1969), "*Directed-reading Maturity as a Cognitive Process*", New York:Harper & Row,p. 28.

[34]Elsa Ernawati, (2018), *"The Teaching of Reading Comprehension Based on 2013 Curriculum at Senior High School",* Getsempena English Educational Journal, Vol. 5, No. 2,p. 192.

[35] Klingner, Janette K., Sharon Vaughn, and Alison Broadman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guidford Press.

strategies to enhance students' reading comprehension progress. The mind's eye method is the one that will be used in this investigation.

2. Narrative Text as a Genre in EFL Context

Harmer explains that writing skills are not something who was born from birth, but a abilities that must be learned and put into practice.[36] In the process, a lot components that can support activities writing to be successful like the environment, friens, family, teachers, and media used. A teacher should be able to develop student interest in writing through a number of methods because writing is a lesson that must be mastered in order to improve students' English language proficiency. This will enable students to produce high-quality articles and essays. As we know that when writting a narrative essay ideas play a role important in producing that story interesting and has a broad meaning. If the narrativecompositison is lacking and dry ideas, it is certain that the results of the writing will not maximum. Therefore, as has been mentioned above, each component plays a role important to support the students improve writing skills especially valuable narrative essays.

In his definition of narrative, Anderson says that it is "a piece of written form that tells a story and amuses or instructs the reader or listener."[37] A narrative text is, in accordance with the definition given above, a story that discusses an enjoyable topic with the intention of entertaining and delighting the audience.

[36] Harmer, J. (2007). *The practice of English language teaching (4th Eds).* England: Pearson Education Limited.

[37] Anderson, M. and Anderson, K. 1997. *Text Type in English 1*. South Melbourne: Macmillan.

UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN

a. Narrative Text

Narrative texts are the primary focus of student learning. They utilize it as a manual to create their ideas and expand their knowledge and abilities. Speaking or writing a story involves a variety of skills and representational knowledge, but it also gives pupils a powerful outlet for creative expression.[38] One of the genres taught to senior high school pupils is narrative literature. A text that tells the story of several fictional or nonfictional stories is referred to as a narrative text. There are three components to it: direction, complication, and resolution. A narrative text tells a story while also amusing the reader. Furthermore, It typically has thousands of words that arrange the events in a story perfectly in chronological order and has as its primary objective to tell. Fairy tales, mysteries, fables, romances, adventure stories, myths, and legends are all examples of narrative that can be either fictional or factual. As stated in the definition above, a narrative text is a historical tale whose social purpose is to amuse or entertain the audience. It is made with particular linguistic and character traits. A narrative text tells a story about a series of events or circumstances. The story describes what happened in chronological order and puts the events in order.[39] Narration is used in short tales, novels, and fascinating anecdotes, as well as a significant portion of our regular social interaction in the form of letters and conversations. Additionally, there were three components to narrative text: language traits, generic structural elements, and social purpose.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[38] The National Strategies, *Primary Support for Writing*, (New York: 2008), page 1

[39] Santi V. Buscemi, *A Reader for Developing Writers*, (New York: Mc Graw-Hill Inc, 2002), p. 341

1) Social Function of Narrative Text

According to Entika and Siti, the social role of narrative texts is to amuse, enjoy, and interact with fictional or varied experiences in multiple different ways. Narrative texts engage with difficult occurrences that cause distress or a defining moment of some kind, which will subsequently be resolved.[40]

Gerot and Wignell claim that narrative texts have a social function is related to telling real experiences and feelings of others in various ways, and narrative text contains challenging events that lead to distress or a defining moment, with a resolution in the end.[41]

2) General Structure of Narrative Text

A reader could utilize a few features of a strong narrative book to guide their reading. A conventional narrative centers the text on a series of happenings. The following are among them:

a Characters, scene, and time and place orientation The narrator informs the reader of who is involved in the story, when it takes place, where it takes place, and what is happening in the first paragraph.

b Complication: a challenge the character must overcome. The narrator describes something in this section of the story that will trigger a chain of events. The solution to the problem is referred to as a Resolution. The story

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[40]Entika Fani Prastikawati, & Siti Musarokah, (2010), *Writing 3,* Semarang: IKIP PGRI, p. 15.

[41]Linda Gerot, and Peter Wignell. (1994), *Making senes of functional grammar.* Sydney: Antipodeaen Educational Enterprises, p. 204.

comes to a satisfying solution. In this section of the story, the issue is clarified or resolved. It has to do with how the issues that caused the complication's onset are effectively resolved.[42]

3) Language Feature of Narrative Text

Language features in narrative texts include the following: past tense, relational process as a process of sensing, specific customized people involved, material process to tell us what happens, what someone does, and what will be done, temporal conjunction and temporal circumstances that describe time and place, as well as relational process as a process of sensing. as per Gerot and Wignell. One of the linguistic characteristics of narrative literature is the use of nouns and pronouns to identify the person, animal, or objects in question. Second, the person in question has distinct qualities as an individual. Finally, adjectives can be used to construct noun phrases. Fourth, sequence the events using temporal connection and conjunction. Fifth, location and time are expressed using adverbs and adverbial phrases.[43] Here is an illustration of narrative writing:

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

The Mermaid

A lovely royal princess once lived in that time. Her people adored her and thought she was really compassionate. Unfortunately, he was bewitched by a magician. Likewise, his

[42] Hardy and Klarwein, 1990, Loc. Cit
[43]Peter Knap and Megan Watkins, *Genre, text, grammar*, p.221

brothers also hate the princess. Her sisters were jealous because this princess's beauty made many princes want to marry her.

One day, his sister asked a witch to make the princess ugly. With that order, the witch gave a vial of poison to her sisters to give to the princess. In the evening, the sisters poured the poison into the princess's food without anyone knowing. In an instant the princess turned into a terrifying monster. None of the royal healers can restore the princess as before. The princess was very sad and afraid of her appearance. Then he fled to the forest far from the kingdom. His scary appearance made the forest animals also frightened.

After a long walk, the princess arrived at a beach. He was very tired because he had not rested. Because of exhausted, she fell asleep on the beach sand. She didn't realize that he had slept for 90 days. When she woke up, the princess saw a handsomeman in front of her. The princess asked, "Who are you? Why are you not afraid to seeme?"

The man replied, "I am the king of the sea who saved you. You have slept for a very long time and continue to suffer. Now I will help you and make you happy. I will make you beautiful again. You will also get your life back."

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

The princess replied, "Thank you for the Sea King's kindness to me. What can I do to repay your kindness?"

“Follow me to come closer to the sea.”

The princess followed the Sea King into the middle of the sea. Suddenly, her beauty returned. The princess also became a mermaid who had half her body like a fish.

The Sea King said, "But from now on you can no longer live on land. You must live in the sea because you have a fish tail. I will make you happy by marrying you."

The princess was very happy and continued to live at sea with her loved ones. When he longed for land, the princess appeared. The people who saw her named the princess as mermaid.

Social function: telling a story or a historical fact in order to amuse readers

Generic structure:

Orientation: There once was a princess who was the victim of a witch's spell.

Problem: The princess's sister once paid a witch to alter the princess's beauty into an unattractive appearance.

Resolution: She dozed off on the rocky shore. Before being roused by a stunningly gorgeous man, she was unaware that she had been sleeping for three months.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Language features:

The language characteristics utilized in the example above are as follows:

a) Using simple past tense: was, ordered, started, had, added, knew, ate, noticed, felt, cried, looked, ran, walked, realized, followed, amazed, went, married, and called.
b) Using adverb of time: long time ago.
c) Using action adverb: ordered, gave, eating, noticed, cried, help, looked, ran,

walked, sleeping, woke up, come, said, followed, touching, stay, married, and called.

d) Using conjunction: so, for, and, not, or.

e) Using special characteristics object: the mermaid.

f) Using nouns or pronouns: king, princess, he, and she.

3. Strategy in Teaching Reading Comprehension

According to David, strategy is the best way of reaching long-term objectives. [44] As said by Pearce and Robinson, strategy is a big plan with a future orientation that allows the company to engage with competitive situations in order to accomplish its aims. [45] A learning strategy is important since it influences whether or not learning is effective. Learning to be planned needs the use of a variety of concepts in order to create a lesson plan that meets assumptions and learning goals.[46]

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[44]David, Fred R, 2011. *Strategic Management, Buku 1*. Edisi 12 Jakarta

[45]Pearce II, John A, and Robinson Richard B.Jr. 2008. *Manajemen Strategis 10*. Salemba Empat : Jakarta

[46] Hamzah B. Uno, *Perencanaan pembelajaran* (Jakarta: PT Bumi Aksara, 2006), page. 3

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Reading strategies may make it simpler for students to comprehend the material. To look for and gather information, particularly content, and to comprehend what is being read.[47] Moreover, this research would be used mind's eye as a teaching strategy.

3. Mind's Eye

The students' reading abilities are the main emphasis of the mind's eye learning method. Three steps are involved in researching this strategy: competent reader research, Dual Coding, and Field Research. This method could be used to improve student comprehension of the content. This comprehension is aided by the presence of images that correspond to the text's content.

Many students love learning if the teacher can create a fun classroom atmosphere throughout the learning method. The teacher must comprehend what factors might encourage students to learn, particularly in reading.

Silver asserts that images appeal to children in today's schools. Beautiful visual stimuli that arise with color and activity on television, in movies, on websites, in magazines, on billboards, in comic books, and even in textbooks challenge students.[48] Reading or hearing stories, Cunningham and Shagoury claim that we also try to be aware of and convey the images that build

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[47] Tarigan, Henry Guntur. 2008. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

[48] Harvey F.Silver, Richard W. Strong, and Mathew J. Parini. The Strategies Teacher. Virginia: Thoughtful Educational Press.2007.p.153

in our minds.[49] The skill of students to effectively comprehend the material is essential in this strategy. However, not all students have this ability. Only students who have above average intelligence can understand the text without having to read all of its contents. Other experts argue that this mind's eye ability makes students have high imagination and memory. A person's perception of a circumstance in life is also impacted by their understanding of and picture of their own mind. The mind's eye technique can help students better understand a topic they have read about.

a. Procedure in Teaching Reading Using Mind's Eye Strategy

Students must first comprehend the mind's eye technique's steps in order to improve their skills. To pique students' interest in the subject matter, teachers must be able to engage them through a number of techniques. One method for accelerating pupils' success in English classes, particularly reading, is the mind's eye technique. Harvey et al. offer the following guidelines for applying this tactic:

1. The teacher reads the material and chooses 20–30 keywords.
2. The teacher tells the students to visualize or mentally process every word they hear. The goal of this creativity is to develop pupils' minds. Following the instructor's reading of the keywords, the teacher may ask the pupils to doodle, ask questions, make predictions, or express their views. Students are also asked to

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[49] Andie Cunningham and Ruth Shagoury. Starting with Comprehension. Portland: Stenhouse.2006.p.53

choose the final product as a form of imagination, such as questions, pictures, predictions, or expressions of emotion from the text that is read.

3. The teacher reads one word at a time to the students by bringing out the emphasis. The teacher might instruct the class to visualize the text. Ask pupils to visualize the text and give a concrete description of it. Ask to share the image's results with your friends or other groups.
4. Ask students to make a comparison between the initial idea about the text and the idea they got after reading it.
5. Encourage children to select the method of comprehension that best fits their skills, such as imagery, questioning, feeling-examination, or prediction.
6. Teach students how to utilize this method independently, without a teacher's assistance. Additionally, educate children how to use keywords, create imaginative pictures, and read aloud to reinforce their ideas.

The teacher will follow these steps to implement this method in the right way. The most crucial element of putting this method into practice is the selection of key words. Key words must be able to be chosen by teachers from a text. A key word is a term that was selected or developed to use as a one-of-a-kind reference word for something valuable that you want to memorize[50] Onthe other hand, the teacher must enhance the students' ability to construct images. As you support pupils in becoming independent image makers, You must consider how you will direct their education and fairly judge their drawing abilities.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[52] Andie Cunningham and Ruth Shagoury. Starting with Comprehension. Portland: Stenhouse.2006.p.53

b. Advantages of Mind's Eye Strategy

1. This is an appropriate method that teachers can use to help students understand the text. [51]
2. Should we try to be aware of and convey the images that create in our minds when we read or hear stories.[52]
3. The mental ability of creating imagination or remembering scenes is known as mind's eye. It suggests that all of our mental images may aid us in comprehending a variety of events in our lives and academic pursuits.

a. This is one of the effective ways that teachers can use to help students comprehend the material.

b. Should we try to be aware of and convey the images that create in our minds any time we read or hear a story.

c. The mental ability of creating imagination or remembering scenes is knownas mind's eye. It suggests that all of our mental images may aid us in comprehending a variety of events in our lives and academic pursuits.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[51] Harvey F.Silver, Richard W. Strong, and Matthew J. Parini. The Strategic Teacher. Virginia: Thoughtful Educational Press.2007. p. 155

[52] Andie Cunningham and Ruth Shagoury. Starting with Comprehension. Portland: Stenhouse.2006.p.53

c. Disadvantages of Mind's Eye Strategy

1. The mind's eye approach is challenging to use if school does not have access to media like that from a text book.
2. If it used in a large group, mind's eye will be useless.

d. Conventional Method

The conventional learning strategy is a strategy that is still in use and is frequently used by teachers. The traditional technique, in accordance with Sullivan and McIntosh, involves the teacher instructing the pupils. Furthermore, the learning process is controlled by teachers in terms of knowledge transmission, whereas students are more passive as information receivers. Furthermore, according to Barry&King, traditional learning is a strategy of learning in which the teacher conveys the knowledge orally.[53] Beside that, The mind's eye technique requires students to be more engaged because they can readily acquire reading comprehension without having to read the entire text, whereas this method requires students to be less engaged.

B. Related Study

1. The study by Soemarni (2007) was titled "The Effect of Using PORPE Method in Increasing Reading Comprehension of the Second Year Students at SLTP N 4 SabakAuh, Siak." The test result for the experimental class was 82.59. This outcome was higher than the control group's average of 73.06 points. As a result, the method used was shown to be effective in

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[53] Nita Agustinawati. (2014). *Pengaruh Metode Pembelajaran dan Kemandirian Belajar Terhadap Hasil Belajar Sejarah Siswa di SMAN 7 Cirebon.* Jurnal PendidikanSejarah. Vol.3, No.2. p.3.

enhancing the reading skills of second-year students at SLTP N 4 SabakAuh, Siak.

2. John Belcher's study of mind's eye techniques used in 3D animation. This study demonstrates how the mind's eye technique can help students learn physics better. The technological system was also used by the researcher. The researchers in this study also decided to test the mind's eye method to see how it affected the English text.
3. Another reference research is the study of Grambell and Bales which aims to assess the influence of mental imagery on students who are categorized as poor, is another reference study. Mental creation strategies can be utilized to take control of students' progress. The focus on narrative text by utilizing students' mental or thinking processes differentiates this research from the researcher's previous work.

C. Conceptual Framework

To achieve the teaching and learning objectives, reading comprehension is required. Every reader must be able to understand the material they are reading. The ability to study literature, understand its meaning, and integrate it with what the reader already knows is referred to as reading comprehension. In the learning process many factors cause the level of desire to read in students reduced because they are not interested in reading. There are many genres in reading, but this study is mostly concerned with narrative text. A narrative text is one that tells a story while also keeping the reader entertained.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Since their teachers do not use an efficient teaching method and the students are bored during the teaching and learning process, many students claim that reading narrative text is difficult for them because they do not know how to read and comprehend the contents of the text. The teacher typically teaches students using the traditional method, asking them to do text-book exercises after explaining the content and giving an example. It is accurate to say that it won't improve pupils' reading abilities, especially their capacity for reading narrative materials.

Using the mind's eye can help teachers and students teach and acquire reading as one of the skills that will make it much easier for pupils to comprehend the text. This is a useful method for teaching English. The learner will find it simpler to read the narrative material as their competence, excitement, skill, and proficiency all increase.It will be suitable to create a fresh scene in the teaching and learning process by using the mind's eye.

D. Hypotheses

a. Ho: Using the Mind's Eye method does not significantly improve pupils' reading comprehension of narrative texts.

b. Ha: Using the Mind's Eye method has a discernible impact on students' reading comprehension of narrative texts.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research will take place at SMA Negeri 1 Stabat, that is positioned on Jl. Proklamasi, Kwala Bingai, Kec. Stabat, Kab. Langkat.The reasons for choosing this school to be the place of research because the distance to the location does not need to use transportation costs which saves fee in doing this research. This study took place during the 2021 academic year in tenth grade. Furthermore, this study will be done within five meetings: one pre-test, three treatment meetings, and one post-test meeting.

B. Method and Design of the Research

Because they did pre- and post-test assessments, the researcher applied quantitative method. Creswell argues that experimental testing is carried out to determine the effect of an applied variable[54]. Experimental research design and quasi-experimental design are two types of experimental research methods that may be classified depending on the risk control that might influence validity. The control group is the group that is not given the mind's eye teaching strategy. While the experimental class is the class that gets the implementation of the strategy. The two

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[54]Creswell, John W. Educational Research:Planning, Conducting, and Evaluating Quantitative and Qualitative
Research. New Jersey:Pearson Educational International.2008.p.299

types of classes will first be tested to determine the students' abilities before carrying out controls and strategies on students' ability to read texts.

Research Type

Group	Pre-test	Treatment	Post-test
A	T1	√	T2
B	T1	X	T2

A : Experimental group

B : Control group

T1 : Pre- test for both the experimental and control groups.

√ :Being given special treatment

X : Without any special treatment

T2 : Post-test for both the experimental and control groups.

C. Population and Sample

1. Population

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

A population is a group of components that process one or more characteristics of concern. While Burhan Bungin says that Population is a universal from the object of research that can be a human, animals, plants, air, value, event, life, etc.[55] Population

[55]Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek, (Jakarta: Rieneka Cipta, 1993), page 102

was a complete group of individuals or subject having common observable characteristics.[56]

The subjects in this research will be students in tenth grade at SMA Negeri 1 Stabat in the academic year 2021 which consists of 10 classes which are devided into two majors that is 4 social classes and 6 science classesand the total students in this school are 360 students. The reason for choosing them as a population is that there are still many gaps and difficulties for students in learning to read in tenth grade.

Table . 3.1

Number of Population

No	Classroom	Number of Student	Note
1.	X IS 1	32	Social Classes
2.	X IS 2	32	
3.	X IS 3	32	
4.	X IS 4	32	
5.	X IA 1	32	Science Classes
6.	X IA 2	32	
7.	X IA 3	32	
8.	X IA 4	32	
9.	X IA 5	32	
10.	X IA 6	32	

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[56]Burhan Bungin, Metodologi Penelitian Kuantitatif, (Jakarta: Kencana Prenada Media Grup, 2005), page 141

2. Sample

A sample is a smaller group of a population which may be investigated (can be an example).[57] Arikunto defines a sample as a portion of the populationselected for the research.[58] The experimental and control groups were chosen as the experimental and control groups in this research. The grouping of classes is chosen at random. Both classes have the same value and learning ability so that the sample is considered homogeneous. The control class selected was X IA 2. The experimental class was class X IA 1. Both classes had the same number of students, namely 32 people.

D. Instrument of Collecting Data

The instrument is a tool selected and applied by researchers to gather data in order for the task to become structured and easy. [59] A test is an instrument that used examine someone's behaviour and competence in order to obtain an answer depending on the provided instructions.[60] Both the experimental and control groups are received tests. The test contains of 10 questions that are used to assess the students' reading comprehension and is conducted as a pre- and post-test. Each test question has four options: a, b, c, and d, and each question is scored 20 points.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[57] Syahrum, Salim, Metodologi Penelitian Kuantitatif, (Bandung: Citapustaka Media, 2012), page 113
[58] Suharsimi Arikunto, 2014, Prosedur Penelitian Suatu Pendekatan Praktik, Jakarta: Rineka Cipta, p. 174
[59] Arikunto, Suharsimi. 2002. Instrumen Penelitian. Rineka. Jrakarta.
[60] H. Douglas Brown.Language Assessment Principles and Classroom Practice. California: Longman, 2003, p. 3

The researcher realized that testing students' scores through multiple choice questions was easier to do than other instruments. The questions are made to assess students' abilities about the material being tested in a short time and a large number of questions.

E. Validity and Reability

Validity aims to determine the size of the data. Through the validity test, researchers can find out the value of the research instrument. The primary goal is to assess how far students comprehend the learning materials that have been taught, as well as what behavioral change happens in students after they have passed through a different learning process.[61] The research intends to assess students' ability to comprehend narrative reading text in order to determine whether or not implementing a test may enhance students' reading comprehension. Any meaningful test must have a high level of reliability. According to H. Douglas Brown that reliability has to do with accuracy of measurement.[62]There are some factors affecting the reliability of a test, they are:

1. They are the amount of the sample chosen for testing.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

2. The organization of the exam, which is obviously a crucial factor in determining reliability.

[61] Zainal Arifin, Evaluasi Pembelajaran Prinsip, Teknik, Prosedur,(Bandung: Remaja Rosdakarya, 2013), p. 246

[62] Brown, H. Douglas. 2003. Language Assessment Principles and Classroom Practices. California: Longman University Press

According to Arikunto, there are certain criteria for assessing students' comprehension of reading.[63]

Reading Comprehension Scoring Levels Classification

The Score of Reading Comprehension Level	Categories
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Less

F. Technique of Collecting Data

According to Sugiyono, data collecting procedures are the most important process in research since the primary goal of the research is to gather data.[64] The procedures of gathering data for the experimental class and the procedure for collecting data for the control class are divided into 2 parts in order to get the results of data collection.

1) Perform a pre-test

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

1) Pre- test

Before teaching reading comprehension to the students, the researcher gives a test to both the experimental and control groups. The experimental and

[63] SuharsimiArikunto. Dasar- dasarEvaluasiPendidikan, EdisiRevisi.Jakarta: BumiAksara, 2009,p. 245
[64] Sugiyono, 2009, Metode Penelitian Kuantitatif, Kualitatif dan R&D, Bandung : Alfabeta. p.224

control groups are taken a pretest that consisted of 10 multiple choice questions for each group to determine how far they comprehend reading.

2) Treatment

The experimental group gets treatment. The therapy was carried out following the administration of a pre-test. The experimental class will be conducted using mind's eye in this research, while the control class will be conducted using the conventional teaching technique or without mind's eye.

3) Post- test

Following treatment, both classes are chosen to give a post-test. The post-test contains the same ten questions as the pre-test. Its goal is to determine the average score of the experimental and control classes.

G. Technique of Analyzing Data

Analysis of quantitative data according to Bogdan & quoted by Biklen Moleong is an effort made by working with data, organize data, sort them into units that can managed, synthesized it, what is learned, and decide what is told for others.[65] The researcher conducted the t-test to show the differences between the experimental and control groups in effect using mind's eye on students' reading comprehension. According to Hartono, the T-test is one of the statistical tests done to determine if two

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

[65] Bogdan dan Biklen, Qualitative Research for Education: An Introduction to Theory and Methods. (Boston: Allyn and Bacon, 1982), 145.

variables are statistically significant.[66] The T-test strategy was applied to analyze the data in this study.

1. **Normality Test**

A normality test was done to examine whether the study data or study variables were normal or abnormal. SPSS v.20 would be used to conduct this test. The data is normally distributed if the significance value is more than (sig > 0.05). The following are the steps to using SPSS:

a. Open SPSS and input data
b. Click *Analyze* and descriptive statistic. Click explore
c. Click plot with normality test
d. Click continue then Ok

2. **Homogeneity test**

Homogeneity testing is used to measure how similar the samples are. The formula to calculate data homogeneity is as follows. [67] To determine whether or not data is homogeneous, the significance value must be greater than 0.05. The following are the processes to take:

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

a. Open SPSS and input data
b. Click *Analyze* and choose *Compare Means* to click one way ANOVA. Click explore

[66] Hartono.StatistikUntukPenelitian. Yogyakarta:PustakaPelajar.2009.p.178
[67]Sudjana, Metode Statistika, Bandung: Tarsito Bandung, 2009, p. 14.

c. Move data to Dependent list and Factor list

d. Click option with Homogeneity Test

e. Click continue then Ok

3. T-Test

The formula to calculate data homogeneity is as follows. To determine whether or not data is homogeneous, the significance value must be greater than

The following are the processes to take: The researcher assessed if the Mind's Eye strategy was effective in improving students' reading comprehension of narrative material at SMA Negeri in academic year 2021 after measuring data from the experiment and control groups' pre-test and post-tests. To decide whether hypothesis will be accepted or rejected, the researcher used the t test in SPSS V. 20 to compute the data. The T-test is a statistical test used to assess whether or not two results differ significantly.The following were the criteria:

a. Open SPSS and input data based on experimental and controlled class

b. Click *Analyze* and choose *Compare Means* to click one way *Independent Sample T-Test.* Click explore

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

c. Move data to Test Variable Grouping Variable

d. Click Define Group and type 1 for coloumn 1 and coloumn 2

e. Click continue then Ok

4. Hypothesis Test

A statistical hypothesis is used to analyze the result of a sample data. The criteria were as follows:

a. Null hypothesis (Ha) is accepted if $t_0 < t_{table}$ with Sig (2-tailed) 5% > 0.05
b. Alternative hypothesis (Ha) is accepted if $t_0 > t_{table}$ with Sig (2-tailed) 5% < 0.05

The hypotheses are:

a. Null Hypthesis (Ho)

   There is no significant effect of using the Mind's Eye strategy toward students' reading comprehension in narrative text SMA in academic year 2021.

b. Alternative hypothesis (Ha)

   There is any significant effect of using the Mind's Eye strategy toward students' reading comprehension in narrative text at SMA in academic year 2021.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research results in statistical analysis, the t-test results,as well as the hypotheses test, and the research's discussion.

A. Data Description

Following the implementation of the research strategy, the researcher got two sources of data: data from the control class (XI IA 2) and data from the experimental class (XI IA 1). The researcher also gave pre- and post-tests to both groups. Both kind of test will show how students learned before and after the approach was applied.

1. The Pre-Test Score

The objective of the test was to determine the students' basic skills before they got treatment. The form of multiple choices is the instruction to students. It was done before treatment process using guided question technique. It was carried out before to the treatment process by applying the guided question technique. The table showed students learning results in the experimental and control groups before to the implementation of the strategy (pre-test). Each group includes 32 students.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

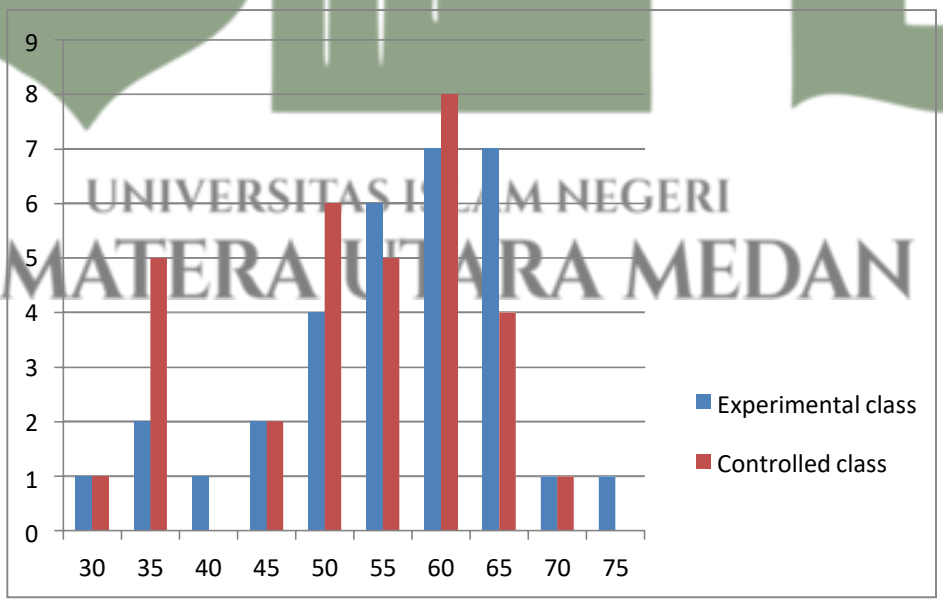
Table 4.1

Descriptive Text Pre-Test Score

Class	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Class	32	30	75	55.66	10.560

Controlled Class	32	30	70	52.50	10.776

The descriptive data of pre-test displays some important element in this research. The total sample from each class is 32. There is minimum and maximum score that can be found in the table. According to descriptive statistic, the lowest pre-test score in both the experimental and control groups is 30. In experimental group, the highest pre-test score is 75, whereas in control group, it is 70. In the experimental class, the mean pre-test score is 55.66, whereas in the control group, it is 52.50. The study indicated that experimental class's lowest, maximum, and mean pre-test scores were comparable to the control class's pre-test scores. The researcher will provide a figure that represents the pre-test score in experimental group and the control classes in SMA tenth grade in the academic year 2021 for greater support. Figure 4.1 is illustrated below.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Figure 4.1 Students' Pre-Test Score in Experimental and Controlled Classes

Figure 4.1 indicates the pre-test comprehension scores of students in the experimental and control groups. The lowest available score is 30, achieved by one student in each class. Moreover, two students in the experimental group and five students in the control group scored 35. Two students in each control and experimental class got a score of 45. Four subjects in the experimental group and six persons in the control group got a score of 50. Also, 6 students in the experimental group and 5 students in the control group scored 55. Seven students from the experimental group andeight students from the control group each got a score of 60. Six students in the experimental class and four students in the control class got a score of 65. Six students in the experimental class and four students in the control classgot a score of 65. One student in each class got a score of 70. At last, just six students in the experimental class got a score of 75. The results from the pre- test measurements showed that the subjects in both courses had similar abilities.

2. The Post-Test Score

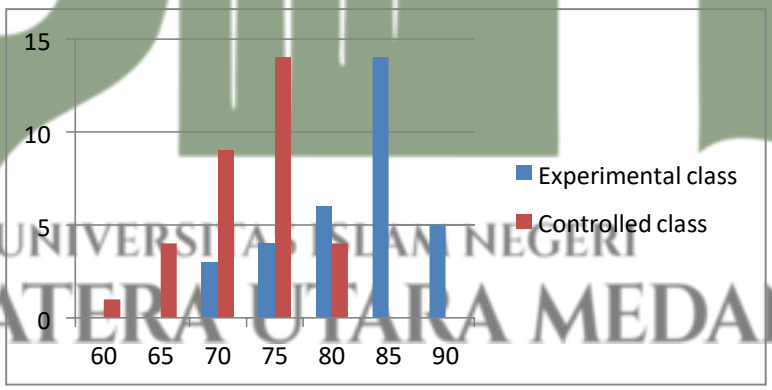
UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

The objective of the post-test was to find out the difference between before and after implementing the treatment in an experiment and control group based on the students' ability after receiving the Table 4.2 is students' score in each class. The scores of students in each class will be shown in Table 4.2.

Table 4.2
Descriptive Text Post-Test Score

Class	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Class	32	70	90	82.19	5.948
Controlled Class	32	60	80	72.50	4.919

According to descriptive statistical analysis, the lowest post-test score in the experimental group is 70 and 60 in the control group. The highest post-test score in the experimental group is 90, whereas the highest in the control group is 85. The mean post-test score in the experimental group is 82.19, whereas it is 72.50 in the control group. The researcher found a significant difference in scores from these data, specifically that the scores of students in the experimental group were higher than in the control group. This difference indicates the suitability of the application of the learning strategy that the researcher chooses.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Figure 4.2 Students' Post-Test Score in Experimental and Controlled Classes

The following is an explanation of figure 4.2. One student in the control group had a score of 60. Four students got a score of 65. While in the

experimental class, the achievement of this value did not occur. Moreover, three students in the experimental class and nine students in the control class both had a score of 70. Two students in the experimental class and 12students in the control class got a score of 75. Four students in the experimental class and four students in the control class each got 80. 14 students in the experimental class and 2 students in the control class each got

85. Only 5 students in the experimental class got the accomplishment value of 90. The difference in student results between the control and experimental classes is related to Mind's eye strategy treatment, according to the dataanalysis. As a consequence, students in the experimental group showed improvement than students in the control group who did not get this strategy.

These data indicate an increase in student scores before and after the treatment. The researcher concluded the scores by creating a chart that shows the differences and changes between the experiment and control classes. The result shows the consistency with which data from the pre-test, post-test, and obtained score were analyzed. The following is a chart showing the testresults.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

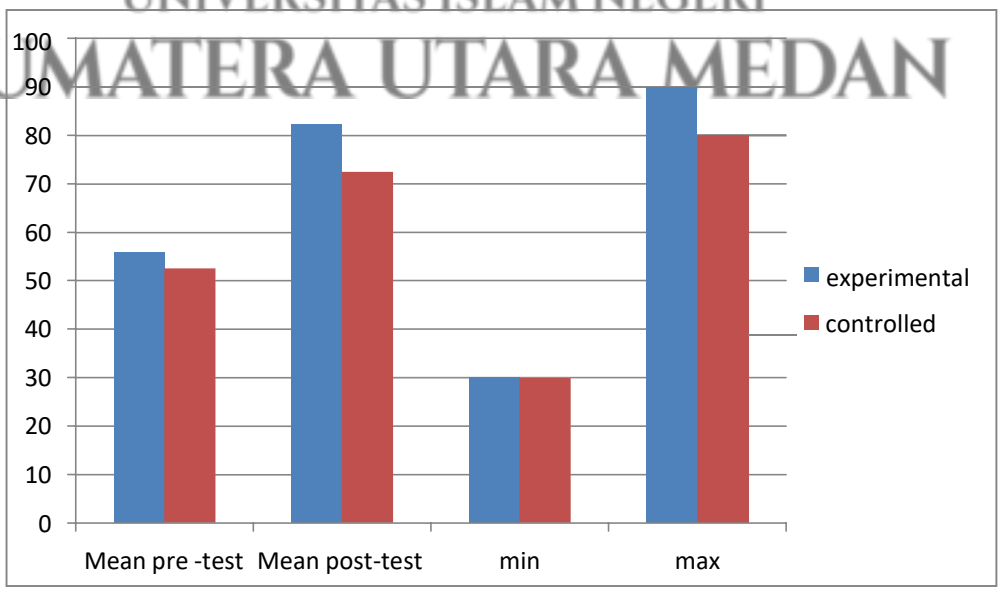


Figure 4.3 Students' Differences Score in Experimental and Controlled Classes

The research mentioned that the students' results in the experimental and control classes had improved based on the graphic. The researcher gets the improvement from a comparison of each group's pre-test and post-test results. Pre-test and post-test scores for the experimental group improved from 55.66 to 82.19. The control class was also enhanced from 52.50 to 72.50 scores.

B. Data Analysis

Data from samples that were tested to normality and homogeneity tests Following that, the writer computed the hypothesis test. Then, the writer come to the conclusion by calculating the statistical hypothesis to get the t-test.

1. Preliminary Analysis

a. Normality Test

In this normality test, the Lilliefors test using SPSS V20 was done. The purpose of this analysis is to provide information about the data: normally distributed or not and this test as one of the requirements when writer was trying to find t-test. The hypothesis for testing normality data can be said as normal distribution if Ho is accepted. Ho means the data is distribution normalif the value of significance > 0.05. The writer tested each test before and after

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SUMATERA UTARA MEDAN

the treatment. If the significance value is greater than 0.05 or Ltable is greater than Lobserve with a sample of 32 at each class, the data is normally distributed. It was aided by the use of the SPSS 20 software. Table 4.3 shows the result.

.Table 4.3

Normality of Pre-Test Tests of
Tests of Normality test

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test	Experimental	.164	32	.029	.936	32	.057
	Controlled	.163	32	.030	.911	32	.012
a. Lilliefors Significance Correction							

The significance of experimental group values is 0.029, according to the above table. Moreover, the significance value of the control group is 0.030. The results in the experimental group also are more than 0.05. It indicates that the data is normally distributed (0.029 > 0.05 and 0.030 > 0.05).

Furthermore, for data from the control class, both the pre-test and post-test scores are more than 0.05. It indicates that Ho is correct in assuming that the data has a normal distribution. As a conclusion, the researcher claimed that the data is normally distributed since it is more than 0.05.

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SUMATERA UTARA MEDAN

Table 4.4
Normality of Post Test
Tests of Normality test

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test	Experimental	.276	32	.025	.871	32	.050
	Controlled	.257	32	.011	.890	32	.039
a. Lilliefors Significance Correction							

According to table 4.4 above, the significance of experimental class values is 0.025. However, the control class significance value is 0.011. The results in the experiment group are more than 0.05. It denotes that the data is normally distributed (0.025 > 0.05 and 0.011 > 0.05). Thus, for data from both the experiment and control post-test scores are more than 0.05. The post-test data is normally distributed since it is greater than 0.05.

b. Homogeneity Test

The researcher tested the variances data from both groups. The SPSS Statistics 20 program was used to check the homogeneity of variance with using significance level.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

The data is homogenous if the value of significance > 0.05 or Ho is accepted. If the value of significance < 0.05 it means Ha is accepted or it can be called the both of pre-test and post-test are not homogenous. The homogeneity results are presented in the following table.

Table 4.5
Test of Homogeneity
Pre-Test Experimental and Controlled Class

Result	Levene Statistic	df1	df2	Sig.
Based on Mean	.157	1	62	.694
Based on Median	.033	1	62	.857
Based on Median and with adjusted df	.033	1	61.950	.857
Based on trimmed mean	.138	1	62	.711

If the significant value is more than 0.05 or Ho, the data is homogeneous. If the significant value is less than 0.05, it implies that Ha is accepted, or the pre-test and post-test are not homogeneous. The results of the homogeneity tests are shown in the table below. According to Table 4.5, a homogeneity test of pre-test both from classes was done. The statistical significance was 0.694, which was more than 0.05 (0.694> 0.05). As a consequence, the results indicated that both classes, experiment and control, are homogenous.

Table 4.6
Test of Homogeneity
Post-Test Experimental and Controlled Class

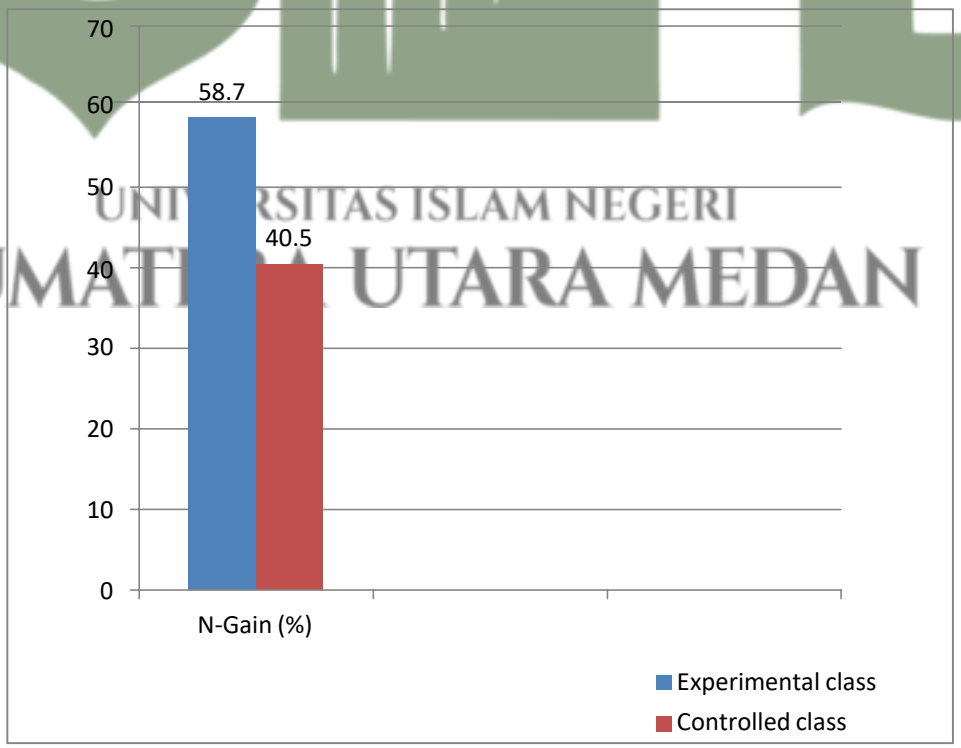
UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Result	Levene Statistic	df1	df2	Sig.
Based on Mean	1.273	1	62	.264
Based on Median	.313	1	62	.578
Based on Median and with adjusted df	.313	1	59.797	.578
Based on trimmed mean	1.154	1	62	.287

The homogeneity test of post-test on both classes was done stated in Table 4.6. The results had a significance of 0.264, which was more than 0.05 (0.264 > 0.05). It denotes that the data is homogeneous and has the same variances. As a consequence, both classes, such as the pre-test and post-test, were found to be homogenous.

c. T-Test

The preliminary test, which included the normality and homogeneity tests, was computed, so was the t-test. The researcher wants to gather evidence about whether or not the strategy improves students' reading comprehension, particularly in narrative texts. To investigate is Mind's Eye strategy is effective or not, the writer calculated the used independent-test in SPSS 20. The first step was to find n-gain first then we can calculate the t-test.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Figure 4.4 The calculation of N-Gain

According to the table above, the mean n-gain in the experimental group is 58.70, whereas the mean n-gain in the control group was 40.50. It may be stated that the N-gain score of the pre-test and post-test differed significantly. It is possible to determine that N-gain in the experimental group is greater than in the control group. The results in the experimental and controlgroups showed that both groups improved in the post-test score. The experimental class, on the other hand, got a greater score than the control group. The next step is to check a hypothesis test.

There are two types of hypotheses: alternative hypotheses (Ha) and null hypotheses (Ho). The following is a description:

a. If t0 ttable has a significant value greater than 0.05 (sig > 0.05), the Null hypothesis (Ho) is accepted and the Alternative hypothesis (Ha) is rejected. It indicates that the mind's eye strategy has no significant effect on students' reading comprehension of narrative text in the tenth grade of SMA in academic year 2021 when compared to the conventional strategy.
b. If t0 > ttable with a significant value less than 0.05 (sig 0.05), the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. The mind's eye strategy has a significant effect on students' reading comprehension of narrative text in the tenth grade of SMA in academic year 2021 when compared to the conventional strategy.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Table 4.7
The Result of T-test from Post-test Score of Experimental and Controlled Class

	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	1.273	.264	7.100	62	.000	9.688	1.364	6.960	12.415
Equal variances not assumed			7.100	59.887	.000	9.688	1.364	6.958	12.417

According to table 4.7, t0 is 7.100, and the degree of freedom is 62. The significance level of 5%, or ttable, is 1.669. It indicates that t0 is greater than ttable (t0 ttable). Furthermore, the test value in p-value or sig (2-tailed) = = 0.000. (0.000 < 0.005). According to the calculations, the p-value (0.000) is less than the significance level of 0.05. (5 percent). It also indicates that the Mind's eye strategy has a significant effect on students' reading comprehension, particularly in narrative text, at the tenth grade level in the academic year 2019/2020.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

It has been shown that t0 > ttable (7.100 > 1.669) with a significant level less than 0.05 (0.00 0.05) accept the hypothesis Alternative (Ha) and reject the Null hypothesis (Ho). In the experimental and controlled classes, there is a difference in the obtained score. To conclude, the alternative Hypothesis (Ha) has been accepted. When the mind's eye strategy is used inan experimental group, it has a significant effect on students' reading comprehension of narrative text in the tenth grade of Senior High School.

C. Discussions

Based on the results, it seems that the mind's eye strategy has a significant effect on students' reading comprehension of narrative text in Senior High School tenth grade. In the post-test, the students in the experimental group scored higher thanin the control group. However, before the treatment, the students' pre-test scores in both the experiment and the control class were almost the same. As a result, it seems that at the tenth grade of Senior High School, the interesting difference was shown between two classes who were taught by implying the mind's eye strategy on students' reading comprehension of narrative text.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

When the post-test scores of the experimental class and control class were compared, the experimental group's skill level was greater than the control group's. It implies that the experimental group's use of the Mind's eye strategy was effective.

It is relevant to Soemarni's previous research (2007). She showed that teaching Mind's Eye to 3D Animation had a significant positive effect on the students'reading comprehension when they were taught using that strategy.

Later, Gambrell and Bales showed that the Mind's eye strategy enhances the use of mental imagery as a comprehension monitoring strategy. This research also concentrates on the mind as a helpful strategy for managing students. According to two researchers, this studies showed that the mind's eye strategy can be applied to teach reading comprehension in the tenth grade of junior high school.

Mind's Eye as a strategy for teaching English would allow teachers andstudents in teaching and learning reading as one of the skills that will assist students comprehend the text more easily. By using Mind's Eye it will be an appropriate way to build a new scene in teaching learning process. By using Mind's Eye it will be an appropriate way to build a new scene in teaching learning process. Mind's Eye will increase the effectiveness, interest, ability and capability of the student which the result that the student easier to read the narrative text.

During the strategy's implementation, the researcher taught both experimental and control classes at several meetings. The researcher applied the Mind's Eye technique to measure students' reading comprehension in narrative text in the experimental class, but not in the control class. Students must actively transform written words into realistic and memorable images of main materials.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Firstly, many students love learning especially reading when the teacher creates a fun classroom environment throughout the teaching-learning process. This strategy allows teacher to motivate students to study, particularly in reading by images. The majority of texts do not provide images of the readers. Students must actively transform written words into realistic and memorable images of main

materials. Extensive reading needs the ability to "see" a book develop in one's mind, which many students lack.

Secondly, the writer concludes that this method is one of the relevant ways that teachers might employ to assist students in grasping a text based on pictures that can help them to read without actually reading it. By the strategy, students can be helped by drawing attention to make image while reading a text. The Mind's eye strategy were very effective in reading comprehension they could assist students expand their minds to answer the questions that were provided to them, and they also enjoyed the learning process and were not bored as long as they were learning English.

Thirdly, it motivates students to generate text-based assumptions based on the images they create. It captures students' interest before they read a single word and creates a puzzle that can only be solved by reading the content. Students can use an image to interpret their imagery and communicate their predictions with their classmates.Picture stories are one of the most successful techniques for teaching English, particularly in the area of reading comprehension, because children can readily comprehend the content and are more engaged in the learning process since they enjoy looking at pictures.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Finally, make them compare their predictions to the full text to interest them in reading comprehension. This strategy provides them how to use picture creating independently. Picture stories can boost students' interest and motivation to read because they allow them to describe what they are thinking about the tale in the text,

and they can not only read the text but also visualize the activities of the tale in pictures. Mind's eye strategy delivers pictures. Picture stories can boost students' interest and motivation to read because they allow them to describe what they are thinking about the tale in the text, and they can not only read the text but also visualize the activities of the tale in pictures. The most appropriate strategy for learning was to employ image stories because teachers could deliver fascinating materials by using photos.

It answered the formulation of the research study, which was "Is there any significantly effect of Mind's Eye strategy comparing to conventional technique on students' reading comprehension of narrative text at the tenth grade of Senior High School in Academic Year 2019/2020?" Extensive reading needs the ability to "see" a book develop in one's mind, which many students lack. In the experimental group, the mean post-test score is greater than the pre-test score. Based on the results of both tests, it can be stated that teaching reading using the Mind's Eye strategy is effectivein improving students' reading comprehension.

In the control group, the post-test score is greater than the pre score, but the change is not statistically significant. It is because the text used in the post-test was popular and simple to understand. According to the results of the hypothesis above, the student's reading comprehension using Mind's Eye strategy on students' reading comprehension conversation at the tenth grade of Senior High School, the variable about the result of student's reading achievement using Mind's Eye strategy have a significant effect by pre-test and post-test done in the class.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

As a result of the findings, students feel it is simpler for them to understand narrative text. It is proven by the students' interest for learning to read narrative text using the Mind's Eye strategy. As a result, the strategy can be considered to be effective. The students feel enjoy reading because they are not limited by words but they can guess the vocabulary by picture. It makes the unfamiliar with the text and complicated material becomes easier.

Moreover, they believe that implementing this strategy to overcome problems in learning to read is interesting and pleasant. The reading is relevant to the students' experiences in the experimental group, making it simpler to analyze and comprehend the text. The strategy applied in class has resulted in adequately pleased students and teachers. The computation indicated that tobserved is greater than 1.669 in this research. It was stated that Ha was accepted but Ho was rejected. In conclusion, there is a significant difference in students' reading comprehension of narrative text while implementing the mind's eye technique in tenth grade.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

CHAPTER V

CONCLUSION AND SUGGESTION

The study's results were outlined in this chapter, along with some recommendations.

A. Conclusion

The researcher draws the conclusion that the Mind's eye technique aids students' reading comprehension based on the study's findings and analyses. Analysis revealed that the ttable was larger at a 5% level of significance (7.100 > 1.669). Additionally, the mean obtained score in the experimental group was 58.70 points higher than the mean obtained score in the control group, which was only 40.5 points.

Therefore, it is determined that the Mind's Eye approach significantly affects students' reading comprehension, supporting the Ha (Alternative Hypothesis). As a consequence, using the Mind's Eye technique significantly improved students' tenth-grade reading comprehension of narrative texts. Additionally, the pupils' average post-test score showed a notable improvement in their reading abilities. Students in the tenth grade at SMA employed the Mind's eye approach to improve their reading comprehension in the academic year 2021.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

B. Suggestions

The researcher offers the following recommendations based on the data:

1. When teaching English, especially, English teachers must devise effective teaching methods based on their students' reading comprehension.
2. The strategy is intended to motivate students to fully comprehend the literature they have just read. Since the pupils are aware of the learning strategies they have chosen, it is simple.
3. For upcoming researchers They should be able to do research on not only reading comprehension but also on other fundamental abilities like speaking, writing, and listening. They might try to conduct additional research on different levels.

C. Recommendation

The researcher makes recommendations for further study and learning implications. It believes Mind's Eye strategy is necessary to be applied in the learning procedure at the outset for learning implications. Teachers can use this strategy to educate students how to motivate students to read by using this strategy.

Reading is one of the skills that can help students comprehend the text more readily, thus using the mind's eye as a teaching approach for English can assist teachers and students teach and learn reading. It will be suitable to create a fresh scene in the teaching and learning process by using the mind's eye. It will be suitable to create a fresh scene in the teaching and learning process by using the mind's eye. As a result, it is hoped that teachers will adopt this technique and improve it so that it can be used in the class to build a process of learning using several teaching strategies and selecting the best way to determine their strengths and weaknesses when it comes to text comprehension and reading

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