

**THE EFFECTIVENESS OF IMAGINATIVE READING MATERIALS IN
STUDENTS' READING COMPREHENSION TEXT OF THE GRADE XI
STUDENTS AT SMA SWASTA MUHAMMADIYAH -8 KISARAN
IN SCHOOL YEAR 2015 / 2016**

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ABSTRACT

This research was carried out to find the effective of using imaginative reading materials on students reading comprehension. The population of the study was 2015 /2016 second year students of SMA Swasta Muhammadiyah-8 Kisaran. The number of population of this research consisted of three parallel classes, which were selected by using cluster random sampling technique, the total were (80) students. The sample was divide into two groups; the first group is (40) students (XI IPS 1) which was the Experimental group and the second group is (40) students (XI IPS 2) which was the Control group. The experimental group was taught by using imaginative reading materials while the control group was taught without using imaginative reading materials. The instrument of the research was test. There were two kinds of test that the researcher used, they were pre-test and post-test. These tests were used to know the students' reading comprehension before and after they are taught using imaginative reading materials. After the data had been collected, they were analyzed by using t-test formula in order to see whether the imaginative reading materials significantly affect students' reading comprehension. The result of the analysis showed that the t-observed (5,55), it was higher than the t-table (1,852) with the level of significant (0.05) and the degree of freedom (df) (78). So the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It was concluded that imaginative reading materials significantly affects students' reading comprehension.

Key words: imaginative reading materials, reading comprehension

A. INTRODUCTION

English as an international language has the important place in human live. It is also supported by the globalization era. People use international language as a tool to communicate with other people from

one part of the world to another. English is the language for business, world news, communication, and education now days. In Indonesia, English is the subject that must be learned by the students all of the grades from elementary school until university. Therefore, the purpose of

teaching English is to provide the students with the knowledge of the language. Then, as an international language that plays an important role in globalization era, English is expected to be acquired.

There are four basic skills in English; listening, reading, speaking, and writing. Nevertheless, in learning English as a foreign language there are a lot of problem that might be faced by the students. One of the problems is in reading comprehension. Sometimes students have difficulties in doing reading. They have difficult to catch the main point in a text; they do not have purpose in reading and the last. The teacher just gives them same activity in every meeting in teaching the problem above make students easy get bored and have weakness in reading.

Reading is a complex activity deploying a large number of separate actions. One should use the understanding and imagination, observing, and remembering. We cannot read without moving the eyes or using our minds. Comprehension and reading speed become very dependent on proficiency in performing all the necessary organs for it. Reading is central to the learning process. In other words, reading is one of the ways to get the knowledge and information. In comprehending a reading text, the language learner should have good understanding about the reading skill. Having good reading skills enables the language learner to read and understand the text well because the fundamental goal of any reading activity is to know the contents and information of the text.

In learning English as foreign language there is lot of the problems

that might be faced by the students. One of them is reading comprehension. In this case, the students fell poor in reading comprehension. They are less enthusiastic, difficult to catch ideas because take too long to read the words, leaving little energy for remembering and understanding what was read. In addition, the students have lack of cognitive knowledge like vocabularies have made them not interest in reading materials.

In teaching reading, teacher should introduce other materials as an alternative to give various situations to student in classroom process. These materials can be a media; it can be create a comfortable atmosphere interest and to stimulate the students' motivation during the classroom process. In the other hand, most high motivation is needed to learn reading. They should have an effective.

The role materials only one of the important factors in teaching process that is closely linked to the students learning success, as state that the role of instructional materials within an individualized instructional system might include the following specifications:

1. Material will allow learners to progress of them own rates of learning.
2. Material will allow for different style of learning.
3. Material will provide opportunities for independent style and use.
4. Material will provide opportunities for self, evaluation, and progress in learning.

Based on the statement in the background above, the writer is interested in conducting a research under the title:” The Effectiveness of Imaginative Reading Materials in Students Reading Comprehension Text of the grade XI students of SMA Swasta Muhammadiyah -8 Kisaran.”

B. DISCUSSION

1. Definition of Imaginative

Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand. Imagination is a manifestation of our memory and enables us to scrutinize our past and construct hypothetical future scenarios that do not yet, but could exist. Imagination also gives us the ability to see things from other points of view and empathize with others. The types of imagination we use on a daily basis, with explanations for each there are:

1. Effectuative Imagination

To combines information together to synergize new concepts and ideas.

2. Intellectual (or Constructive) Imagination

It utilized when considering and developing hypotheses from different pieces of information.

3. Imaginative Fantasy Imagination

It means that creates and develops stories, pictures, poems, stage-plays, and the building of the esoteric, etc.

4. Empathy Imagination

To help a person know emotionally what others are experiencing from their frame and reference.

5. Strategic Imagination

Concerned about vision of ‘*what could be*’, the ability to recognize and evaluate opportunities by turning them into mental scenarios.

1.1 Reading with Imaginative

Students need practice eliciting sensory images, especially in response to written texts. Strategies that prompt students to ignite their imaginations as readers are fundamental to improving reading comprehension.

1. Start with a variety of “imagination tune-ups.”

Wilhelm (2004) recommends the following progression of visualization activities:

a. Mental images of objects.

First encourage students to become precise observers. Bring an interesting object to class, and ask students to examine it carefully, to handle it, to notice everything they can.

b. Mental images of the familiar. Next transition students to imagining objects that are not physically present but are commonplace elements of their lives.

c. Mental images of scenarios. Extend practice from an emphasis on imagining particular objects to the unfolding of scenes in our “mind’s-eye.” Ask students to

run action sequences in their imaginations, with their entire senses alert.

2. Provide frequent opportunities for students to experiment with responding to author language to trigger mental images. Authors expect readers to exhibit an ability to connect what is stated in a text with their background knowledge, in order to infer what something looks like, sounds like, tastes like, smells like, and feels like.
3. As students become experienced with sharing how they imagine what they are reading, continue reinforcement of this facet of their comprehension:
 - a. Eyewitness.
 - b. First Impressions.
 - c. Movie Clip.

After modeling, continue to pause, but now prompt the students to generate their own mental images. Occasionally, encourage students to quick-sketch what they are imagining, or to elaborate their images in a partner share.

1.2 Advantages and Disadvantages of Imaginative Reading Materials

According to Harmer (2001) a large amount of reading takes place because it will help us to achieve some clear aims, then another kind of reading takes place for pleasure. Learning reading has effect on language ability. Reading also to help students improve their competence, ability, knowledge and information in teaching learning process. The advantages for students stated below:

1. Reading helps you to learn how to think in English
2. Reading can enlarge your English vocabulary
3. Reading can help you to improve your writing
4. Reading is good way to find out about new ideas and facts

Reading includes a better imagination, learning new things, becoming a better speller and communicator. As for a disadvantages are that you learn new things, for ignorance is indeed bliss, your brain and eyes get tired and you can not drive or do much of anything else that requires movement while reading. The disadvantages for students stated below:

1. There is little actual practice of reading because of the small amount of text.
2. In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material.
3. There is little chance to learn language patterns due to the small amount of text.

2. General Concept of Reading

2.1 Understanding of Reading

Reading is about understanding written text. It is complex activity that involves both perception and thought. In reading, there are two main stages; they are beginners and advanced stage. At the beginner stage, the child's ability to understand the regularity of the letter will have prerequisites that are psychological and neurological disorders. Psychologically, the students must have developed a cognitive ability that he has been able to distinguish a form from

another form. In neurology, students will not be possible to start reading before the neuro-biology allows. At advanced stage of the process of reading comprehension, emphasizes the significance of the material being read. In this stage of reading can be defined as a process to analyze the input in the form of written material and produce output in the form of an understanding of the material.

Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself question. This should be taken into consideration when devising reading comprehension exercise. It is possible, for instance, to develop the students' powers of inference through systematical practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.

There are two conflicting views about the reading process, it's between top-down and bottom-up processing. In metaphorical terms this can be linked to the difference between looking down something from above-getting an overview-and on the contrary being in the middle of something and understanding where we are by concentrating on all the individual features. It is the difference between looking at a forest, and studying the individual trees within it (Harmer, 2001).

Learning in schools today is not as expected, when associated with students' understanding of course material. This is caused the use of traditional learning systems which students were given only a verbal knowledge, so that students accepted the abstract knowledge

without experience or see for themselves.

2.2 The Purpose of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to William Grabe and Frederica L. Stoller (2002:12) he defines the objectives of reading into several points, they are as follows:

1. Reading to search for simple information
2. Reading to learn from texts
3. Reading to integrate information, write, criticize and text.
4. Reading for general comprehension
5. Reading to skim quickly

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

2.3 Reading Comprehension

Reading comprehension is a set of generalized knowledge acquisition skill, which permits people to acquire and exhibit information gained as consequence of reading printed language. Janette K. Klinger(2007) defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.

It means reading with comprehension has meaning that the

reader is able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts. Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies good readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

2.4 Conceptual Framework

Reading can be defined as understanding what has been read. By reading the reader can get information, learn from the text, and integrate the information. But reading is not easy subject because the reader must have enough vocabulary and ability to organize the idea, to recognize the author's purpose and to make evolution in order to get good comprehension.

2.5 Hypothesis

Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof." Hypothesis is a temporary answer of problems in research until proved from the data which collected. Hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. So, hypothesis is used to help the researcher to solve the problem has researched. Therefore, writer proposes hypotheses as follows:

(Ha): There is an effectiveness of Imaginative reading materials in students' reading comprehension text of the grade XI of students at SMA Swasta Muhammadiyah -8 Kisaran.

C. RESEARCH METODHOLOGY

The research will be conducted at grade XI students of SMA Swasta Muhammadiyah -8 Kisaran in school year 2015 / 2016. Research time of this research will be done in March 2016. There are three parallel classes; every class consists of 40 students and totaling 120 students.

In this research, the researcher will take the subject of using cluster random sampling. The subjects are regarded that each of them has the equal chance to be chosen as the sample. The sample might be categorize in paired sample because there are experimental and control group that are compared. Two classes are chosen randomly, in which the each class consists of 40 students. Class XI IPS 1 is chosen as the experimental group which is taught by imaginative reading materials while class XI IPS 2 is chosen as the control group which is taught without imaginative reading materials. This research uses two groups of subjects in which each of them is treated with different treatment. Next, both of the groups are measured with the test and the results are compared (Sugiyono, 2010: 45).

This thesis was a quantitative research. Therefore, in order to analyze the data, the researcher used t-test formula. This was intended for to know the effectiveness of imaginative reading materials in students' reading comprehension text. This was applied by comparing the mean of control group and mean of experimental group. The formula the t-test is as the following:

$$t = \frac{M_a - M_b}{\sqrt{\left[\frac{d_a^2 + d_b^2}{(N_a + N_b) - 2} \right] \left[\frac{1}{N_a} + \frac{1}{N_b} \right]}}$$

Where:

Ma : Mean of Experimental Group

Mb : Mean of Control Group

da : The Standard deviation of experimental db: The Standard deviation of control group

Na : The total sample of experimental group

Nb: The total sample of control group

D. DATA AND DATA ANALYSIS

Data

Data is very important in a research. It is needed to know much information about the subject of research. In this study, the researcher use descriptive method in finding data of her reseach. Descriptive method is conducted to describe situation and what exist at the time of the study in order to get certain information. This method is not

aimed at examining the hypothesis, the answer of a variable that descriptively, it is not aim to examining the hypothesis (Arikunto, S. 2003: 36). Descriptive research is mainly done when a researcher wants to gain a better understanding of a topic.

In this research, the researcher wants to get information about the percentage or calculation about the students' ability in using Indefinite Pronoun "All and Whole" in simple sentence at XI students of SMA Swasta Muhammadiyah -8 Kisaran in school year 2013-2014. So, the researcher use quantitative research in gathering the data. Quantitative research is the research that focuses more in counting and classifying features and constructing statistical models and figures to explain what is observed. While qualitative research is the research that focuses on gathering of mainly verbal data rather than measurements. Qualitative research provide a complete, detailed desription of the research topic.

Data Pre-test and Post-test to Control Group

Table 4.1: The Scores of Pre-test and Post-test to Control Group

No.	Name of Students	Score	
		Pre – Test (T1)	Post – Test (T2)
1.	Hari Sakti Hasibuan	70	75
2.	Putra Anugrah	50	55
3.	Rosandi Pratama	55	70
4.	Gilang Elisa	70	75
5.	Lusy Saragih	50	65

6.	Jenita Karolina	60	65
7.	Armansyah	65	70
8.	Shinta Sri Mayani	60	65
9.	Desni Afriani	60	70
10.	Syelly Anggraini	70	75
11.	Arum Jayati	70	75
12.	Agus Sunardi	55	60
13.	Zainal Arifin	70	80
14.	Windi Lestari	70	80
15.	Wilma Widanda	65	70
16.	Yudi Pratama	65	70
17.	Lupita	50	60
18.	Dwi Handoko	50	60
19.	Kevin syaputra	60	65
20.	Dewi Purnama	70	80
21.	Halimatussa'diyah	60	65
22.	Amalia Febry	70	75
23.	Nurlina Nasution	70	75
24.	Sahmadani	55	65
25.	Muhammad fahri	55	60
26.	Muhammad Rafi	70	75
27.	M. Ade Priyanto	55	65
28.	Dimas Fahri	60	65
29.	Muhammad Fuad	60	70
30.	Yossi Yulia Yasri	60	65

31.	Arman Khanafi	65	70
32.	Siswani	55	60
33.	Yeni marlina	70	75
34.	Suwaji	60	65
35.	M. irfan Reynaldi	60	65
36.	Bambang Mulyadi	60	70
37.	Rahmad Sitorus	55	70
38.	Anjas Azhari	65	75
39.	Wahyu Pratama	55	60
40.	Bagus Eri Pribadi	65	75
	Overall	2460	2750
	Mean	61,5	68,75

Data Pre-test and Post-test to Experimental Group

Table 4.2: The Scores of Pre-test and Post-test of Experimental Group

No.	Name of Students	Score	
		Pre – Test (T1)	Post – Test (T2)
1.	Sri Wahyuni	75	85
2.	Usi Andriani	75	90
3.	Sri Suhartati	75	90
4.	Nur Pitriana	70	85
5.	Niputu Meka Yanti	75	90
6.	Neny Ryati Siagian	70	85
7.	Ika Trisnawati	70	90
8.	Isma Putri	75	85

9.	Windi Finika Celfia	70	85
10.	Sri Devi Anggraini	70	85
11.	Seri Rahayu	70	85
12.	Noprian Jaya	50	75
13.	D.J Bayu Arisandi	70	85
14.	Dedy Siswanto	50	80
15.	Dicky Naranda	50	80
16.	Bima Ade R	75	80
17.	Isnardi Iradani	50	75
18.	Dwi Handoko	70	75
19.	Rini Astutik	70	75
20.	Ismayani Dewi	70	90
21.	Halimatussa'diyah	60	75
22.	Eva Amalia F	75	80
23.	Dita Rati Margolang	70	80
24.	Sahmadani Sitorus	55	65
25.	Muhammad Ridwan	55	70
26.	Muhammad Rafi S	70	80
27.	Gunawan Fauzy	55	70
28.	Dimas Sandi	60	70
29.	Dicky Maulana	65	80
30.	Indang Suri Tarigan	65	75
31.	Ariyanti	70	80
32.	Siswoyo	55	75
33.	Vitri Yani	70	80

34.	Subarja	60	65
35.	M. Ivan Reynaldi	55	75
36.	Lely Novita Sari	60	75
37.	Humairoh Sitorus	65	70
38.	Eva Trysniawati	65	70
39.	Aulia Hasanah	65	75
40.	Ade Putri Ratliana	65	70
	Overall	2610	3150
	Mean	65,25	78,75

From the table above showed that in experimental group, the total scores in pre – test was (2610) and the mean score was (65,25) while the total score in post – test (3150) and the mean score was (78,75).

Finding and Discussion

From the result of the control group obtained in the pre – test scores, it is found that the lowest score is 50 and the highest score is 70. Then after the post – test is administrated, the lowest score improves to 55 ($55-50 = 5$). It means that it is not significantly improve. Meanwhile, the highest score improves to 80 ($80 - 70$). It means that it is not significantly improve.

The mean score between the pre – test and post – test are also significantly different. The mean of the pre –test is 61.5 and the post test is 68.75 ($68.75 - 61.5 = 7.25$). it can be concluded that the students in the control group, which is taught using imaginative reading materials is not significantly different.

On the other hand, from the result the students of the

experimental group obtained in the pre – test scores, it is found that the lowest score is 50 and the highest 75. Then, after the post – test is administrated, the lowest score significantly improves to 90 ($90 - 75 = 15$) so the means of pre – test and post – test are also significantly different.

The researcher found out the result of this study from the average score of objective test, multiple choice and fill in the blanks of the test. The following obtained the data of this investigation, this research use objective test to complete the data. From the objective test, the researcher got conclusion that the students of XI grade at SMA Swasta Muhammadiyah-8 Kisaran in School Year 2015/2016 are pass in using imaginative reading materials in students' reading comprehension text. It can be seen from the result of student' score in using imaginative reading materials in students' reading comprehension text at the grade XI students at SMA Swasta Muhammadiyah-8 Kisaran .

E. CONCLUSION AND SUGGESTION

Conclusion

The conclusions of the research are as follows:

1. There is significant difference of mean score obtained from both of the experimental group (78,75) and the control group (68,75).
2. The t -observed $>$ t -table at the level of significance of 0,05 with df (78) or $5,55 > 1,852$ ($p = 0,05$) df (78). It means that H_a is accepted. Thus, it can be concluded that there is a significant effective of imaginative reading materials on students reading comprehension.
3. The students who are taught reading comprehension using imaginative reading materials have higher achievement than the students who are taught without imaginative reading materials.
4. Imaginative reading material is effective in increasing students' reading comprehension. The case in both groups is the same that there is an improvement in each group's cognitive achievement. However, the improvement on control group is not as much as on the experimental group.

5.2 Suggestions

The suggestions of the research are as follows:

1. It is suggested that English teachers' to use imaginative reading materials so that they could improve their students'

reading comprehension. Because the result showed that the imaginative reading materials is very effective to be applied in the classroom.

2. It is suggested to the other researchers to conduct study in effective reading comprehension text by using imaginative reading materials.
3. It is suggested that the students could left more enjoyable and freely in reading comprehension and construct the text.
4. It is suggested to the researchers could improve other imaginative reading materials in other school.

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