



The Effectiveness of Combining Mind's Eye and Story Impression Strategies in Teaching Reading Comprehension in Second Year Students

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Abstract

This study aims to investigate whether combining mind's eye and story impression has better effect in teaching reading. The clarification of this investigation is depended in factual examination that utilized SPSS with utilized ANCOVA for analyzed procedure. This study can conclude as follows. The result from the yield of ANCOVA may for replied the address which is an issue in this consideration. The result appeared centrality esteem uniformity of change more than 0.005 that was 0.076. That was the table test between subject impact appeared centrality esteem littler than 0.005 that was 0,000 from the result of centrality esteem there was contrast between the understudies who instructed utilized combining mind's eye and story impression methodologies with the understudies instructed utilized Grammar Translation Method (GTM). From the result over so, combining mind's eye and story impression procedures is more successful than GTM.

Keywords: combining, mind's eye strategy, reading comprehension, story impression strategy,

Introduction

Nowadays the capacity to communicate in other dialect particularly English is a vital thing that must be aced by all of Indonesian individuals particularly in globalization period. English gets to be the foremost popular language in the world. There are numerous occurrences where we are required to have English aptitudes both composed and talked. For examples if we want to get job in benefit place, we should master English, if we go to have trip abroad, we will see information written in English. If we want to continue our education in higher level, we must also master English in oral or written.

One skill that students need to acquire is reading. When reading, students need to understand the material as well as just read it. One of the issues that kids have understands the material because English is not a language that is spoken in our nation. This is demonstrated by the results of a questionnaire that was administered to junior high school classrooms. In both classes, the majority of students complained that the

English material was very difficult to grasp and that they would rather play and speak with their peers during class time. However, they have to meet the curriculum's requirements for standards proficiency.

The researcher believes that in order to solve the issue, students should be refreshed while the class is in session without interrupting the learning process. Combining the appropriate strategies is one method that can assist students in improving their reading comprehension ability. As stated by (Harmer, 2007) combining strategies can plan innovative lesson which will motivate the students to learn. It is hoped that by combining the mind's eye and story impression procedures when reading narrative texts, students will attain higher reading comprehension scores. Using a technique called mind's eye, students can engage in critical thinking by visualizing words from the list and maintain interest in the learning process. Students' critical thinking skills will also be enhanced by the tale impression approach, which requires them to make predictions about the plot's continuation. Hopefully, by combining

the mind's eye and story impression strategies, students will be able to overcome their reading comprehension difficulties.

Materials and Method

Theory of Reading

There are three kinds of theory of reading they are as follows:

- a. Schema Theory: schema (singular) is the knowledge structure already stored in memory (Ajideh, 2003) schemata is organized background knowledge which leads us to expect or predict aspects in our interpretation of discourse. (Ajideh, 2003) stated that to activate schemata mind can be stimulated by keyword, phrases in text or by the context activates a knowledge schema. (Ajideh, 2003) implies that we are not necessarily dealing with conscious processes, but rather with automatic cognitive responses given to external stimuli.
- b. Mental Model Theory: Mental model theory is characterized as a mind movie created in reader's head and it is based on the reading content (Kassotaki, 2014). According to (Sanjaya, 2006) redefine mental model theory is treating language as information to analyze syntactically and semantically and then store in memory, language is now seen as a set of processing instructions on how to construct a mental representation of the described situation. Mental models are built from personal interpretation of information (Snow, 2014) there are three levels that build by reader in their mental representation when they are reading. First, verbal representations which refer to decoding word to word what is exactly written. Second, semantic representation, in which meaning of words and meaning results from the relations among them is born, then the full model of the meaning is generated when readers combine the upper mentioned meaning with the situation and last a complete mental model of the text is created in the reader's brain and this is the point when full comprehension is achieved.
- c. Meta cognition Theory
According to (Veenman et al., 2006) metacognition was originally referred to as the knowledge about and regulation of one's cognitive activities in learning process. Based on (Veenman et al., 2006) they states

that metacognition refer to thinking about thinking or it is a learning steps that learner to follows the achieving the problem.

Reading Comprehension

(Snow, 2014) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Snow emphasized in word "extracting" and "constructing" that represents the important of the text from reading comprehension. (Snow, 2014) Reading comprehension means the process of making meaning from the text. The goal therefore is to gain overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

- a. The Factor Which Effect Students Comprehension. According to (Patel, 2008) there are five factors that give effect to students reading comprehension that are vocabulary, sentence length and paragraph formation, limited intelligence, and lack of developmental of reading skill.
- b. The Level of Reading Comprehension. According to (Patel, 2008) the level from students comprehension in reading divide into three parts, that are: factual level, Second, interpretative level, and evaluative level.
- c. The Classification of Comprehension Skill in Reading Comprehension. According to (Snow, 2014) there are three classifications of comprehension skill in reading comprehensions that are: pre-interpretative comprehension, interpretative comprehension and critical reading comprehension.

Mind's Eye Strategy

Mind's eye strategy is proposed by (Harmer, 2007) This strategy helps the students to improve and understand the text through making mental imagery in their mind. According to (Harmer, 2007) mind's eye strategy is strategy that builds students' capacity to create mental images from the text. Mind eyes is strategy for imaging developed to help the students develop their visualization skill by having them create visual image of familiar object. There are four ways to processing mental imagery based on Robin in (Harmer, 2007) those are (1) Draw a picture they image generated, (2) Develop a question that they hope the chapter will answer, (3).Generate a predication about the chapter.(4) Describe the personal feelings that were evoked

as they constructed their mental images.

(Sanjaya, 2006) stated that mental imagery has a complex relationship to cognition and language. Mind's eye strategy is necessary strategy that can be apply to the students who lack in reading comprehension because in mind's eye strategy students can activate their mind to create image and save it in their memory in their brain. As stated by the popular psychologist named (Sanjaya, 2006) proposed dual coding theory, stated that human keep information trough two ways that are by language and by image to make learning deeper and easier to remember. In mind's eye strategy in reading comprehension dual coding is focused on students in build mental imagery, make predication and remember what has they read in text.

a. Procedure of Mind's Eye Strategy. According to (Sanjaya, 2006) the activities in applying mind's eye strategy involve the following things. First, choose 20–30 important terms from the book. Second, let the students know that the teacher will be reading aloud from the book and giving them instructions to visualize the words. Ask them to think about what would most interest them in illustrating how they see the term through the use of pictures, questions, predictions, or emotional descriptions. Third, the teacher read aloud to the class gradually, emphasizing each student's tone and emotion. When you read the text's lines aloud to the students, ask them to conjure up pictures in their minds. After giving the students instructions to read the book, forth asks them to compare their initial ideas with what they discover in the text. Fifth, support the students in their process of reflection and forms of easy thinking that involve (questioning, exploring their feelings, visualizing, or making predictions). Sixth, show the students how to apply this technique on their own by providing examples of how to choose important phrases, conjure up images in their minds, and make predictions that support the teacher's.

b. The Advantages of Mind's Eye Strategies. From many sources, researchers have taken advantage of the benefits of visual strategies: helping students to be more creative, because through this strategy, students can create mental images based on words in the text. Besides, they can develop and encourage their critical thinking. Because this strategy, students also make predictions about the words from the list in the text.

Story Impression Strategy

a. Procedure of Story Impression Strategy. According to (Patel, 2008) there are some steps to use story impression strategy in class involve the following things. First, activate background knowledge by introducing the story. Second, insert an impressive list of clues from the story, including the story's title and author. The order of the clue list must match the scenario. Third, ask students to use the clues to write sermons from the story. Fourth, explain to students that each story will be different from the original story because it depends on their previous experiences and knowledge. Fifth, emphasize that preliminary story writing is an aid to story comprehension and will not be graded. Planning the reading is more important than how close it is to the actual story. Sixth, the student or teacher should record the student's story on paper in the form of a transcript. Seventh, ask students to read their stories to you in advance with friends, in small groups or in class. Ninth, collect stories before they are shared. Tenth, distribute the actual story and ask students to read it silently. The story can be read orally to younger students. Eleventh, after reading the preliminary story, have students return it to you and then use the clues to write a new version of the true story. The 12 stories will then be analyzed to determine the actual story understanding and final small group activity.

b. The Advantages of Story Impression Strategy. According to (Patel, 2008), the story printing strategy has many benefits for students: First, it encourages students' critical thinking because they must use predictions based on clues from the story. Second, make all students in the class become active and independent in class. Third, supports knowledge retention because in this strategy the teacher uses clues written on the board to encourage students' knowledge. Finally, a good activity for a mixed-reading class, because in this strategy, students can work in time or in pairs, but everyone in the group is okay with the activity.

Combining Mind's Eye and Story Impression Strategies

Combining strategy is one of good way that choice by the teacher to make learning process is fun and interesting. It support by (Patel, 2008) state that by combining procedures instructor can arrange inventive lessons, which can propel the

understudy to memorize. The step of utilizing combining mind's eye and story impression procedures as takes after. To begin with, actuate students' earlier information with appear the title of the story will be talked about with allow conceptualizing (story impression technique). Moment, select 15-30 words from the content as clues (mind's eye procedure). Third, teacher reads the chosen words or expressions and instruments the understudies to make mental pictures and expectation when the educator perused that words (mind's eye procedure). Fourth, instructor inquires to understudies what their translation approximately the words that she examined (Mind's eye methodology). Fifth, posting the chosen words or expressions as clues based on scene of the story vertically (story impression technique). Sixth, educating the students to utilize clues and types in their forecast in a paper based on the clues from the storyline (story impression technique). Seventh, clarifying to the understudies everybody story will be diverse from the first from since it depends from their encounters and earlier information of each understudies (story Impression technique). Eighth, emphasize that composing of the pre story is an aid to comprehending the story which it'll not be reviewed. Making an outline for the perusing is more critical than how near they come to the real story (story impression technique). Ninth, have the understudies perused their pre-story to you, to a peer, in little bunches, or to the course (story impression procedure). Tenth, collect the pre stories when they have been shared (Story Impression technique) Eleventh, appear the real of the story to the understudies, at that point educated them to read it quietly (story impression technique) Twelve, after they examined the full of genuine story educator taught to retelling a story that they examined utilizing the clues (story impression technique) Thirteenth, teacher record the students errand from expectation until retelling the story (story impression technique). Final, students do the test as assessment.

Grammar Translation Method

Grammar Translation Method is a popular in nineteenth century and it is also called classical method (Brown, 2008). According to (Chang, 2011) grammar translation method has objective to assist students examined and appreciate outside language literature. Other than that utilizing grammar translation method the stu-

dents trust can translating the content that uses remote language into their local language. (Brown, 2008) The role of the teacher and students in grammar interpretation method is teacher as the specialist of the classroom and students do based on teacher instruction. To reply to the student's error is teacher supplies them with rectify reply since in this strategy having adjust reply is exceptionally critical.

- a. Steps Using Grammar Translation Method. In this part the researcher explained the Grammar Translation Method based on the steps that told by the teacher in interview sheet the steps as follows. First, teacher gives the content to the students to perused, Moment, students interpret the content into their local language. Third, students compose out the answers to perusing comprehension questions. Fourth, teacher with the students talk about almost their works in reply the address in perusing section. Fifth, teacher allow opportunity to the students to appear their reply on the off chance that they deliver off base reply teacher deliver opportunity to other students to fill the right answer and instructor allow the most excellent reply as well. Sixth, after wrapped up instructor donate clarification around the fabric that they talked about. Last after the instructor deliver clarification approximately all thing within the text he educated to the understudies to foresee what kind of content and tense that utilize within the content.(Chang, 2011)
- b. The Advantages of Grammar Translation Method. (Chang, 2011) said that there were some advantages instructing utilizing grammar translation method. To begin with, learner has no troubles to get it the lesson since it is carried out utilizing the mother tongue. Moment, utilizing linguistic use translation method is one of most straightforward way to clarifying meaning or expressions in educating perusing. Third, grammar translation method may be a labor sparing strategy since the teacher clarifies everything in course utilizing mother tongue.

Narrative Text

- a. Definition of Narrative Text. (Knapp & Watkins, 2008) stated that narrative is our fundamental means of comprehension and expression for this time-locked condition. Besides that, also state that narrative is a representation of reality from a particular per-

spective.

- b. The Purpose of Narrative Text. According to (Anderson & Anderson, 1997) a narrative is a piece of the text which tells a story and in doing so entertain or informs the reader or listener.
- c. Generic Structure of Narrative Text. (Anderson & Anderson, 1997) distinguish five bland structures that they term in account content that are introduction, complication, determination, and coda. Introduction is set of the scene the story happened (when, where, who, what and why). Complication could be a portion within the story which tells the starting of the issues which leads the climax of the most members within the story content. Determination is result or how the issue is settled; it is can pitiful or upbeat finishing.
- d. Language Feature of Narrative Text. According to (Anderson & Anderson, 1997) narrative text has some languages features as list bellows. First, utilizing particular character with characterized characters such as creature, human or some of the time human and creature. Moment, utilizing activity verb for illustration run, bounced, strolled. Second, utilizing past tense for illustration final night, recently and longtime back. Third, Utilizing considering verb to allow us data approximately what members are feeling or considering for case pondered, thought, loathed etc. Fourt, discourse incorporates utilizing saying verb for case said, inquired and answered 6th, clear dialect is utilized to upgrade and create the story by making picture within the reader's intellect. Seventh, subject is composed in to begin with and third individual for case I, we (to begin with individual) and (he, she, they (third individual)).

Research Design

This study applied experimental design research. The research design that use by the researcher in this study is quasi experimental research applying nonrandomized control group pre test post test design. (Ary, Donald, 2017) The information utilized in (Anderson & Anderson, 1997) this think about was interval data since it taken from student's score of perusing test. There were a few reasons for taking this investigates. To begin with, the analyst as it were collaborated with teacher for done this consider to make the common condition of the lesson to maintain a strategic distance from the

students to feel has been being watched which can caused the unessential variable. Moment, the two classes utilized in this investigate have been isolated long some time recently the analyst conducted the inquire about. Third, the inquire about conducted without changing the setting of the lesson. Fourth, the analyst was executed utilizing time plan of the address organized by the institution as some time recently. This study was one to find out of the effectiveness of two teaching strategy, conventional strategy and Combining Mind's Eye and Story Impression Strategies in teaching reading narrative text for second year students in learning process. In this study the researcher used two classes with decided where the classes for experiment and control group it was choose through lottery. One class as experimental group (D) used Combining Mind's Eye and Story Impression Strategies, and the other (F) as control group was used conventional strategy that was GTM.

Variable of the Research

Variable is the operational way in which the attribute is represented for further data processing. There were seven kinds of variables, they were dependent, independent, intervene, moderator, confounding, control and concomitant variable. In any case, related to speculation of this consider, there was as it were two variables watched, they were subordinate and free variable. The subordinate factors were Combing Mind's Eye and Story Impression Techniques and GTM as ordinary procedure. Free variable was the student's accomplishments which displayed by their scores at the conclusion of the treatment utilizing those two procedures.

Procedure of the Research

Procedure is a fixed step by step sequence of activities with start and ends point that must be followed in the same order. In this research the researcher followed the following steps namely. First the researcher asked to permission in the instance to hold the research. Second, the researcher met with the curriculum advisor to know what classes that used for the research. Third the curriculum advisor instructs the researcher to met with one of the English teachers in that instance then he gave class D and F for the research. Besides that, the researcher also asked one class with different teacher for the tryout class. Fourth, the researcher prepared the research instrument. Fifth, the researcher held the tryout of the research instrument. Sixth, gave questionnaire to

the both classes to know their interesting about reading comprehension and also the researcher held the interview to the teacher who taught both of classes. Seventh, the researcher held the pretest to both of classes. Eighth, the researcher taught both of class with different strategy class D as experimental class taught by used Combining Mind's Eye and Story Impression Strategies and the control one used GTM. Ninth, the researcher held the posttest to both of classes to get data about the treatment that has been done in the both of classes and the last the researcher comparing the data and analyze the data to get the result in this research.

- a. Treatment. The quasi experimental research is conducted to know the effect of different treatment of teaching to control group and experimental group. The two groups taught using different ways. The experimental group D, taught using Combining Mind Eye and Story Impression Strategies and the control group F using conventional strategy that is using GTM like teacher apply when he teaches his students.
- b. Instructional Material. For instructional material the researcher used the text book that used in that school.
- c. Instructor. In conducting the experimental study, the researcher will teach two groups herself in order to know the classroom activity clearly. Besides that, the researcher wants to give the best treatments in the two groups be able get the maximal result.
- d. Time Allocation. The duration in this experiment is 40 x 2 minutes in each meeting. Each group needs four meeting to finish the lessons.
- e. Population and Sample. According to (Ary, Donald, 2017) "a population is defined as all members of any well-defined class of people, events, or objects." A sample is a portion of a population. The population of this study was all second students of junior high school that consist of nine classes from the nine classes the researcher took two classes comprising 66 students as the sample of this research. 33 students taken from D and the second one taken from F.
- f. Technique of Collecting Data. The technique for collecting data the researcher using pre- test, post-test and teach directly on the both of classes. Before pre test, post test and teaching directly, the researcher also held interview to the teacher and giving questionnaire to the both of class. The researcher used objective test using true-false type and short answer type to measure the students' comprehension on reading narrative text.

Technique of the Analyzing Data

- a. Validity. Validity is the most important part to get the data in the research especially in the educational area. To know instruments for the research suitable to use in taking data research. There are five kinds of validity they are: 1) content validity, 2) construct validity, 3) face validity, 4) Criterion validity, 5) Empirical validity. In this research the researcher used. In this research study the researcher uses content validity to know the validity of the test and empirical validity to know how closely score on the test correspond. In content validity the researcher will construct the test based on the basic course outline (syllabus) in Junior high school.
- b. Reliability. Based on (Pallant, 2016) in their journal with the title Exploring Reliability in Academic Assessment reliability is the degree to which an assessment device produces strong and consistent end result. There are four styles of reliability they are as follows: 1) take a look at retest reliability 2) exchange or equivalent – from method 3) cut up half of approach four) Kude Richardson formulation.

Results and Discussion

Research results based on data collected during the research process are presented in this chapter. To measure the reliability of the test, the writer will use the spilt half technique to measure reliability of the test and will correlate the first halves and the second one using Pearson Product Moment formula.

$$r_{xy} = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left((\sum x)^2 - \frac{(\sum x)^2}{N}\right) \left((\sum y)^2 - \frac{(\sum y)^2}{N}\right)}}$$

Where:

X = The scores of the first halves

Y = The scores of the second halves

N = The total number of the students

R_{xy} = The coefficient of the correlation of two halves of the scores

To get reliability index of the text the researcher was used spearman brown formula as follow:

$$r_{11} = \frac{2 \cdot r^{1/2}^{1/2}}{1 + r^{1/2}^{1/2}}$$

Where:

r_{11} = Coefficient reliability of the test $r^{1/2 \ 1/2}$

r_{xy} = (Coefficient of correlation of two halves' scores)

Homogeneity of the Sample

To measure the homogeneity of sample the researcher uses F test formula:

$$S = \frac{S^2(\text{big variance})}{S^2(\text{small variance})}$$

$$SX_1^2 = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{n_1}}{n_1}$$

$$\sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

Note : $SX_2^2 = \frac{\sum X_2^2 - \frac{(\sum X_2)^2}{n_2}}{n_2}$ ΣX_1 : the total score of control group in pre test
 ΣX_2 : the total score of experiment group in pre test
 n : the total number student in each group

To determine that both of group homogenous or not it can be seen on F- table of both those groups. F-table used degree of freedom 5 %. If F-score is smaller than F-table it is mean that both groups are homogenous and can be used to conduct a comparative study.

Normality

To measure the normality of the test, the writer analyzes the posttest experiment and control group using Kolmogorov-smirnov formula computed with SPSS version 16.00 Program. If the probability is bigger than 0.05 it means that the data from the both of group are normal.

Method of Analyzing Data

In this research activity, the researcher uses pre test and post test to know the improving of the groups in reading comprehension. To prove the hypothesis of this study the researcher using ANCOVA.

Interpretation

The result from the output of ANCOVA could for answered the question which be a problem in this study. From the result of the research had been done showed significance value equality

of variance more than 0.005 that was 0.076. And test between subject effects showed significance value smaller than 0.005 that were 0.000 from the result of significance value there was difference between the students who taught used combining mind's eye and story impression strategies with the students taught used GTM. From the result estimated marginal means showed that students who taught used combining mind's eye and story impression strategies had means 66.46 and the students who taught used GTM had 54.83. From the result above so, combining mind's eye and story impression strategies is more effective than GTM.

Conclusion

Combining Mind's Eye and Story Impression Strategies performs better because the means box showed 66.46 and the students who taught using GTM got mean score 54.83.

Suggestion

- a. For the Teachers
 1. Combining Mind's Eye and Story Impression Strategy is one of strategy in teaching that can be used by teacher as alternative strategy in teaching reading comprehension to the students.
 2. Teacher should more careful in choose teaching strategy that want to apply in class be able get the maximal result.
- b. For the Students
 1. The students should be active in learning process in order to improve their reading comprehension.
 2. The students should give more attention in teacher explanations when the learning process is going on be able, they get maximal result in learning process.
- c. Further Researcher

The coming researchers can conduct the further research in the field by extending it to the other levels and subjects. Maybe this strategy can conduct to held research in teaching Javanese subject with the topic reading comprehension, religion subject to teaching students about the history of prophetess and to teaching math subject.

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