

THE EFFECT OF SENSORY IMAGES STRATEGY  
ON THE STUDENTS' READING COMPREHENSION

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**Abstract**

The aim of the research to find out The Effect of Sensory Images Strategy on the Seventh Grade Students' Reading Comprehension. It tries to reveal whether there is a significant difference in the students' reading comprehension. Many research concluded that the Indonesian's people ability in reading comprehension is still low. top-performing countries had a relative strength in the interpreting, integrating, and evaluating reading comprehension skills and strategies compared to their reading achievement overall Hong Kong SAR 571, the Russian Federation 586, Singapore 567, Northern Ireland 558, and the US as well as the Canadian province of Ontario and the US state of Florida 556 and reading average scale score in Indonesia 428. It means that reading comprehension in Indonesia is lower than other country.

This research is classified as a quasi-experimental study. The subjects of this study were 34 students of seventh grade at MTs Annidhom Jember where 17 students of VIIA and 17 students of VIIB. Class VIIB was chosen as the Experimental Group which was taught using sensory images strategy as the treatment while Class VIIA was chosen as the Control Group which was not taught using sensory images strategy. In the beginning of the study, both of Experimental and Control Groups were given a pre-test to measure the students' reading comprehension in the form of a test consisting of 20 questions. They were given a post-test with the same questions as the pre-test to find out whether there was a significant difference in their reading comprehension after the treatment. The data of the pre-test and post-test of both groups were analyzed using descriptive statistics and pre-analyze by using SPSS V20. After the data were tested and found to be homogeneous variance but the distribution of the data is not normal, the hypothesis was tested using Mann-Whitney test.

The result of this research shows that there is a significant difference in the students' reading comprehension who are taught by using sensory images strategy and those who are not. The significance of Mann Whitney test  $0,003 < 0,05$  level of significant. It means that the use of sensory images strategy has significant effect on the students' reading comprehension.

In addition, hopefully it will be useful for the English teacher as information to select, provide, and use appropriate sensory images strategy as main sources on learning English in EFL classrooms. The information can be used as a consideration to improve the teaching quality and creativity in teaching English by using sensory images strategy.

**Key Words** : Sensory Images Strategy, Reading Comprehension

## **INTRODUCTION**

By the end of the twentieth century English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first ( or even second) language (Harmer, 2002:13). There are many people in other country learn English in order to talk people in different country. In Indonesia English is learned in every school. Besides that, it is an international language. It consists of four basic skills, Reading, listening, speaking, and writing. It is used to English communicatively. Reading is one of skills in language which is taught formally in Indonesia from elementary school up to university level.

Reading especially in reading comprehension is very important because by reading, students can take the information and increase their knowledge from the reading texts. If they often read, they get many useful. They get a lot of information and they could share the information to other people. If they are lazy to read they can less information. They do not know about the news and critical issue of the world. Smith (1980:205) states that reading comprehension means the understanding, evaluating, and utilizing of information and ideas gained through an interaction between reader and author. By reading comprehension student are doing thinking process deeply in understanding the meaning of the text.

Woolley (2011:9) states that the National English Literature Survey undertaken by the Australian Commonwealth Government (Slattery 1997) reported that 29% of students in Years 5 and 6 failed to reach acceptable literacy and reading standards. Other more recent Australian studies have provided estimates of the prevalence of literacy and reading difficulties to be in the range from 10% to 20% (Louden et al. 2000; Rohl and Rivalland 2002). While many children need help with reading, the availability and the quality of remedial reading programs often appear to be inadequate. Many research concluded that the Indonesian's people ability in reading comprehension is still low. Progress in International Reading in Literacy Study PILRS (2011:96) reported that top-performing countries had a relative strength in the interpreting, integrating, and evaluating reading comprehension skills and strategies compared to their reading achievement overall Hong Kong SAR 571, the Russian Federation 586, Singapore

567, Northern Ireland 558, and the US as well as the Canadian province of Ontario and the US state of Florida 556 and reading average scale score in Indonesia 428. It means that reading comprehension in Indonesia is lower than other countries.

Based on the fact above, students' reading comprehension in Indonesia should be improved. One of the strategies to make students' reading comprehension better is sensory images strategy. This research uses this strategy because the strategy can make students easier and enjoy when they comprehend the text. Moreillon (2007:46) states that sensory images also help the students store reading events in their memories. A sensory image is an important part of our schemas. Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences. Educators can add sensory input to literary engagements to dramatize the powerful influence of our senses on meaning making.

Moreillon (2007:46) stated that exposing students to rich language and vivid imagery is a key to utilizing this strategy across the curriculum in all content areas. Sensory images provide the student to utilize all their senses through sensory response to the language and images presented in the text. Sensory images are an example of teaching procedures that combine story structure with the development of vivid mental imagery (Wolley, 1994:2011).

Based on the theory above, it is necessary to know whether the students who are taught by using sensory images strategy have better ability in reading comprehension. Therefore, the researcher has decided to conduct a research titled "The effect of sensory image strategy on the seventh grade students' reading comprehension at MTs Annidhom Jember in the 2016/2017 academic year."

## **RESEARCH METHOD**

The kind of this research is an experimental research, because it tries to investigate the effect of using sensory images strategy on the seventh grade students' reading comprehension at MTs Annidhom Jember in the 2016/2017 academic year.

Ary (2010:265) states that an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulation on the dependent variable. Therefore, experimental research explains the effect in independent and dependent variables.

The design of this research is quasi-experimental design nonrandomized control group pretest-posttest design. It requires two groups. Both groups are administered a pre-test and each group received a different treatment. According to Ary (2010:316) quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. This research consisted of two variables, the independent

variable that was sensory images strategy and the dependent variable that was the seventh grade students' reading comprehension at MTs Annidom Jember.

## **RESULT AND DISCUSSION**

### **RESULT**

This research conducted at MTs Annidom Jember on the VIIA and VIIB students' reading comprehension. the purpose of this research to found that there is significant different in students' reading comprehension who taught sensory images strategy and those who are not taught sensory images strategy. It is beside on the result of pretest mean score for both group experimental and control group are 59,71 and 59,12. And the result of pretest independent sample t test for both group experimental and control group are 0,871. It means that the significant more that ( $>$ ) 0,05 therefore, the null hypothesis is accepted. It can be concluded that there is no difference in pretest of both group experimental and control group.

Based on previous chapter the result of normality test shows that both of groups experimental and control groups on pretest is normal more than 0,05 meanwhile, the result of posttest in both group is nor normal lower that 0,05. The homogeneity test shows that both groups experimental and control groups on pretest is normal more than 0,05 level of significant. Whereas the posttest of both group is not normal lower than 0,05.

The result of the analyzing of Mann-Whitney test show that the value of Mann-Whitney is 62.500 with the significance value 0,004, it showed that probabilities values of students' reading comprehension is lower than 0,05 level significance. It means that the null hypothesis is rejected and alternative hypothesis is accepted. The score increases on the reading comprehension test from pretest to posttest which pretest mean score of experimental and control group are 59,71 and 59,12 that the posttest mean score increases into 82,06 and 75,29 for control group. This result shows that the experimental group's mean score is higher than the control group's mean score. It indicates that sensory images strategy gives positive impact on students' reading comprehension achievement. The result revealed that the students learned to follow the steps of the sensory images strategy. Therefore, the students' performance on posttest showed significant results after being taught this strategy.

### **DISCUSSION**

After discussing about the related literature, it is obvious that the use of sensory images strategy in language teaching is supported by some researcher and show that the research does not much different with this research.

Based on the research of Siska (2016) investigated that, the observation was used to know implementation of sensory images strategy applied in the class and test was used to get data of the students' reading comprehension. It could be concluded that calculated  $t > \text{distribution } f$  ( $24.677 > 7.08 > 4.00$ ). This indicated that the alternative hypothesis was accepted and null hypothesis was rejected. In her

research same with this research, she uses sensory images strategy in teaching reading comprehension and also uses descriptive test. But in her research use t test to analyze the data. It means that her data is normally distribution.

In addition, The results of Postica's (2006) study indicate that subjects who reported using sensory images did better in language learning assessment test than the subjects who reported not using sensory images.

Otherwise there is a research that have different result. Based on the research of Nargis (2014: 38) that there was no difference in language learning due to subjects' assumed use of mental imagery during the treatment phase. Margaret (2009:156) investigated that the data and analysis of the results regarding using mental imagery or sensory images strategy instruction with middle school students reading expository texts. Data analyses revealed a statistically significant interaction for time and group on the selected response (SR) portion of the comprehension task. Both experimental and comparison groups appeared to make gains between Posttest 1 and Posttest 2, once both had received mental imagery instruction. Although both groups improved, the comparison group, which by chance consisted of stronger readers, appeared to outperform the experimental group. There were no statistically significant effects for the brief constructed response (BCR) portion of the comprehension task.

In his research explain that the level in conducting sensory images strategy on middle school. He focusses on reading expository text. and also there were two results of his research.

By reviewing the previous research that there was significant different of the student who teach sensory images strategy and those who are not teach sensory images strategy.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

The result of the data analysis and the discussion, showed that there is positive impact on the students reading comprehension in experimental group taught sensory images strategy. The mean score of experimental group which given in treatment sensory images is 82,06 meanwhile the score of control group is 75,29. It indicates that experimental group get better achievement that control group. And the pretest of both group experimental and control group that there is no significant different to both group. It means that the ability of both group experimental and control groups are same. Therefore, it can be concluded that sensory images strategy can be an alternative solution in teach students' reading comprehension.

### **SUGGESTION**

By considering the weakness and limitation of this research, some suggestion are proposed. First, this research use design quasi experimental. This design is not randomized the subject. This research uses this design because limited time and the recommendation of the school to use exits class, therefore it

is impossible to randomize subject. Expecting for the other researcher use true experimental design with randomize subject, in order to make the researcher able to control all of the external variables that affect the result of the experimental research.

Second, this research only focusses on the students' reading comprehension. Expecting to other researcher can conduct sensory images strategy in other skill of English like writing, speaking, listening.

Third, this research only focuses on the descriptive text expected to other researcher will conducting this strategy in another text for example narrative text, recount text, expository test etc.

In addition, hopefully it will be useful for the English teacher as information to select, provide, and use appropriate Sensory Images as main sources on learning English in EFL classrooms. The information can be used as a consideration to improve the teaching quality and creativity in teaching English by using sensory images strategy.

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