

Guided Imagery Strategy to Improve Student's Reading Comprehension in English Department at Universitas Nias Year 2020/2021

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ABSTRACT

Reading is the skill every university students have to master. However, the reading skill especially reading comprehension of the 3rd semester students of English Department at Universitas Nias had not yet achieved the stated minimum achievement score. It was difficult for them to comprehend a reading text of the reading comprehension itself. Thus, the problem was decided to be solved through a classroom action research by using the Guided Imagery Strategy. The purposes are to find out whether the strategy can improve their reading comprehension and to discover the factor/s that influences the improvement. There were 27 students as the subject of the research, especially the class B of the 3rd semester of English Department at Universitas Nias, year 2020/2021. The research was conducted in 3 cycles with five meetings of each cycle. The data was gathered through the observation sheets, field notes, interviews, tasks and tests. The result of the research revealed that the Guided Imagery Strategy could improve the subjects' reading comprehension. The data showed that the students' average score and target of success were increased each cycle. The average score in cycle I was 52,6 (59,2% target of success), then increased up to 71,1 in cycle II (66,6% target of success) and 81,1 in cycle III (81,4% target of success). Furthermore, the factors that influenced the improvement were material, media, classroom activities, classroom management, teaching strategy and teacher's approach. Summing up, the Guided Imagery Strategy gave positive improvement toward the students' reading comprehension.

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1. INTRODUCTION

Reading is an interactive and constructive process involving the reader, the text and the content of the reading experiences. The interactive and constructive process are taking place in the process when people read in which the ultimate goal is to gain understanding. Since the focus is to gain understanding, Grabbe and Stoller (2002:4) affirm that reading can be assumed as the thought or the way to draw information from a text and to form an interpretation of that information – a procedure, in general – which is used to gather information or ideas to form the comprehension according to the source of the reading material.

Forming a comprehension toward a text requires specific process a reader has to make himself, as Braunger, et al. (2006:4) assert that reading is a complex cognitive and linguistic process in which the reader simultaneously uses his or her knowledge of spoken and written language, topic of text and culture to construct meaning.

It is stated in the syllabus of English department in Universitas Nias that the point on mastering reading comprehension is to develop the student's skills of inferring, analyzing, synthesizing, and speed reading. This guideline assures that the reading comprehension is highly important in learning English which must be mastered by the students to access knowledge in daily life. Being important for learners, Yorkey (1968:910) affirms that reading is probably the most important skill someone will need for success in study, which means that reading skill is one of the main keys to get information. Through reading, someone can get and comprehend the information, ideas, opinions, or feelings from the text he or she reads.

Based on the researcher's experience and observation during his duty as a lecturer in Universitas Nias from July – August 2021, it was found that from 27 students, there were no students in the "very good" level, 3 students were in the "good" level, 8 students were in the adequate level, 5 students were in the "less" level and the rest were categorized as "fail" level. This fact showed that there were 11% got B, 29% got C, 18% got C and 40% got D in reading subject which was concluded that the students of English department of Universitas Nias were still unable to master the reading comprehension.

Further observation revealed that there were two important facts found in the researcher's class, namely (1) the students' inability to maintain their comprehension, and (2) concerning to the strategy used. The researcher found out that monotonous teaching style caused low sympathy into boredom since interesting material was transmitted in uninteresting way.

Regarding to these problems, improving the classroom learning process was the solution that was distinctly centered to the strategy used in classroom. Vacca (1999:48) discusses that strategy instruction helps students who struggle with text become aware of use, and develops control over learning strategies (Brown & Palinscar, 1984:27). It means that using strategy can increase the students' ability in reading comprehension, as far as the strategy used to improve the student's ability of comprehension is appropriate as well.

Hence, this research was conducted based on the findings and discussion of the classroom action research that was conducted in the 3rd semester students of English Department at Universitas Nias year 2020/2021. The focus of the research was to improve the students' reading comprehension by using Guided Imagery Strategy. The research questions in this research were as follows:

1. To what extent can the Guided Imagery Strategy improve the student's reading comprehension at the 3rd semester students of English Department of Universitas Nias year 2020/2021?
2. What factor/s influences the student's reading comprehension by using the Guided Imagery Strategy at the 3rd semester students of English Department of Universitas Nias year 2020/2021?

2. METHOD

This research was conducted through Classroom Action Research by adapting the Kemmis and Taggart (2004) model. The participants were 27 students of the 3rd semester of English Department at Universitas Nias, class B, year 2020/2021.

This class was selected due to (1) the students' average scores are only 60, while the minimum achievement standard was 70. Most students were still low in comprehending reading texts and automatically unable to give correct answer in their achievement tests; (2) the researcher also had taught English in this class for one year and the student's lack in reading comprehension were easily identified.

The data used in this research was gathered from quantitative data and the qualitative data. The instrument in the quantitative data were tasks and tests, while the instruments in the qualitative data were observation sheets, field notes and interview guidelines.

The analysis of the quantitative data (tasks and tests) were analyzed by using the formula in Brown (1996:1-8) as the following:

$$\text{Value} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100$$

Furthermore, all student's score were measured in percentage by using a formula by Tuckman (1986:345-347), as follows:

$$\text{TP (\%)} : \text{FB} / \text{N} \times 100\%$$

Which:

TP : Percentage

FB : Student's score

N: Amount of Students

Meanwhile, the qualitative data was analyzed through the description explanation. The triangulation was also used in the analysis, where the researcher was assisted by the collaborator during the research. Both of the quantitative and qualitative data were collaborated to present the results of the research.

3. RESULT AND DISCUSSION

The research questions in this research were (1): To what extent can the Guided Imagery Strategy improve the student's reading comprehension at the 3rd semester students of English Department at Universitas Nias year 2020/2021; and (2): What factor/s that influences the student's reading comprehension by using Guided Imagery Strategy at the 3rd semester students of English Department at Universitas Nias year 2020/2021.

The first question dealt with the achievement score that the students achieved in the research. As the research conducted in three cycles with five meetings each cycle, the students gained much improvement in their score of reading comprehension. The following were the elaboration:

Cycle I

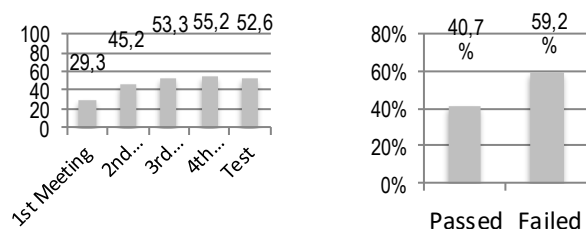
This table below was the result in all meetings in cycle I.

The Students' Achievements & Target of Success in Cycle I

No.	Indicator	Meeting				Test
		1 st	2 nd	3 rd	4 th	
1.	Identification	22	37	57	69	57
2.	Description	46	52	48	61	50
3.	Vocabulary	48	76	59	70	52
4.	Reference	30	52	59	65	31
5.	Inference	2	11	39	57	28
<i>Average Score</i>		29,3	45,2	53,3	55,2	52,6

<i>Passed</i>	40,7%
<i>Fail</i>	59,2%

The Student's Average Score & Target of Success in Cycle I



The table and figure above showed that the students' achievement in the cycle I had not achieved the MAC and most importantly the target of success of the research. The data exposed that the 1st meeting only earned 29,3 of the average score; the 2nd meeting gained 45,2; the 3rd meeting was 53,3 and followed by the 4th meeting with 55,2 of the average score. Furthermore, the test was only gained 52,6 of the students' average score. Finally, the cycle I was ended up 40,7% of passing the target of success but 59,2% failed to achieve the target.

As to that, since the students' average score and the target of success of the research had not achieved yet, then the research would be continued to the next cycle. Collaborated with the results of the observation and field notes, it was proven that even though the lecturer had performed well and the students also had participated, there were some problems that occurred to be deviated the expected purposes from all meetings in the cycle I. Below are the results of the reflection from the cycle I that would be implemented at the cycle II:

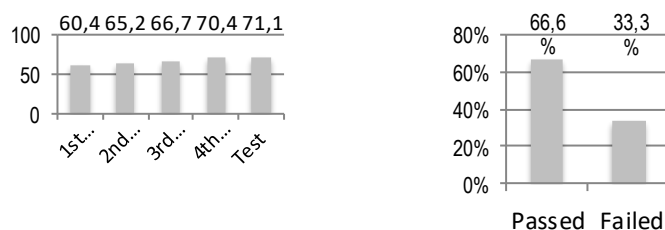
- The procedure of the Guided Imagery Strategy had to be explained more to the students.
- The students had to be motivated more in their better discipline and trustworthiness during the teaching and learning process.
- The selection of the material had to be more selective by focusing on the students' level and ability.

Cycle II

Below were the results in all meetings in cycle II.

The Students' Achievements & Target of Success in Cycle II

No.	Indicator	Meeting				Test
		1 st	2 nd	3 rd	4 th	
1.	Identification	67	70	72	74	72
2.	Description	63	67	69	72	70
3.	Vocabulary	65	65	70	70	72
4.	Reference	63	67	69	69	72
5.	Inference	56	57	63	67	69
<i>Average Score</i>		60,4	65,2	66,7	70,4	71,1
<i>Passed</i>						66,6%
<i>Failed</i>						33,3%



The table and figure above showed better progress of the student’s reading comprehension in cycle II. The students average score in the 1st meeting was 60,4 and the 2nd meeting was 65,2, followed rapidly by the 3rd meeting with 66,7, and the 4th meeting was 70,4. Finally the test showed the students’ average score had passed the MAC, with the average score of 71,1. However, the target of success had not yet achieved the 75% target of success in the research. Nevertheless, the students’ improvement in cycle II was better than the previous cycle, in which revealed that the research had nearly conducted perfectly.

This result revealed the students’ reading comprehension showed better progress as each meeting and test revealed improvement and finally passed the minimum achievement score. Nevertheless, this research could not deny that the students’ improvement in each meeting and test was not satisfying yet, since the target of success had not achieved. Hence, the research would be continued to the next cycle. Collaborated with the results of the observation and field notes, there were some problems that deviated the expected purposes from all meetings in the cycle II. Below are the results of the reflection from the cycle II that would be implemented at the cycle III:

- a) The procedure of the Guided Imagery Strategy would be applied more to the students.
- b) The slight difficult material for tasks and test would be selected to ensure the students ability that would be shown in their achievement scores.

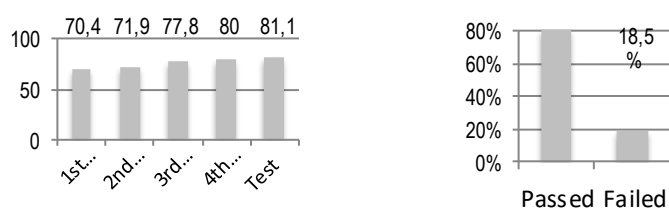
Cycle III

Below were the results in cycle III.

The Students’ Achievements & Target of Success in Cycle III

No.	Indicator	Meeting				Test
		1 st	2 nd	3 rd	4 th	
1.	Identification	72	74	80	83	87
2.	Description	70	72	74	76	81
3.	Vocabulary	72	74	83	83	85
4.	Reference	70	70	78	80	81
5.	Inference	70	72	74	76	78
<i>Average Score</i>		<i>70,4</i>	<i>71,9</i>	<i>77,8</i>	<i>80</i>	<i>81,1</i>
<i>Passed</i>						<i>81,4%</i>
<i>Failed</i>						<i>18,5%</i>

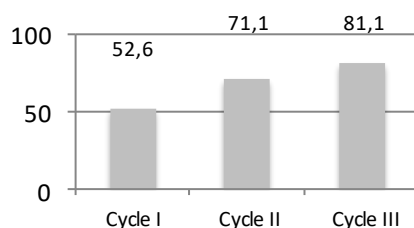
The Student’s Average Score each Meeting and Test at Cycle III



The cycle III showed that the students had achieved the MAC and also the target of success in the research. The average score for the 1st meeting was 70,4, then the 2nd meeting was 71,9. Rapidly increased, the 3rd meeting was 77,8 of the average score, and finally the 4th meeting was 80 of the average score. At the end, the test for cycle III was 81,1. This data revealed that the students had gained well improvement in their reading comprehension.

Finally, this figure below showed the improvement of the students' reading comprehension in all cycles based on their tests' score.

The Student's Average Scores in Tests from All Cycles



The figure above showed that the students' score increased each cycles, which means that the students gained improvement in their reading comprehension. The students' score in cycle I was 52,6, where the target of success had not achieved since the students found several problems related to the material and the teaching strategy which totaly new for them. However, the student's score in cycle II increased into 71,1, which revealed that the students' became more familiar with the material and the procedure of the teaching strategy. This score indicated that the students' reading comprehension had started to get better, but the target of success was not yet achieved. Finally, the students' score in cycle III was 81,1, which revealed that the students' reading comprehension had improved well. Summed up, as the average score of the students had passed the MAC and the percentage of the target of success had achieved, the research was terminated.

The second question dealt with the factor/s that influence the students' improvement in reading comprehension. The elaboration as follows:

The procedure of the Guided Imagery Strategy had implemented in the 3rd semester students, especially in the class B of English Department of Universitas Nias year 2020/2021, with the satisfying results drawn from each cycles. Critically, the results were essentially caused by several factors that appeared to be the most crucial and hence were significant to contribute toward the students' better improvement in reading comprehension.

The first factor was material. Based on the results from the observation, field notes and the interviews with selected students, it was discovered that the material introduced and applied to the students essentially influenced the students' improvement in the reading comprehension. In the cycle I, the material was highly unfamiliar to the students since their prior knowledge was not compatible enough with the materials that were given to them. It made the students only able to read the text without full comprehension. However, this problem was improved in cycle II and III, in which the collected data revealed that the students were finally able to form the comprehension from the material given to them. The materials were selected through the indicators of better material, and eventually the students' improvements were achieved. Supported the elaboration above, the following was the interview with selected students:

Lecturer : Did the lecturer present a good material? Give your reasons.

Student 24 : Well, mmm...I think yes.. I never even heard about Rowan Atkinson before...I just know that he is Mr. Bean.

Student 1 : That's true. It was very exciting and made me smile.. I never smile in reading class before this..hehehe.. but the tasks inside was difficult, I think.

Lecturer : Did the lecturer explain the material clearly? Give your reason.

Student 18 : Yes. Well...emm.. he speaks little fast in the beginning, but, I think he start speaks slow in the middle, when..mm.. we respond the text

Student 3 : Yeah, he did. I mean, the material was all new information for us, but he explained the material well. Mmm...I don't know about others, but I can understand the concept...hehehehe

Lecturer : Did the material increase your knowledge? How?

Student 9 : Yes..because I know more things about the character of the text, and also...I...I..can have more new vocabularies.

Student 5 : Yes..because the material is full of new information, very good detail and also interesting. Mmm... I also able to know new words.

The information above showed that the students were very excited and happy about the material presented by the lecturer-researcher, since most of them did not even know the real name of the character, and most importantly the information they needed to know from the text. The students confessed that they got little confused with the speaking speed of the researcher, but they felt satisfied with the explanation of the material. The students also confessed that they felt knowing something new, which mean that their knowledge got developed. They also added that the material was interesting and had many new vocabularies.

The second factor was the media used by the lecturer during the teaching and learning process. The data drawn from the qualitative sources explained that the media used was essentially valuable for both lecturer and moreover for the students. Since the students had to create guided imagery, then the use of media was extremely important to assist the students in visualizing the material that was being learnt. Furthermore, the media also owned strength to support the lecturer-researcher in achieving the target of the teaching and learning process. In short, the media was one of the essential and crucial factors that would improve the students' reading comprehension. However, the electricity problem was important to understand also.

The following was the interview with the selected students:

Lecturer : Did the lecturer present a good media?

Student 24 : Yes, he did. But it was so sad that the electricity was out at the time, so we cannot use the LCD projector.

Student 1 : Yes, he shows us picture of Mr. Bean. We like the powerpoint also, but the electricity was out. Well... at least we can use whiteboard and dictionary.

Lecturer : Did the media highly assist you to comprehend the lesson?

Student 18 : Well..mm.. I see the picture myself many times, so it is not really difficult to make imagination. Aaand, the picture also can help me.

Student 3 : Oo, yes. I come from village, and I never realize that Mr. Bean would be like that. So I got helped very much with the picture.

Lecturer : Did the media motivate you during the learning and teaching process? Why?

Student 9 : mmm, personally yes, because the media help me to make mental imagination of the material...so I can understand the text and answer the questions.

Student 5 : Yes, Sir. The picture is helping to make mental imagination, and the dictionary we can use also. It can make me find new vocabularies and new detail from the text.

Media had been a crucial contribution to the learning and teaching process. In this research, the use of media was slightly limited since the media used was only a picture. The powerpoint presentation was unable to be used due to the electricity problem during the research. However, the interview revealed more that the students were concerned about the lack of media, but at least they were still able to use whiteboard and dictionary to support their learning.

The third factor was classroom activities. According to the data drawn from the observation sheets, field notes and the interview showed that the activities in the classroom had made the students were able to follow the process of teaching and learning in better confident and motivation.

The data revealed that consistent and well-prepared activities were precisely ensuring the students' improvement in reading comprehension since the activities they were participated in contained with reading activity collaborated with the procedure of the Guided Imagery Strategy. As the result, every meeting was indicated by the students' better progress shown in their personal motivation to learn and also the scores they gained. The following was the interview with the selected students:

Lecturer : Did the lecturer provide opportunities for you to respond the material?

Student 24 : Yes, we can share our opinion each other aaand... we also very please to respond on the imagination. At the beginning we are not allowed to use dictionary but in the middle learning, we can use the dictionary. It is very exciting because we are only given 5 seconds to find the meaning.

Student 1 : Yes, he did. We were so relax and comfortable to respond and answer the questions. The use of dictionary also very exciting, we really like it.

Lecturer : Did the lecturer respond your opinion?

Student 18 : Yes, he did. He receives our opinion and when we misunderstand, he gives us a clue.

Student 3 : Yes. We are free to answer what we can answer, and he always smile when respond our opinion. He also gives us the clue to find the meaning of the words.

Lecturer : What do think of the time allocation, was it enough for you?

Student 9 : I think it is enough, but sometimes it is too long when the questions are already answered..hehehe

Student 5 : Yes, it is. But sometimes I need more time to answer the question.

The students conveyed that during the research, they found a new situation where they could sit relax and comfortably. They were pleased to respond on the guided imagination they had to make and moreover was the motivation by the lecturer-researcher which they felt highly effective. They were urged to speak in English as clear as possible, shared their opinion in their own words and described their opinion through simple imagination. They also got motivated to search for the meaning of the new words in dictionary in a limited duration, and they felt it essentially useful. In conclusion, they found that the activity was both exciting and challenging since they had to make a guided imagination according to the text and tried to comprehend its detail.

The fourth factor was the classroom management, in which based on the data collected from the qualitative sources, was extremely important and vital to influence the students' reading comprehension. The data verified that the classroom management was completely occupied by the lecturer-researcher to ensure that the teaching and learning process was conducted in the expected situation. The lecturer-researcher created good atmosphere through relax and enjoyable procedure of teaching and learning. The students were assisted and supervised well during the process, and the most important point was constant motivation toward the students. This better classroom management was beneficial to ensure the students could follow the procedure of the strategy and then finally the students' reading comprehension was improved. The following was the interview with the selected students:

Lecturer : How did the lecturer manage the class through Guided Imagery strategy?

Student 24 : He always divides us into pairs and then asked us to share our experiences and opinion related to the text.

Student 1 : He explains the procedure clearly to us as simple as possible, especially when we have to make guided

Lecturer : Did the lecturer assist and supervise you during the class?

Student 18 : Yes, he did. He even shows us how to use vocabulary in an exciting way.

Student 3 : Yes.

Lecturer : Did you and your friend find the classroom management was well-managed?

Student 9 : Well, I think so..because we finally able to finish our learning without any problem.

Student 5 : Well, personally I feel that way.

The students reported in their interview that the management of the classroom was better than before; they could share opinion in a more constructed procedure; they could gain better comprehension of the procedure used in the strategy and most importantly they were able to respond and answered the tasks more confidently in a good condition.

The fifth factor was the teaching strategy. Based on the data collected from the observation sheets, field notes and the interview with the students, the strategy used by the lecturer-researcher during the teaching and learning process was significant to improve the students' reading comprehension. The Guided Imagery Strategy that the lecturer-researcher applied in the classroom was effective and increased the students' motivation to read for comprehension. The strategy ensured that the students would learn in relax and enjoyable situation, triggered their prior-knowledge through the visualization of the imagination they created in their minds, and furthermore enabled the students to identify the content of the reading material. This process finally successfully improved the students' reading comprehension. Shortly, these procedures would be highly essential to make the students loved reading as well. The following was the interview with selected students:

Lecturer : *Did Guided Imagery Strategy increase your reading comprehension?*

Student 24 : *Personally, yes.*

Student 1 : *Yes, I think. I can find the main idea faster and also the detail of the text. It is really helpful.*

Lecturer : *Did the Guided Imagery Strategy make you interested in reading comprehension? Why?*

Student 18 : *Yes. Because the process of guided imagery makes me possible to visualize the content of the material and then it can make me able to comprehend the text.*

Student 3 : *Of course, even though I feel confused sometimes to make imagination, finally I can because by relating it to my experience, I can follow the process of reading comprehension.*

Lecturer : *What about your motivation to learn after following the strategy?*

Student 9 : *Absolutely I get motivated because this strategy is new and good enough for me.*

Student 5 : *I really like it.. it challenges me to learn more..especially to make a guided imagery. It was fun.*

The interview revealed that the students were basically excited to follow the procedure of the strategy used, but since it was new for them, most of the students revealed that they were little confused. However, they stressed that the teaching strategy used by the lecturer-researcher was better than usual strategy they followed. They mentioned that the imagination during reading was highly helpful and made them able to comprehend the text faster. It also helped them to verify the new vocabulary, main idea, details and most importantly to infer the text for conclusion.

The last factor was the teacher's approach that was applied during the teaching and learning process in the classroom. Based on the data from the observation sheets, field notes and the interviews with the selected students, the teacher's approach was identified as a perfect approach the students had ever had. The lecturer-researcher created good atmosphere of relax and enjoyable in the classroom, so that the students enjoyed the learning and interested to participate in all activities. The students were also assisted and supervised by the lecturer-researcher in a comfortable way. The data also reported that the students kept saying that the lecturer was performed in a neat dress, being humble and smiled friendly. Moreover, the good interaction was also conducted by the lecturer-researcher, thus the students were finally gained their ultimate confident and engaged more seriously in the learning and teaching process. In conclusion, the teacher's approach was one of the important factors that influenced the improvement of students' reading comprehension. The following was the interview with selected students:

Lecturer : *What do you think about your lecturer during the teaching and learning?*

Student 24 : *He is very good!! I like him. He can speak clearly and able to explain the procedure of the strategy. He also dresses neatly and discipline.*

Student 1 : *He is very humorous.. he keeps making us fresh by several jokes, but at the same time leads us to focus on the material.*

Lecturer : Did your lecturer care, assist and motivate you during the learning and teaching process?

Student 18 : Yes, of course. He always tells us what and how to read accordingly to the procedure of the strategy, and also motivate us.

Student 3 : Yes.

Lecturer : Did your lecturer engage communicative approach during the class?

Student 9 : Yes. He always tries to make easy and simple communication with us.. sometimes he used Indonesian to make us understand..

Student 5 : Yeah.. He make us confident to speaks in English.. when we cannot speak, he translates into Indonesian and then into English to make us understand.

The students revealed in the interview that they had positive responses toward the lecturer. They informed that the lecturer was able to clarify the process of the learning, the procedure of the strategy and how to reach the goal of their learning. They also said that the lecturer performed in a neat dress and always discipline during the teaching and learning class. Some students also reported that the lecturer was humble, always smiled and had sense of humor. The lecturer spoke clearly and understood the students' situation. In conclusion, the students felt satisfied with the lecturer's performance.

4. CONCLUSION

Based on the research findings in all cycles, it can be concluded that:

1. The Guided Imagery Strategy improves the 3rd semester students' reading comprehension at English Department of Universitas Nias, year 2020/2021.
2. The factors that influence the students' reading comprehension in teaching and learning process, namely: material, media, classroom activities, classroom management, teaching strategy and teacher's approach.

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