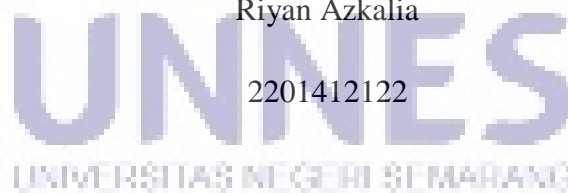**THE EFFECTIVENESS OF VISUAL IMAGERY STRATEGY IN
TEACHING READING NARRATIVE TEXTS**

**(A Quasi-Experimental Research at the Tenth Grade of MAN 1 Kota
Magelang in the Academic Year 2015/2016)**

a final project
submitted in fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

Riyan Azkalia

2201412122

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY

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APPROVAL

This final project titled *The Effectiveness of Visual Imagery Strategy in Teaching Reading Narrative Texts (A Quasi-Experimental Research at the Tenth Grade of MAN 1 Kota Magelang in the Academic Year of 2015/2016)* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on September, 2016.

Board of Examination

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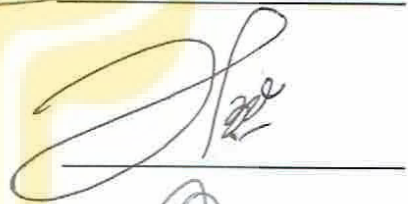   Prof. Dr. Muhammad Jazuli, M.Hum.
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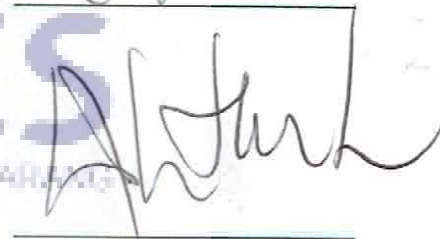   Hendi Pratama, S.Pd., M.A.
   NIP. 198505282010121006

4. **Second Examiner/ Second Advisor**

   Novia Trisanti, S.Pd., M.Pd.
   NIP. 197611062005012002

5. **Third Examiner/ First Advisor**

   Dr. Djoko Sutopo, M.Si.
   NIP. 195403261986011001

Approved by
Dean of Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

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DECLARATION OF ORIGINALITY

I Riyan Azkalia hereby declare that this final project titled *The Effectiveness of Visual Imagery Strategy in Teaching Reading Narrative Texts (A Quasi-Experimental Research at the Tenth Grade of MAN 1 Kota Magelang in the Academic Year 2015/2016)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, September 2016

Riyan Azkalia
NIM. 2201412122

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MOTTO AND DEDICATION

"Guide us to the straight path."

(Al Qur'an, 01:06)

"With difficulty is surely ease."

(Al Qur'an, 94:06)

"You teach best, what you most need to learn."

(Anonymous)

"Keep moving towards the goal; it's moving towards you too."

(Anonymous)

To my superhero Mom and Dad

To my brothers, Irfan and Zufar

To my grandmother and big family

To all my friends

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Ardianti, Choi, Dina, Tari, Lita, Mega, Ocha, Azif, and Azka) and all friends who might not be mentioned individually. The togetherness and supports given to me are the worth favours.

Finally, the researcher has a great expectation that this final project will be beneficial and useful for those who are interested in. Not to mention, the researcher would be grateful for any criticisms and suggestion for its advancement.
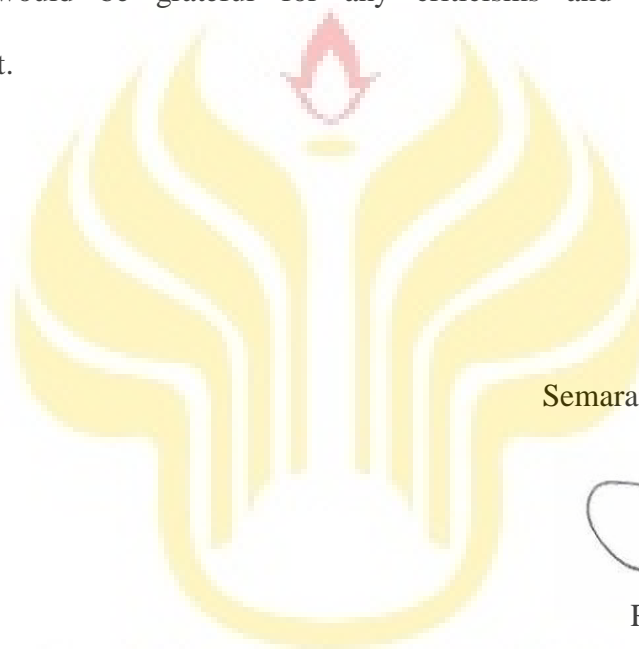
Semarang, September 2016

Riyan Azkalia

ABSTRACT

Azkalia, Riyan. 2016. *The Effectiveness of Visual Imagery Strategy in Teaching Reading Narrative Texts (A Quasi-Experimental Research at the Tenth Grade of MAN 1 Kota Magelang in the Academic Year 2015/2016)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Dr. Djoko Sutopo, M.Si. Advisor II: Novia Trisanti, S.Pd., M.Pd.

Key Words: *reading, quasi-experimental research, Visual Imagery Strategy*

This research aims to describe the significant difference between students who are taught by using Visual Imagery Strategy and those who are taught by using discussion strategy. Furthermore, it aims to describe the effectiveness of implementing the strategy in teaching reading narrative text. The strategy is implemented by instructing students to reveal the verbal codes (visual language/writing) and nonverbal codes (visual objects) within a text. By using a quasi-experimental design, the significant difference of experimental and control groups' mean scores are computed. Moreover, in an attempt to describe further about the effect of the strategy, a questionnaire is administered to the subject of this research.

The population of this research is the tenth grade students of MAN 1 Kota Magelang in the academic year of 2015/2016. The experimental group is X IS 1; meanwhile, the control group is X IA 3. The study was initiated by giving pre-test, treatments, and post-test to both groups. In the one hand, the experimental group (X IS 1) was taught by using Visual Imagery Strategy. In the other hand, the control group (X IA 3) was taught by using regular strategy used by their teacher, which was the strategy of discussion.

The data were gathered by giving reading comprehension test to both groups. In addition, the questionnaire was administered to the experimental group. The result analysis of the quantitative data shows that the mean scores of the experimental group increases from 58.65 to 72.60. The t-test shows that the t_{value} (2.395) was higher than t_{table} (1.997). The result concludes that the working hypothesis is accepted. It means that there is a significant difference between students who were taught by using visual imagery strategy and those who were taught by using discussion strategy. In addition, the analysis of the questionnaire shows that 62.50% of the students agree that the implementation of the strategy assists their comprehension and 25% of them even strongly agree towards the statement. Thus, the analysis reveals that Visual Imagery Strategy is effective in teaching reading narrative text.

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CHAPTER I

INTRODUCTION

This first chapter elaborates the introduction into some parts, which are: background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, definition of terms, and the organization of the final project.

1.1 Background of the Study

Understanding how Indonesian students learn English as a foreign language, researcher considers that the language input obtained by students may not be as much as in their first language. Renandya (2007:134) who argued that the amount of input in foreign language learning was severely limited supports the statement; moreover, the quality of input was rarely exemplary.

Living in the environment of language students are learning will help them learn the language faster. Nevertheless, foreign language learners may have less chance to be directly involved in certain foreign language environment. Not everyone can afford to live in the English speaking country to learn English. Hence, a statement by Renandya (2007:134) claimed, "By providing a large supply of books and other print or non-print materials in the classroom, teachers could immerse their students to language they were learning; in order to develop foreign language environment". Thus, in the learning process students can enrich their English input through reading English materials.

However, reading comprehension for foreign language learners may not be so easy. Comprehending written texts in a foreign language means that they are

demanded to make extra efforts to understand the texts. Every single of them may have a chance to get frustrated even when they start to read some paragraphs. The initial problem comes up; students do not understand the meaning of certain words. Not to mention, they have to construe word by word to comprehend the meaning of a sentence in a paragraph.

As the matter of fact, people might achieve things they are struggling. Students' skill can be better when they study hard mastering a certain language. Nonetheless, a four-years-old child cannot spell a word if no one introduce her how to spell. Indeed, foreign language learners need teachers to train them the language. In case, English teachers take roles as facilitator and mediator for their students' learning developments. Due to the reason, the teachers need to consider having such an effective strategy to train their students. As what Ellis (2003:78) argued, "The study of learning strategies is of potential value to language teachers". Providing students with reading strategies that they can use, is one way to help students perform well on any reading comprehension (Jekins, 2009:8). It is assumed that reading comprehension skill is a competence to construe written texts. To comprehend a text, the application of comprehension strategy is recommended.

At school, Indonesian teachers teach English using genre-based texts. In the Curriculum of 2013, senior high school students have reading class about the same genre of texts but in different level of grammar. Students of the first grade learn about narrative texts. Yet, in the second grade, they will still learn about

narrative texts that are given in a higher level of grammar compare to the first grade.

Unfortunately, English teachers still tend to teach their students by delivering list of vocabularies of certain text in almost their reading classes. They consider that as long as students understand the meaning of certain words, they will comprehend any texts. Being persistence in applying the strategy drives the students to be bored easily when the reading class is started. In the case, teachers need another alternative strategy to make students being more motivated participating the class.

The Journal of Language Teaching and Research published one of the application serves as reading comprehension strategy, on January 2011. It studied the role of visualization on English for Specific Purposes (ESP) of Iranian students whose focuses on reading comprehension skill. The result showed that visualization is the key effective of reading comprehension strategy. Not to mention, the research was recommended the strategy to be used as an alternative for university ESP classrooms because students can be more active in the reading class.

Talking about *visualization* and *reading,* as the matter of fact, readers tend to imagine about things they are reading. When they are able to construct their imagination to be alive, the process of comprehending messages is ongoing. In line with the statement, McDonald (2001:4) argued: "Since reading comprehension is a mental dialogue between writer and reader, the reader needs to interpret and process what is being read in accordance with what is already

known". Thus, instructing students to create visual images of text might be a potential strategy to interpret and process message.

One of the strategy instructed students to create a visual image based on the text is *Mental Imagery*. It is designed to encourage students to relate sentence to one another by creating mental visual image of the text. By using the strategy, students are expected to develop the images of texts in their minds. Nevertheless, only a few numbers of studies were investigating the strategy. The phenomenon is based on the explanation of Willingham (2006:43). It was declared that there are only seven number of studies investigated the strategy.

Mental imagery expects learners to develop images of text in their minds; however, there might be a possibility that learners do not follow the instructions. Teachers might have difficulty to assure that students imagine. In attempt to make the strategy of visualization to be more observable and meaningful, this study is intended to instruct students developing images through creating real visual images of text. Thus, teachers are expected to develop students' reading comprehension by applying *Visual Imagery* as the strategy.

Lastly, due to the urgency of developing reading skills, a study about strategy for teaching reading is essential. In case, Indonesian teachers need such an alternative strategy to teach reading in classroom. Meanwhile, the study applying *Visualization* was proven an effective strategy; moreover, the study claimed that the strategy engaged students to be more active participating reading class. Thus, it is possible to apply the same strategy for teaching reading for Indonesian students. Due to the considerations, the researcher expects that it will

be very advantageous to investigate how effective is Visual Imagery as a strategy to be implemented in teaching reading class for Indonesian senior high school level.

1.2 Reason for Choosing the Topic

Based on the background of the study, researcher considers some reasons of choosing the topic. First, reading comprehension is a skill aspect that has to be mastered by foreign language learner to develop their reading skills and to lead them to their life-long learning. At school, English materials are taught using genre-based texts. In case, teachers tend to think that by understanding meaning it is enough to let students comprehend texts. Besides, comprehending text is not just about understanding meaning of each word. Moreover, it is also about how to construe word by word into a sentence, sentence by sentence into a paragraph, and paragraph by paragraph into a whole text.

During classes, some teachers tend to use same method by translating vocabulary in the texts. As a result, it drives students to be bored easily participating reading classes. In addition, students will have such an English achievement test, every semester. For secondary level, students will also get an English final examination in the end of the third year. On the examinations, the test items are mostly dealing with reading comprehension. Therefore, providing students with such enjoyable and meaningful reading activities in class might become such an effective training for them to improve their comprehension. Hence, students are expected to gain satisfactory results in their English tests. Due to the reasons, teachers need such an effective strategy to be used in their reading

classes. Therefore, students will be enthusiastic participating their classes, and be motivated developing their reading habits to achieve satisfactory results in any English tests.

Second, in attempt to encourage learners developing reading habits, such an interesting genre of text might attract them. Visual Imagery is one of reading strategies, which has been developed to enhance reading comprehension. When people try to comprehend text, they tend to construct their imaginations about everything described in the text. During reading a narrative text, readers are demanded to develop their imagination about the characteristics inside the story. Therefore, it is appropriate applying Visual Imagery Strategy to comprehend narrative texts. Since students are expected using their imagination, depicting the story by their own version will also create pleasure and meaningful sensation of reading. Not to mention, narrative texts are also being taught in the first grade of senior high school. It can be advantageous to encourage students' reading habits since early grade of the school level. Further result, they will get used to read more in the following grades.

The last, it is assumed that senior high school students should have had good English skills because they have learned the subject in junior high school. However, the case is not represented in MAN 1 Kota Magelang. Generally, students' academic achievements are significantly lower compare to some favourite schools, which are in the same level in Magelang. Based on those considerations, researcher intends applying Visual Imagery Strategy as a reading strategy in teaching reading Narrative texts at the tenth grade of MAN 1 Kota

Magelang in the academic year 2015/2016. It is expected that in the future, the students can consider using Visual Imagery Strategy as an alternative strategy to develop their reading skills.

1.3   Research Questions

The researcher contemplates the effectiveness of the strategy as the research problem, the research questions are:

1) Is there any significant difference between tenth grade students of MAN 1 Kota Magelang in the academic year 2015/2016 who are taught by using Visual Imagery Strategy and those who are taught by using discussion strategy?

2) What are the students' responses towards the implementation of Visual Imagery Strategy in teaching reading narrative texts?

1.4   Objectives of the Study

Relies on the research problem, the researcher identifies the objectives of the study:

1) To describe whether or not there is a significant difference between tenth grade students of MAN 1 Kota Magelang in the academic year 2015/2016 who are taught by using Visual Imagery Strategy and those who are taught by using discussion strategy.

2) To describe the students' responses towards the implementation of Visual Imagery Strategy on the tenth grade students of MAN 1 Kota Magelang in the academic year of 2015/2016 in teaching reading narrative texts.

1.5 **Hypotheses**

In this research, the hypotheses for question number 1 are as follows:

1)   Working hypothesis (Ha) = There is a significant difference on tenth grade students of MAN 1 Kota Magelang in the academic year 2015/2016 who were taught by using Visual Imagery Strategy compared to those who were taught by using discussion strategy.

2)   Null hypothesis (Ho) = There is no significant difference on tenth grade students of MAN 1 Kota Magelang in the academic year 2015/2016 who were taught by using Visual Imagery Strategy compared to those who were taught by using discussion strategy.

1.6 **Significances of the Study**

Through this study, the researcher considers having three significance of the study. Theoretically, by applying Visual Imagery Strategy in teaching reading narrative texts, the researcher expects to describe the effectiveness of the strategy. Further, it can be investigated by describing the significant difference between the subjects who are taught by using Visual Imagery Strategy and those who are not taught by using the strategy.

Practicality, the researcher expects that the result of this research can be beneficial for her as a would-be teacher. In the future, the researcher will apply Visual Imagery Strategy in her reading class. It is also possible to develop the strategy for her next researches. This research is also intended to suggest an alternative for English teachers to teach their students' reading comprehension. By implementing Visual Imagery strategy, teachers are expected to develop an

enjoyable and meaningful reading activities on their classrooms. In addition, this research also serves the students applying the strategy to develop their reading skills. It is expected that students can enjoy participating reading class because, the class applying Visual Imagery Strategy allows them to be more active. Thus, students encourage developing their reading habits by applying Visual Imagery Strategy to comprehend texts.

Ultimately, in terms of pedagogically, this research would like to call for further researches and developments dealing with the topic. Therefore, it can develop English teaching and learning strategy in the future.

1.7 Definition of Terms

1) *Quasi-Experimental Design*

Cited from Creswell (2012:21): "Experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in result for participants." In addition, the terms of quasi experimental design was defined from this statements: "Random assignment, required to insure that both the control group and the experimental group are equivalent, … When random assignment is not possible, the design is known as a quasi-experimental design." (Grifee, 2012:72).

2) *Narrative Text*

Anderson & Anderson (2003:8) defined; a piece of text, which tells a story, and, in doing so, entertain or informs the reader or listener is a narrative. In line with

the statement, Hazel (2007) assumed "narrative is our fundamental means of comprehension and expression for this time-locked condition".

3) *Teaching Reading*

Quoted from Brown (2001:298) "it is about how we teach second language learners to master written code, what we teach them, and what the issues are".

4) *Strategy*

"A solution to the problem would be to refer to *technique* (Stern, 1983)*, tactic* (Selinger, 1984)*, and move* (Sarig, 1987) simply as strategies." (Cohen, 1999:10)

5) *Visual Imagery*

The ability to create mental pictures while reading is Visual Imagery (McDonald, 2001:83). Furthermore, Brooker (2013:11) explained "visual imagery as the process of forming mental image(s) through nonverbal mental modalities and connecting the image(s) to words or phrases within the verbal system of our brains".

1.8   Organization of the Final Project

Generally, the final project is organized into five chapters. Each of the chapters will elaborate some points, which are as follows:

The first chapter introduces the background of the study, reasons for choosing the topic, research questions, objectives of the study, hypotheses, significance of the study, definition of terms, and organization of the final project.

The second chapter discusses about review of the related literature. This chapter further review about some previous studies, theoretical studies of the topic, and the theoretical framework.

The third chapter comes up with the research method, which includes: research design, population and sample, research variable and hypotheses, instrument for collecting data, methods of collecting data, and technique of data analysis.

The fourth chapter elaborates the result of the study and discussion. It elaborates the general overview of the research, the results and discussion of test and the result and discussion of questionnaire.

The fifth chapter is the last chapter. It delivers the conclusion of overall study and suggestions for students, teachers, and upcoming researchers.
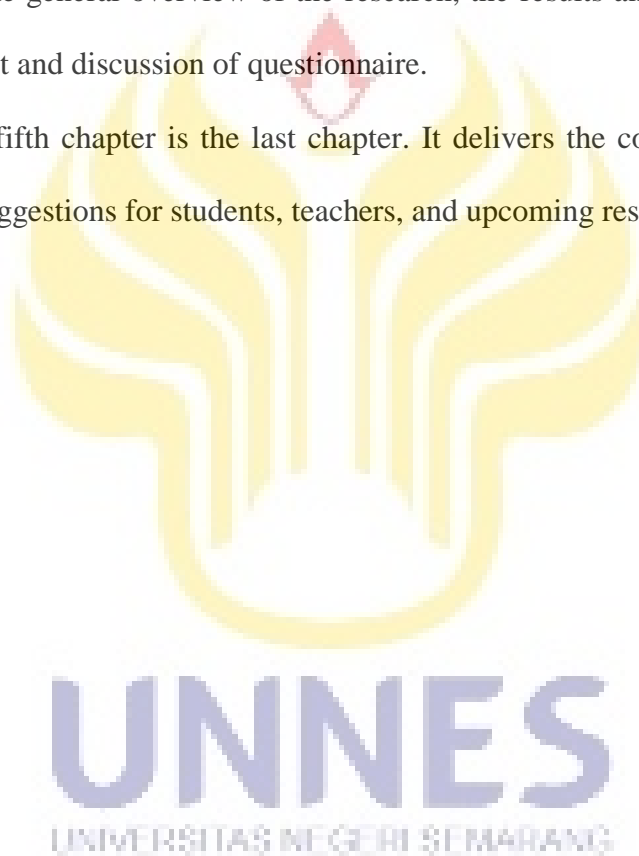
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some literature related to the topic. The review of related literature is essential as the background of knowledge, which leads to the theoretical framework of the study. This chapter is divided into three sub-chapters. The first sub-chapter presents some related previous studies. The second sub-chapter provides some theoretical studies, which support the topic. The last sub-chapter issues the theoretical framework of the study. It discloses the main concept of the study.

2.1   Previous Studies

This research concerns about the investigation how Visual Imagery Strategy is effective for teaching reading narrative text. Due to the objective, some previous studies are adopted. The first previous study was selected based on the urgency of study about reading strategy. The second previous study was about *Picture Cue Cards*. The third previous study was about the framework of combining visual and verbal process. The next previous study was about the implementation of visualization to improve reading skills. The last previous study was about the implementation on Visual Imagery Strategy in teaching reading comprehension of descriptive texts.

The first study was a research aimed to analyse reading strategy used by prospective teachers in their teaching practices. The study was also intended to investigate strategies used by prospective teachers while reading. The study by

Kara (2015) involved 60 students studying in Education Faculty of English Language Teaching Department. The fourth year students were having their teaching practices in the year in which the study was organized. Two closed-questionnaires were given to the students. In addition, their lesson plans and reflection for teaching practices were analyzed, and their classes were observed and videotaped. The result revealed that they tend to teach as the way they read for themselves. They taught "Infer" (Mean: 3.96) and "Meaning" (Mean: 3.88) to their students.

In this study, the sample selection has been adequately chosen. The use of reading strategies by the prospective teachers in their teaching practices were potential to be investigated. It revealed how the prospective teachers conducted their teaching practices. Hence, it could predict how they organized their reading classes as truly teachers. The study emerged that the prospective teachers did not have much intention to teach strategies such as "Strengths", "Consider", "Evaluate" and "Visualize".

In fact, this study indicates how the researcher considers about the urgency of teaching reading strategy. Assuming that reading strategy is applied in classroom, it is expected that students can be better learners and better readers. Therefore, the researcher recommends that the study of teaching reading strategies should be further investigated. In case, the prospective teachers are trained to use reading strategies. Hence, the strategies might be implemented in their classes to develop their skills.

In conclusion, the prospective teachers tend to neglect the importance of teaching reading strategies in their reading classes. In order to develop the learner's skill, the study of reading strategies have to be analysed. Therefore, teachers can consider applying reading strategies in their teaching processes.

As the matter of fact, this study has relation to the topic. The similarity is the consideration that the study of teaching reading strategy is a significant issue to be investigated. The difference is that this study only concerns about the investigation of reading strategies used by the prospective teachers. However, this research aims to investigate the effectiveness of using a strategy in teaching reading, Visual Imagery Strategy.

The next study was a study examined the use of *Picture Cue Cards* as a tool to improve communication in children with autism. The study by Christopher and Shakila (2013) was intended to help children with autism to develop communication using visual mode. This study involved fifteen children diagnosed by *Autistic Disorder*. Two children at once were narrated a story using *Picture Cue Cards*. Thus, children's participations, attentions, and memory were observed. The result was determined by using a self-prepared questionnaire with five point scales. It was found that the majority of children (60%) had pre-intentional communication.

The study indicated that visual mode made significant differences towards children with *Autistic Disorder.* After several procedures applying *Picture Cue Cards,* the children's communication development was seen. The researcher claimed that *Visual Mode* could develop the children's participations, attentions,

and memory. The result proved that there were improvement on participations, attentions, and memory. Thus, it indicated that the children's communication was developed.

Visual mode of learning by applying *Picture Cue Cards* must have been attracted the children's attentions. In this study, children could see the picture of the story while the story was narrated. This is a good idea; because, it might be difficult to engage children with autism to listen, or follow instructions. Since it used media like pictures, it increased the children's curiosity to listen and pay attention to the story. Therefore, it encourages the children to make responses as the sign that they were involved in the story.

In summary, *Picture Cue Cards* is proven having result in improving communication on children with autism. After treatment, the children's level of attention, memory, and participations were improved. The level of improvements indicated that the children's communication levels were developed.

In relation, one of the similarities is that both of the study apply narrative text (story) as the genre-of text. Not to mention, the use of *Picture Cue Cards* supported the children to see the visualization of the story. By using the visual media, they were encouraged to be active participators during learning activity. In this case, the concept of using *Picture Cue Cards* to comprehend a story is beneficial. It serves the information about visualizing events of a story (narrative text). Hence, the concept can be applied in the implementation of Visual Imagery Strategy for teaching reading narrative text. Nonetheless, the difference is the

focus of skill. In the one hand, the study focused on listening skills. In the other hand, this research concerns about reading skills.

The other study was the study discussed how multiple strategies can be integrated by using metacognitive focus. He was Woolley (2010) who managed to combine visual and verbal cognitive processes. The study was intended for teachers assisting learners to improve their reading comprehension. The studies claimed that positive outcome would be achieve when visual and verbal comprehension strategies were applied by using well-organized reading intervention framework.

The combination of visual and verbal processes became the main idea of Woolley's study. He encouraged teachers to combine visual and verbal processes in such an integrated way. The study was intended to develop narrative texts reading comprehension in particular. In the study, some of visualization strategies were generally elaborated. The strategies were included; illustrations, drawing, manipulations, visualization, and characterizations. In addition, the knowledge about text structure and organization were claimed to be the verbal processes of understanding text. Furthermore, the study also discussed the example of conducting the multiple-strategies framework in class.

Generally, the materials about narrative text is supported by the knowledge of text structure and organization. In Indonesia, students are aware of the structure and organization of narrative texts. Unfortunately, teachers do not consider other strategy to develop students' reading comprehension. This idea of combining visual and verbal processes is an excellent idea. Through the combination,

teachers can make additional efforts to train their students to comprehend the texts. In addition, the example of multiple-strategies framework gives general overview to apply the combination of the strategies.

In conclusion, combining visual and verbal processes of textual information can influence reading comprehension. It is very helpful for teachers in assisting learners to construct their comprehensions. Teachers can guide learners with poor comprehension and train them to comprehend the texts.

Successful readers tend to construct mental models about what written in the text is. In the study, learners are asked to read as the verbal process. Furthermore, they do the visual process to comprehend the text. Therefore, they are expected to be imaginative readers. The similarity is that Visual Imagery also focuses on the idea of visualizing textual information to achieve comprehension. Learners are creating their own version of illustrations when they are reading. The study gives information about combining both visual and verbal processes to develop students' narrative texts reading comprehension. However, the difference is that this study serves some visual processes, i.e. illustrations, drawing, manipulations, visualization, and characterizations. Nevertheless, this research only concerns about visualization, which is realized by drawing.

The next study was an experimental research conducted by Erfani, et al., (2011). They investigated the role of visualization on improving English for Specific Purposes (ESP) reading comprehension ability. Sixty students majoring chemistry at Damghan University were randomly selected and divided into experimental and control groups. Significant differences were achieved on the

post-test score. At 0.05 level of probability, t-observed was 5.00. It was statistically higher than t-critical, which was on the point of 2.00. Due to the findings, the researchers claimed that visualization had a significant advantage to improve the students' reading comprehension ability.

The journal entitled *Deepening ESP Reading Comprehension through Visualization* was well described the objective of the research. Due to the importance of ESP courses, the researchers were encouraged to provide such an effective strategy in improving students' reading comprehension ability. In this case, the strategy of visualization was chosen. Through experimental design, the researchers intended to investigate the effect of visualization towards the students' ESP reading comprehension ability. The researchers considered that the strategy could train students to build their own understanding. It was supported by the statement of Rosenblatt (1978) in Erfani, et al., (2010) that this strategy encouraged students to make a personal connection to the text. The findings revealed that the implementation of the strategy invited students to be more active in class. In addition, the researchers pointed out that the strategy might shift the strictness and formality of language learning classroom. Therefore, visualization was recommended to be an alternative strategy for university ESP classroom.

In reading classes, teachers usually asked students to read by themselves. Then, they would be assisted to deal with the vocabularies in the text. These continuous activities tended to be bored for students participating reading classes. A strategy that could encourage students participating the class was required. The study revealed that the strategy of visualization might create a new atmosphere for

reading class. It might encourage students to be active participators in class. Not to mention, the strategy trained the students to deal with themselves to comprehend the texts by applying visualization. Due to the implementation of visualization for ESP classroom, it was expected that students could apply the strategy to develop their reading comprehension's ability.

In conclusion, visualization was a strategy that can encourage students to be active participators in reading classroom. It could also train the students to develop their reading comprehension, personally. As the strategy was proven as an effective strategy for ESP classroom; therefore, it might be possible to apply the strategy for the other reading classes.

In fact, the study has same objective with this research. Both are aimed to investigate the effectiveness of visualizing written text as reading strategy for reading classroom. Nevertheless, both researches have major distinctions on the materials taught and the subjects used. This research is concerned about narrative texts as a specific genre-text, which is learned in English classroom of senior high school level. Researcher considers that in reading narrative text, readers will activate their imaginations. Thus, implementing Visual Imagery as a reading strategy in teaching reading narrative text is a good starting point to introduce the strategy towards students.

The last study was a study about the implementation of Visual Imagery Strategy in teaching reading comprehension of descriptive texts. She was Sari (2016) who attempted to investigate the effectiveness of the strategy. She considered that the strategy would improve students'reading comprehension of

descriptive texts. By using a quasi-experimental design, the test of significance showed that the t_{value} (3.873) was higher than t_{table}(1.67). Thus, it was concluded that students who were treated by using Visual Imagery Strategy was improved better than the control group. The result indicated that students' ability to comprehend texts improved after applying Visual Imagery Strategy. Hence, it would be very advantages to investigate how the strategy is effective to be applied for difference genre of text, narrative text.

2.2 Theoretical Review

Theoretical reviews are consisted of some theoretical concepts related to the topic. It elaborates the general concept of Visual Imagery Strategy, the general concept of narrative text, the general concept of teaching reading strategy, and the General concept of quasi-experimental design. The following theoretical studies are the references of conducting this research.

2.2.1 The General Concept of Visual Imagery Strategy

In the implementation of Visual Imagery Strategy, *Imagery* plays significant role. Due to the importance, this point is initiated by the concept of *Strategy*. Hence, this point is arranged by the concept of *Strategy*, *Visual Imagery Strategy*, and *Strategy-based Instruction*.

2.2.1.1 The Concept of Strategy

Such an effective training is necessary for teaching a second or a foreign language. In order to develop learners' skills, teachers have to consider using strategies. According to Cohen (1999:10), a solution to problem would be to refer to *technique* (Stern, 1983)*, tactic* (Selinger, 1984)*, and move* (Sarig, 1987) simply

as strategies. Furthermore, he classified the range of sub strategies from general to specific based on the functional use of it. Below is the range of the sub strategies:

General strategy   Forming concepts and hypotheses about how the target language works
Specific strategy   Improving reading comprehension in the new language
More specific   The use of strategies for determining whether a text is coherent
Still more specific   Strategies for summarizing a text to determine its coherence
More specific than that   The use of ongoing summaries written in the margin in telegraphic form

Figure 2.1 Cohen's range of sub strategies from general to specific

The range shows that generally strategy is an approach to form concepts and hypothesis about certain language. A specific strategy is aimed to improve learners' reading comprehension. At the more specific level of strategy, it is used to determine whether text is coherent. Furthermore, the specific strategy is used to summarize a text in determining its coherence. The last, the more specific used of strategy is applied to make summary which is written in the margin in telegraphic form.

Based on the range, it is assumed that those all are called as strategies. It differs into some sub strategies due to its functional usage. Each level describes specific condition in which the strategy is used. Therefore, the definitions of strategy, technique, tactics, and move are parallel. Hence, it can be implied that every solution to problems can be defined as the terms.

Furthermore, Chamot (1998:4) also elaborated the term strategy in language learning. She stated: "Learning strategies are the thoughts that students

have and actions that they can take to assist their comprehension, recall, production, and management of their language learning".

Through the theory, learning strategies are claimed as applications, which learners can apply to assist their language learning. The forms of strategies are thoughts and actions. Meanwhile, the strategies can perform as the solution to comprehension, recall, production, and management of language learning. Thus, the implementations of learning strategies are essential in learning process. Especially, the existence will be very beneficial to learners to trigger their second or foreign language.

It can be concluded that strategies in language learning are technique to be applied to assist learning process. In doing so, this research implements Visual Imagery Strategy as a solution for teaching reading narrative text. The functional use of it deals with students' reading comprehension. By implementing the strategy, students are expected to obtain comprehension of text; so, they can understand the messages. The term *strategy* is considered as a specific strategy in which all of the range named it as *strategies*. Thus, as a specific strategy aimed to improve reading comprehension, the term strategy is acceptable to be chosen.

2.2.1.2 Visual Imagery Strategy

As the matter of fact, Darch and Simpson (1990) has investigated the study about Visual Imagery Strategy, they stated:

> A visual imagery strategy is a generic method that can be applied to any word-type students are taught. It found to be a successful technique, visual imagery would be a relatively cost effective instructional method to implement in most classrooms. In addition, teachers would find it appealing because visual imagery is easy to implement.

In the *Effectiveness of Visual Imagery Versus Rule-based Strategies in Teaching Spelling to Learning Disabled Students*, Darch and Simpson (1990:64) declared some steps of conducting Visual Imagery Group, below are some of the steps:

1. after covering the word the teacher asked the students if they could see the image of the word in their mind;

2. the students were then directed to imagine the word displayed on a large outdoor screen;

3. next, the students were asked to imagine each letter of the word pasted on the screen;

4. finally, the students were told to help themselves to remember the word by visualizing themselves nailing the letters of the word onto the screen.

Based on the steps above, it is stated that students are asked to imagine about certain words. The next two steps are asking the students to develop their memory about the words using images visualized in their minds. The steps indicate that the implementation of visual imagery group, students are demanded to activate their visual imagery. When the teacher covers about certain word, students are invited to imagine the images came up in their minds represent the words. It is expected that the strategy assists students to memorize the words through visualizing the image of words.

In the implementation of Visual Imagery Strategy, imagery takes a significant role. Not to mention, the strategy might be effective to enhance

memory and understanding. In case, each students might have different images of certain word. For instance, when students are asked to imagine about the word "book", the images of "book" visualized by each student might be different. Nevertheless, the different kinds of visualization produced by students might not have a major effect; since, in the study, the different images do not effect on the spelling process.

Sadoski and Paivio (2001) in their Dual Coding Theory elaborate the concept of imagery. The theory claims that there is a continuity between perception and memory. They stated; "External experiences are perceived through the stimulation of our various sense modalities, including the visual, auditory, haptic, gustatory, and olfactory sense modalities"

The Dual Coding Theory assumes that external experiences were the form of responses towards stimulus in which the stimulus activated human' sense of modalities. There are many kinds of sense modalities, such as: visual, auditory, haptic, gustatory, and olfactory. Each sense of modalities represents each different stimulus. Such a visual stimulus will be processed by visual sense of modality. In doing so, the sound of music will activate the auditory sense of modality.

Thereby, the types of imagery indicate that human senses are responsive towards stimulus. The term *imagery* can be assumed as the representation of the sense of modalities. In reading process, the existence of imagery can activate readers' sensory and emotions to convey meaning. This statement in line with McDonald (2001:21) who stated that imagery took role in leading the readers to

enter texts' secondary world and making the stories to be alive. By activating imagery, a reader might gain comprehension of texts.

Thus, imagery is the language representation of sense experience or sense of modalities. There are some kinds of imagery. They are visual imagery, auditory, tactile, olfactory, gustatory, organic, and kinesthetic imagery. The imagery takes role on developing written text. Thus, by activating imagery while reading, it might result better comprehension for readers.

To be concerned with the implementation of Visual Imagery Strategy for reading comprehension, the discussion about imagery is significant. In the strategy using visual imagery, readers are demanded to be imaginative in visualizing what they are reading. The discussion may help learner to understand what imagery is; therefore, they can activate their imagery to comprehend text.

Furthermore, Passer and Smith (2009:259) mentioned that Paivio (1969, 2006) claimed that encoding information using both verbal and visual codes enhances memory. Below is the diagram of the orthogonal relationship between mental codes and sense modalities in the Dual Coding Theory by Sadoski and Paivio (1986, 2001).

Table 2.1 Orthogonal Relationship between Mental Codes and Sense Modalities in Dual Coding Theory

Sense Modality	Mental Codes	
	Verbal	Nonverbal
Visual	Visual language (writing)	Visual objects
Auditory	Auditory language (speech)	Environmental sounds
Haptic	Braille, handwriting	"Feel" of objects
Gustatory	-	Taste memories
Olfactory	-	Smell memories

According to the theory, visual sense modality exists within visual language and visual object. The experience of something seen is created through written text and visual object of text. Meanwhile, the combination of auditory language such as "speech" and environmental sounds, produce auditory sense of modalities. Furthermore, the theory emphasized the role of verbal and nonverbal mental codes towards sense of modality.

The Dual Coding Theory claims imagery as the sense of modalities. It investigates the relationship between sense of modalities and mental codes. In case, the combination of both verbal and nonverbal codes can create sense of modalities or imagery. Ones perform the verbal code; when, they read a story. Meanwhile, at the same time, they perform nonverbal code through visual object mentally. In brief, whenever ones read a story, at the same time they will visualize the mental images of the story. The same case happens when one listens to a speech. The environmental sound listened will activate the mental images of the speech.

It can be concluded that Visual Imagery Strategy is easy and applicable to any classes. The steps of conducting Visual Imagery group according to Darch and Simpson' were that students imagine words the teacher were mentioned. In addition, the Dual Coding Theory claims that Visual Imagery combines verbal and visual process. Thus, Visual Imagery or Visual Sense Modality is represented through written text and mental visual images. Through reading written text, ones perform the mental visual images of the text.

In relation to the previous theory, Visual Imagery is a reading strategy in which one combines verbal code and nonverbal code to comprehend texts. Through reading a written text, the visual images of the text are produced during the reading activity. The statement is in line with McDonald (2001:83), he stated; "Visual Imagery is the ability to create mental pictures while reading". The application of the strategy is demanded ones to visualize written text. Further, this research expects students developing such visual images of narrative texts.

2.2.1.3 Strategies-based Instruction

One of considerations about training strategy in classroom is the procedure of applying the strategy in learning process. Cohen (1999:81) declared; "*Strategies-based Instruction* (SBI) is a learner-centred approach to teaching that extends classroom strategy training to include both explicit and implicit integration of strategies into the course content". Furthermore, he stated that teachers at least had three options of conducting SBI, which are:

1. It is started with the established course materials and the determination of strategies application;

2. It is focused on a set of strategies and the design of activities;

3. It is inserted spontaneously into the lessons whenever it seems appropriate.

According to the theory above, teachers have three options of conducting Strategy-based Instruction. The first option, teachers are expected to establish the course material and the application of the strategy. Due to the statement, learners are supposed to apply the strategy explicitly to learning materials. In addition, the

second option also suggests conducting activities by using the strategy explicitly. While, the last option implies to insert the strategy indirectly whenever it is possible during learning process.

Furthermore, Chamot (1998:8) suggested some guiding principles to teach language-learning strategies. Generally, teacher should:

1. Build on strategies students already use by finding out their current strategies and making students aware of the range of strategies used by their classmates;

2. Integrate strategy instruction with regular lessons, rather than teaching the strategies separately from language learning activities

3. Be explicit−name the strategy, tell students why and how it will help them, and when to use it;

4. Provide choice by letting students decide which strategies work best for them;

5. Plan continuous instruction in language learning strategies throughout the course; and

6. Use the target language as much as possible for strategies instruction.

Chamot claimed that the first step for introducing a new strategy was by making students aware of strategies they currently used. The determination assisted students to be aware of strategy that they have applied in learning process. In the next step, it was suggested that a new strategy was trained to students within learning activities. In addition, by explicitly mentioning the name

of the strategy, students could realize the function and the ways it work. Next, it was also suggested that the strategy was trained by using continuous instructions applying the language target. After students knew the new strategy, they might compare which strategy was best for them.

A learner-centred approach invites learners to be active participators in class. On one hand, applying the strategy explicitly can engage students recognizing the reason for doing the activities. Thus, they are aware of what they are supposed to do. In the future, they can apply the strategy by themselves. These explicit activities are appropriate for teacher train a group of students.

On the other hand, internalizing the strategy implicitly can create a meaningful experience for learners; because, they recognize the implication of doing certain activities by themselves. However, it might be difficult to train a group of students, implicitly. Besides, the frequency of internalizing the strategy which has to be considered; students also have different levels of understanding. Hence, it is suitable to be applied whenever teachers deals with learner, personally.

In conclusion, strategy-based instruction can be trained to learners both implicitly and explicitly. Thus, teachers might consider the number of learners and the time allocation for training the learners. The considerations are determined by teacher's goal of training students the strategy.

In conducting Visual Imagery Strategy, there should be a set of determination about design of activities. Teachers have to organize what the students have to do in class. Some previous studies about the strategy managed to

have students drew something came in their minds; while, they were reading. In line with the statement, "…, there are a variety of activities to make learners familiar with. For example, reading the text aloud and at each stopping point, have students sketch what they are picturing in their minds …" (Erfani, et al. 2011:271).

In this research, treatment by using Visual Imagery Strategy is given to the experimental group. The researcher applies Strategy-based Instruction by using Visual Imagery Strategy in class. The strategy establishes for teaching reading narrative texts. In addition, the researcher combines the concept of Darch & Simpson (1990), and Erfani, et al. (2011) as the design of the activities. Thus, students are asked to sketch at every stopping point of texts to gain comprehension.

Next, the theoretical review elaborates the general concept of Narrative text. Visual Imagery Strategy is implemented in developing students' comprehension of narrative texts.

2.2.2   *The General Concept of Narrative Text*

This research applies Visual Imagery Strategy for teaching reading narrative text. Hence, understanding the definition of narrative text is fundamental. Anderson & Anderson (2003:8) stated; "Narrative is a genre-text, which tells a story for amusing or communicating the reader or listener". In addition, he also claims narrative text as literary text, which is created to entreat the reader's emotions and imaginations.
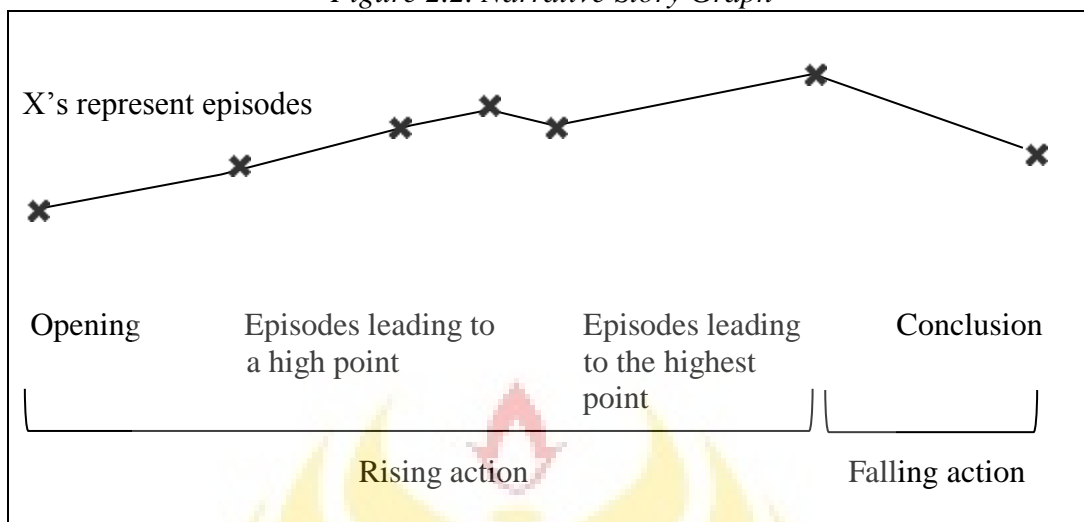
Anderson & Anderson (2003:8) stated that narrative text is a text in which it was constructed of:

1. orientation as the opening, it tells who is in the story, when the story is taking place and where the action is happening;

2. complication as the sets off a series of events that influence what will happen in the story;

3. sequence of events as the characters' reaction to the complication;

4. resolution as the characters' problem solving to the complication;

5. coda as the moral value which is carried out from the story.

According to the theory above, a story is started with orientation as the opening. It answers the questions of *where* and *when*, the story was happened. Next, the complication tells about *what* happened in the story. In case, the sequence of events elaborates *how* the complication was existed. As the problem solving, resolution is given after sequence of events. It can probably answer the question of *why*. The last, the answer of the question "*what is the moral value of the text?"* exists on the *coda*.

In line with Anderson & Anderson, Calfee and Patrick (1995) in Dymock (2007:163)also declared the story graph of narrative text. Below is the story graph.

Figure 2.2. Narrative Story Graph

Both of the theories divide narrative text into some parts. Anderson & Anderson (2003) claimed that narrative text consist of orientation, complication, sequence of events, resolution, and coda. While, Dymock (2007) divide it into two major parts which are rising action and falling action. Based on the two theories, orientation, complication, and sequence of events are the rising actions of narrative text; furthermore, the resolution and coda are the falling actions.

Introducing the generic structure of narrative texts is essential. In order to be able to develop their imaginations, students have to be introduced the generic structure of narrative text. Through the understanding, learners can relate event to event in a narrative text. Hence, the generic structure can assist learners developing their imaginations about the story. After applying visualization, learners might gain comprehension.

It can be concluded that narrative text is a genre, which entertains the readers. Complication is the main point of rising action. Resolution is the falling

action. This falling action is the part, in which the problem solving is stated. In the end part of the text, the moral value is implied.

Narrative text is a suitable genre-text to apply Visual Imagery Strategy. Through reading narrative text, reader can activate their imagery. The imagery helps readers to visualize events, which are going on the text. Furthermore, in attempt to train the strategy explicitly, the general concept of narrative text has to be discussed. It assists the researcher to identify how Visual Imagery Strategy should be applied in the context of comprehending narrative texts.

2.2.3   *The General Concept of Teaching Reading Strategy*

In teaching reading, teacher are supposed to consider some points, below are framework of teaching reading according to Brown (2001:315),

1. Before reading: introducing topic, encouraging skimming and scanning, activating schemata.

2. While reading: global reading and taking notes.

3. After reading: comprehension questions answering

Based on the framework, teachers have three stages of conducting reading class. On the first stage, teachers have to support learners with materials about certain text. This stage also encourages teachers activating learners' background knowledge about the text. After the preparations, learners are claimed to be ready comprehending the text by themselves. On the last stage, teachers have to check learners' comprehension by delivering guided exercises or comprehension test.

Nunan (2003) also discussed the general concept of reading. He mentioned that there are two ways of processing information, which are *bottom-up* and *top-down*. Further, Nunan (2003:27) stated:

> Using bottom-up processing, students start with component parts of words, grammar, and the like. Top-down processing is the opposite. Learners start from their background knowledge, either content schema (general information based on previous learning and life experience) or textual schema (awareness of the kinds of information used in a given situation).

In bottom-up processing, students start from specific things such as vocabulary and grammar to comprehend a text. While, top-down processing starts with general things, i.e. background knowledge. Both of the processing is essential to guide students in comprehending information.

In this case, the concepts of processing information are inserted into the framework of teaching reading. Hence, bottom-up and top-down processing are appropriate to be conducted before reading. As the introduction to the topic, teachers drill learners with vocabulary related to the text and teach them the structure of narrative text. Before starting the reading activity, teacher activates learners' background knowledge. Next, the strategy-based instruction using Visual Imagery Strategy can be implemented in "while reading activities". Pearson and Dole in Cohen (1999:69) supported the consideration of implementing the strategy during reading that one of sequences regarding explicit strategy is by guiding students to practice using the strategy. Thus, the most appropriate stages for training the strategy is in while reading activities. The last, after reading, learners are given guided-exercises about the text.

In conclusion, there are three stages of teaching reading, (1) Before reading, (2) While reading, and (3) After reading. Before reading, teacher supports learners with bottom-up and top-down processing. While reading, teacher applies the strategy based-instruction using Visual Imagery Strategy. After reading, teacher checks learners' understanding of text using guided exercises.

Lastly, the theoretical studies finalizes by elaborating the general concept of quasi-experimental design. It is described to give general concept of conducting research to investigate the effectiveness of Visual Imagery Strategy in teaching reading narrative texts.

2.2.4   The General Concept of Quasi-Experimental Design

The definition of experimental design cited from Creswell (2012:21): "Experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in result for participants." In order to look the difference result of the participants, the participants are divided into control group and experimental group.

The theory claims that the effect of giving certain treatments towards objects can be investigated through experimental design. Pratama & Yuliati (2016) stated; "Some methods teachers may use in the classroom are experimental learning, role play, and discussion, for examples". In this case, as a quantitative research applied in teaching and learning process, it compares the result of two groups after treatments in the teaching and learning process are given. In this design, a group to be control group; while, the other to be experimental group.

Furthermore, Grifee (2012:72) claimed that quasi-experimental design is a design in which participators are not divided by using random assignment. He stated:

> "Random assignment, required to insure that both the control group and the experimental group are equivalent, is often impossible in educational research at the classroom level because TREES seldom control the assignment of students to classes and usually work with *intact classes*. Intact classes are classes assigned by administrative procedures or classes selected by students. When random assignment is not possible, the design is known as a quasi-experimental design."

According to the theories, an experimental design is used to investigate if such activities have an effect towards participants. In the procedure, participants are divided into two groups, control group, and experimental group. Thus, the equivalent competences of both groups are checked using random assignment. However, some cases showed that it is often impossible to give the random assignment. In case, a quasi-experimental design might be the alternative.

Therefore, a quasi-experimental design is a procedure of experimental research in which participators are not given any random assignment. This design is suitable for experimental design deals with students in school as the participators. In some cases, usually students have been grouped by using administrative procedures or students independently choose their classes. In this case, random assignment cannot be given to students; due to the administrative procedures of school.

It can be concluded that experimental design is a research design, which attempt to investigate a causal effect of certain treatments towards participators. In order to check the differences, two groups are formed. The participators are

divided by giving random assignment. Unfortunately, if the random assignment is not possible to be given, therefore, quasi-experimental design can be implemented. The design does not need to apply the procedures of giving random assignment.

In relation to the theories, the researcher attempt to investigate the effectiveness of Visual Imagery Strategy in teaching reading narrative texts. In two comparison groups, the first group as experimental group is treated by using Visual Imagery Strategy. The second group as control group is given discussion strategy. The result of both groups in pre-test and post-test are compared to determine the inferences. In this case, the school where the research is conducted, does not permit their students to be divided by the researcher. It is not permitted due to the administrative procedure of the school. Therefore, quasi-experimental design is applied.

2.3   Theoretical Framework

Theoretical framework is the general concept of researcher's notions. This framework relates concepts of the theoretical reviews. Moreover, it leads to the matter the researcher intends to investigate and the procedure of conducting the research.

Visual Imagery Strategy is a reading strategy, which integrates verbal code and nonverbal code to comprehend texts. During reading, learners are expected to visualize the visual images of texts. By using Strategy-based Instruction, the strategy attempts to be implemented in teaching reading narrative texts.

This research concerns to investigate the comparison results between pretest and post-test of experimental and control groups. There is a try-out test to check the validity and reliability of test items. The test items are consisted of comprehension questions about some narrative texts. In case, treatments are given to the experimental group by using Visual Imagery Strategy. The control group is treated by using discussion strategy. Below is the theoretical framework of this research,
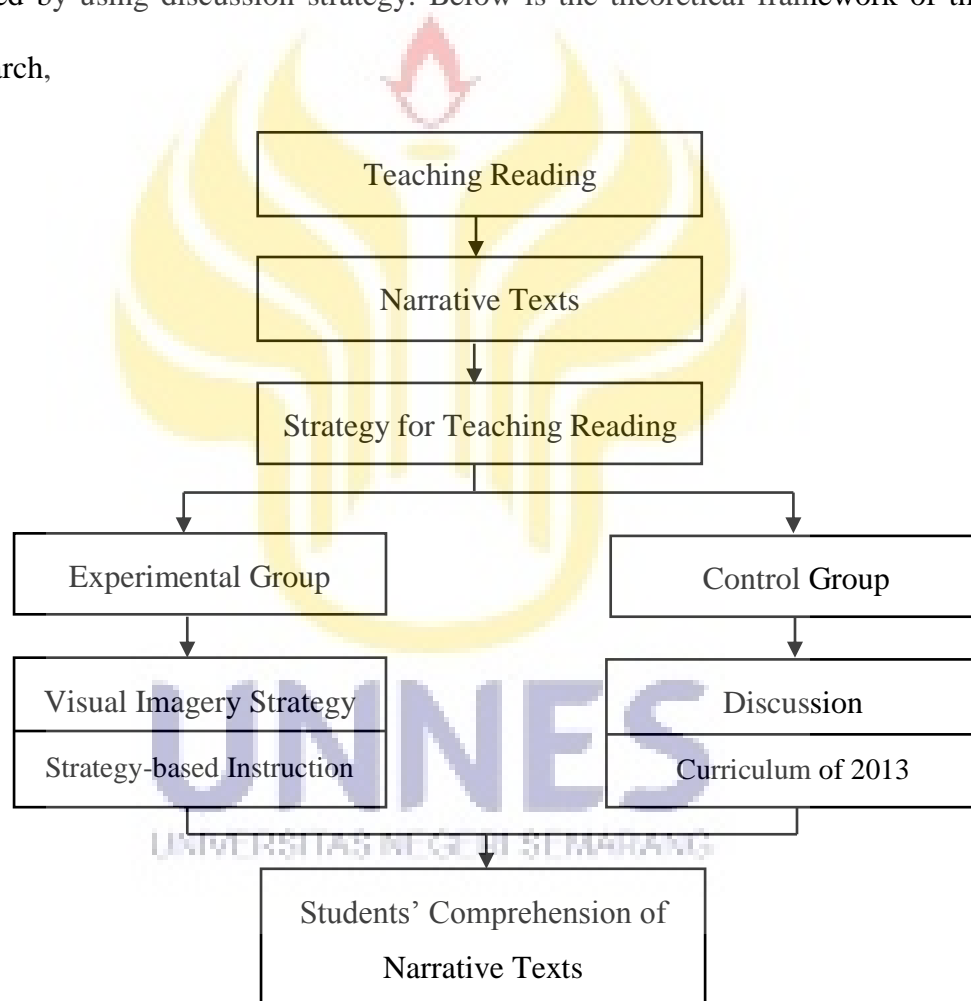
Figure 2.3 Theoretical Framework

In teaching reading, the researcher considers applying the framework of Brown. It is combined with the theory of bottom-up and top-down processing.

The researcher as teacher gives bottom-up and top-down processing as pre-reading activities. During reading, students are trained using Visual Imagery Strategy to comprehend narrative texts. After reading, students' comprehensions of the texts are checked by using guided exercises.

Eventually, this research is aimed to investigate the effectiveness of Visual Imagery Strategy in teaching reading narrative texts. In applying the strategy, experimental group is guided to activated imagery during reading. Hence, they can visualize by depicting their visualization to comprehend narrative texts.
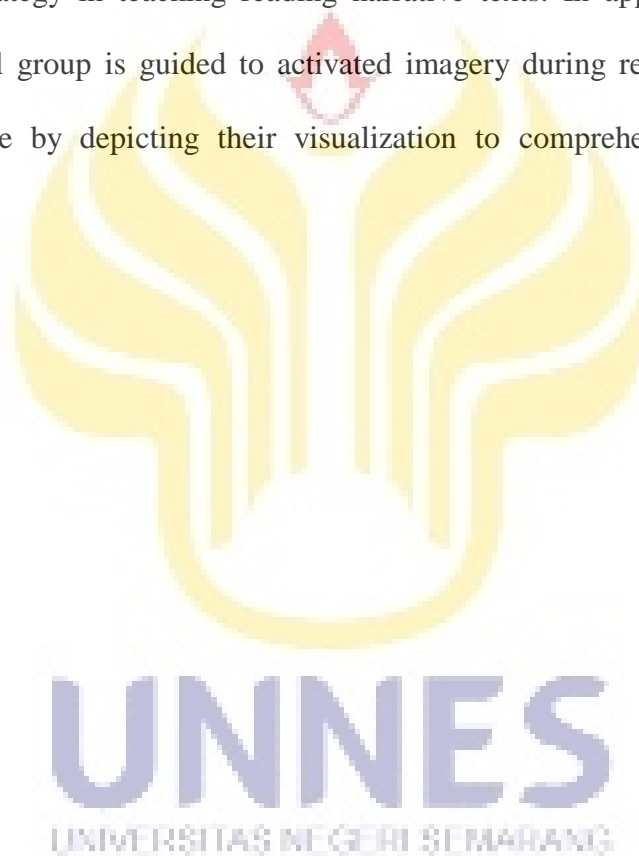
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the research findings and discussion, this last chapter presents the conclusions and the suggestions of this research.

5.1 Conclusions

The first objective of conducting the research was to describe the significant difference between tenth grade students of MAN 1 Kota Magelang in the academic year 2015/2016 who were taught by using Visual Imagery Strategy and those who were taught by using discussion strategy. By determining the significant difference, the effectiveness of Visual Imagery Strategy could be proven. The research findings from pre-test and post-test mean scores of experimental group showed that it was statistically increased from 58.65 to 72.6. Meanwhile, the scores of control group only increased from 59.05 to 66.57.

In the one hand, the data were analyzed by using *Independent Sample T-Test*. The mean scores comparison of both groups in post-test proved that the working hypothesis (Ha) was accepted. The analysis showed that the value of *Sig.(2-tailed)* (0.02) was less than the value of $\alpha = 5\% = 0.05$. Moreover, the t $_{value}$ (2.395) was more than the t $_{table}$ (1.997).

In the other hand, the data were also investigated by using *Paired-Sample T-Test*. The analysis showed that both of the groups were improved after the treatments. However, the *mean* scores differences indicated that the experimental group (13.95) improved better than the control group (7.52). Through the *mean*

scores differences, the *t-value* of the experimental group was 6.687. Meanwhile, the *t-value* of the control group was 4.445.

According to the results, it can be concluded that there was a significant difference between the two groups, after being given several treatments. Thus, the analysis of significant difference revealed that Visual Imagery Strategy was effective in teaching reading narrative texts for the subjects of this research.

The second objective, in order to describe further about how the strategy effects on the subjects, the researcher delivered a questionnaire. The questionnaire was used to recognize the responses of students towards the implementation of Visual Imagery Strategy. The questionnaire with *Likert-type* items was delivered to fill in. The analysis showed that 62.50% of the students agreed that the implementation of the strategy assisted them to comprehend narrative texts. In addition, 25% of them even strongly agreed towards the statement.

5.2 Suggestions

Finally, the researcher would like to give some suggestions towards English teachers, students, and future researchers.

In the one hand, English teachers should consider developing enjoyable and meaningful reading activities in class. It could encourage and assist students to enhance their reading ability. English teachers could implement Visual Imagery Strategy for their reading classes. Beside it is proven to be an effective strategy in teaching reading narrative texts, students also found that reading activities by using the strategy was interesting and meaningful. Thus, it could shift the strictness of reading classes.

In the other hand, students should develop their reading habits. It could help them to get used to read in English. Thus, their reading ability could enhance. If students feel difficulties in reading practices, they could consider applying Visual Imagery Strategy to comprehend texts.

Lastly, the researcher expects to call for further researches and developments of reading strategy. Therefore, it could develop English teaching and learning strategy in the future.

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