APPLYING MIND'S EYE STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF SMAN BINAAN KHUSUS DUMAI

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Abstract

Based on the writer's preliminary study, it was found that the students reading comprehension was not reach the standard score. This problem was caused by some factors, for examples; the way of teaching was not suitable with the material, the level of text difficulty was too "high". Hence, the writer was interested in carrying out the research. It was administered at SMAN Binaan Khusus Dumai. The subject of the research was the second year students, and the object of this research was the Effect of applying Mind's Eye strategy. The design of this research was Quasi-experimental design. In collecting the data, writer used test. The population of this research was all of the second year students. The writer used cluster random sampling by taking two classes as sample; XI IPS.1 consisted of 32 students as experimental group, and XI IPS.2 consisted of 32 students as control group. To analyze the data, the writer adopted independent sample t-test formula by using SPSS 20 version. Based on the data analysis, consideration Sig (2 tailed) t_0= 0,00 is lower than Sig (2 tailed) T_{table}= 0.05 It means H_a is accepted and H_0 is rejected. So, it can be concluded that there is a significant difference of using *mind's eye* strategy to improve students' reading comprehension at SMAN Binaan Khusus Dumai.

Keywords: Minds' Eye Strategy, Reading Comprehension.

PENGGUNAAN STRATEGI *MIND'S EYE* UNTUK MENINGKATKAN PEMAHAMAN MEMBACA PADA SISWA KELAS 2 DI SMAN BINAAN KHUSUS DUMAI

Abstrak

Berdasarkan pada pemantauan awal penulis, telah ditemukan bahwa nilai pemahaman membaca siswa belum mencapai nilai minimum yang ditetapkan. Masalah ini disebabkan oleh beberapa faktor, sebagai contoh cara mengajar yang tidak sesuai dengan materi yang diajarkan dan tingkat kesulitan materi yang terlalu "tinggi". Oleh karena itu, penulis merasa tertarik untuk melakukan penelitian yang berhubungan dengan masalah diatas.Penelitian ini dilakukan di SMAN Binaan Khusus Dumai. Subjek penelitian ini adalah siswa kelas 2, dan objek penelitiannya adalah penggunaan strategi Mind's Eye. Desain penelitiannya adalah Quasi-experimental. Dalam metode pengumpulan data, penulis menggunakan Tes.

Populasi penelitian ini adalah seluruh siswa kelas 2. Penulis menggunakan cluster random sampling dengan mengambil dua kelas sebagai sampel; XI IPS 1 terdiri atas 32 orang siswa sebagai kelas eksperimen dan kelas XI IPS 2 terdiri atas 32 orang siswa sebagai kelas kontrol. Untuk menganalisa data, penulis menggunakan formula T-test dari SPSS versi 20. Berdasarkan analisis data, Signifikansi pertimbangan (2 tailed) t_0= 0,00 lebih rendah daripada signifikansi T_{table}= 0.05, Itu berarti bahwa H_a diterima dan H_0 ditolak. Jadi, dapat disimpulkan bahwa ada efek signifikan menggunakan strategi *"Mind's Eye"* untuk memperbaiki pemahaman bacaan siswa kelas2 SMAN Binaan Khusus Dumai.

Kata Kunci: *Strategi Minds' Eye, Pemahaman membaca.*

1. INTRODUCTION

1.1 The Background

Reading is very important skill that must be improved by students in learning English. Hasibuan and Ansyari(2007:113) said that, "Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it". Factually, reading is not only a process of identifying text structure, grammar and its vocabulary but also understand the meaning of the text contextually. It means that reading comprehension needs long and many processes.

Based on English syllabus of State Senior High School of Binaan Khusus Dumai, states that the students are able to comprehend the meaning of monolog/essay texts: Narrative, Spoof, and Hortatory Exposition accurately, fluently, and accept in daily life and access knowledge.

During preliminary study at State Senior High School of Binaan Khusus Dumai, the writer found some problems in teaching and learning English. The main problem is about student comprehension in reading. As stated in syllabus that students' comprehension is very important in order to achieve the indicators of teaching and learning. Many factors might cause this problem such as, low of motivation and inappropriate strategy in teaching. The dominant factor that caused this problem is the use of inappropriate strategy in teaching reading materials to the students. The teacher of English subject used conventional teaching methods called lectured method. Lectured method also known as one of traditional method that concern on teacher (teacher center).

The steps of lectured method are as follows:

1. The teacher by showing the theme of lesson.
2. Then the teachers begin with by telling the lesson until the end of teaching learning time.
3. The teacher give a task to the students

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4. The students do the task and collect it to the teacher
5. The students only have a few times to ask, share ideas and participate in learning.

The teaching-learning process needs students' participation and activation. If the teacher does not anticipate this situation as soon as possible, the aim of teaching will not be reached. Harmer (1998:5) points out," One of the greatest enemies of successful teaching is students' boredom". The teacher needs to build an interesting situation in order to come the students who join actively while teaching and learning proses.

As a result of factor stated above, the writer found that most of students at State Senior High School of Binaan Khusus Dumai have problem in learning English especially in comprehending a Narrative text.
It can be seen from the following phenomena:

1. Some of the students cannot identify the main idea of narrative text.
2. Some of the students cannot locate the meaning of vocabulary in context.
3. Some of students cannot find factual information in narrative text.
4. Some of students cannot identify supporting idea in narrative text.
5. Some of students cannot make inference from the reading text.

In this research the writer wants to know the effect of strategy that written by Silver in Strategic Teacher called Mind's Eye Strategy. He said that this strategy is an appropriate strategy to help the teacher solves the problem of his students in comprehending a reading text. Mind's Eye is a strategy whose overall benefits on reading comprehension.

This strategy lets students able to make mental images from the text. Silver(2007:155) explains," the ability to "see" a text unfold in the mind is essential for deep reading". The writer supposes it can help students in comprehending a reading text especially Narrative Text.

Many students enjoy in learning if the teacher can build an enjoyable class situation during teaching-learning process. The teacher needs to know what factors that can make students interested in learning especially in reading. Silver (2007:153) said that students in today's classrooms are interested in with images. Television, movies, Web sites, magazines, billboards, comic books, even textbooks bombard students with glossy pictures and moving images that explode with color and action. Cunningham and Shagoury (2006:53) also state that when we read or hear stories, we also work to be aware of and communicate the pictures that form in our minds. However, reading works differently. Most texts don't show readers' pictures. Instead, readers must supply their own images by actively converting words on the page into realistic settings, flesh-and-blood characters, and dynamic scenes or, in the case of nonfiction, memorable representations of essential content.

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This ability to "see" a text unfold in the mind is essential for deep reading, yet it is a skill that many average and below-average readers lack.

The other opinion of mind's eye is mental faculty of conceiving imaginary or recollected scenes.

It means that all of mind's pictures in our mind can help us in comprehending various situations in our life and our study.

Mind's Eye is a strategy that builds students' capacity to create mental images from texts by:

1. Drawing their attention to key image-laden words in a text
2. Encouraging them to make predictions about a text based on the images they create
3. Allowing students to process their images and share their predictions with other students through a product of their choice
4. Engaging them in active reading by having them test their predictions against the actual text
5. Teaching them how to use image making independently.

Mind's Eye is a strategy whose overall benefits on reading comprehension can be traced through three distinct lines of researches; proficient reader research, Dual Coding, and Field Research.

From statements above the writer conclude this strategy is one of the appropriate strategies that can be used by teachers to help students in comprehending a text. It means that

the pictures can help students in order to comprehend the text. The pictures which is made by students must have correlation to the text itself.

Harvey et al also give the steps to apply this strategy:

1. The teachers start by selecting 20–30 key words from the text.
2. Explain to students that you will be reading words from the text aloud while they will "create movies in their minds." Ask students to consider whether they are most likely to draw a picture, ask a question, make a prediction, or describe their feelings in response to the words you will read. Instruct students to use their chosen "end product" (picture, question, prediction, or description of feelings) as a frame of reference for their visualizations.
3. Read the words slowly to students, one at a time and with emphasized feeling. Ask students to create movies or mental images as you read the words and to add to and refine their images with each new word. Allow students to develop their end products and share them in pairs, in small zgroups, or with the whole class.
4. Instruct students to read the text, comparing their

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initial ideas with what they discovere while reading.

5. Encourage students to reflect on the process and the types of thinking they are most comfortable using (visualization, questioning, exploring feelings, or predicting).

6. Teach students how to use the strategy independently, model how you select key words, make images, form predictions, and read actively to confirm their predictions.

1.2 Literature Review

In relation to the previous explanation, there are some theories from previous research. First, A research from John Belcher (2003) entitled *From the Mind's Eye to 3D Animation: Teaching Electromagnetism with Learning Technology*. He found that teaching by using mind's eye can raise students' comprehension in physic subject. The research was focused on teaching physic by using technology. In different idea with him, the writer wanted to apply Mind's Eye Strategy in language subject, especially for English language learners. Second, A research from Gambrell andBales (2000), University of Maryland, This research entitled "*Mental Imagery and Comprehension Monitoring Performance of Fourth-and Fifth Grade Poor Readers Charles Country, Maryland, Public School*" just to investigate the effect of mental imagery upon comprehension monitoring of poor readers. The

result was interpreted as support of the use of mental imagery as a comprehension monitoring strategy. This research was also focuses on mental or mind as a good strategy to monitor the students. Different from previous research the writer wants to make specific research of comprehension which focuses on narrative text by using mental or mind.

1.3 Research Question

Based on the previous explanation, the research question can be formulated as follows. Is there a significance effect of using Mind's Eye Strategy to improve students' reading comprehension?

1.4 Purpose of the Research

Based on the research question, this research was to find out whether there is a significance effect of using Mind's Eye Strategy to improve students' reading comprehension or not.

1.5 The Significance of the Research

These research activities are significantly carried out for the following needs:

a. To give some contribution to the students in order to improve students' reading comprehension in Narrative text.

b. To give some information to the Teachers and School about the effect of using the Mind's Eye strategy toward students' reading comprehension in Narrative text.

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c. To enhance the writer's knowledge about teaching reading by using the Mind's Eye strategy.

2. METHOD

This strategy consists of two variables; they are independent variable which refers to the using the Mind's Eye strategy and dependent variable refers to reading comprehension. This research is quantitative research; an experimental research; it is supported by Creswell (2008:299) that explains "In experimental research, we test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable". In conducting this research, the writer uses two classes. The first class is used as an experimental class which is taught by using the Mind's eye strategy and a control class using conventional strategy. In this research design a popular approach to quasi experiment; it is focused on non-equivalent control group design. Both of groups take a pretest and posttest, and only experimental group takes the treatment.

Table 1
Research Type

GROUP	PRE-TEST	TREATMENT	POST-TEST
A	T1	√	T2
B	T1	X	T2

A   : Experimental group
B   : Control group
T1   : Pre- test for experimental group and control group
√   : Receiving particular treatment
X   : Without particular treatment
T2   : Post- test for experimental group and control group.

Based on the table above State Senior High School of Binaan Khusus Dumai consisted of 4 classes for second year students, 2 classes of social and 2 classes of science. The number of population are 120 students. The number of student of each class was28 to 32 students. The writer used*Cluster Random Sampling* to take experiment class and control class, and then the writer got XI IS 1 as experimental class and XI IS 2 as a control class.

The data was collected through reading test, Test is the instrument to measure behavior or performance of someone to get response based on the instruction. The measure instrument is a set of question given to subject that pursuits finding of the cognitive test.

The test was given to both of them, experiment class and control class with some materials. First, the writer gave treatment to experiment class by using Mind's Eye Strategy and control class was taught with Conventional Method. Then, the writer distributed the test about comprehending reading text to students. The materials of the test not only adopted from the book for second grade of senior high school but also from internet sources. Before doing the test, the writer tried out the test items before students

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were given the test of this research. According to Heaton (1975) the test is accepted if the degree of difficulty is between 0.30 – 0.70 and it is rejected if the degree of difficulty is less than 0.30 (too difficult) or bigger than 0.70 (too easy).

Here, test is a set of question which given to the students to know their comprehension in learning English especially in reading skills to collect the data of research.

a. Validity and Reliability
1) Validity

Before the tests were given to the sample, both of tests were tried out to 30 students at the second year. The purpose of try out is to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item difficulty was determined as the proportion of correct responses. The formula for item difficulty is as follows:

$$P = \frac{B}{JS}$$

Where
P   : Index of difficulty or Facility value
B   : the number of correct answers
JS   : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.
2) Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:
1. They are extent of the sample of material selected for testing
2. The administration of the test, clearly this is an important factor in deciding reliability.

According to Arikunto (2009:245), there are some categories to evaluate the students' comprehension in reading text. The test composed of 20 items and each item was given score 5. The scale is:

Table 2
The Categorizing Levels of Scoring of Reading Comprehension

The Score of Reading Comprehension Level	Categories
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Less

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2.1 The Research Procedure

Since the Mind's Eye Strategy was used in learning and teaching English process toward reading comprehension skill, which helped teacher to achieve the goal of teaching, the procedure of this research was divided into two phases:

A. Procedures of Collecting Data for Experimental Group

a. Pre- test

The pre- test was carried out to determine the ability of the students selected as the sample. Items used for pre- test consisted of 20 items. The test was about reading comprehension appropriate with the curriculum of the school. The test consisted of three passages and had 6-7 questions for each passage.

b. Treatment

The treatment was conducted for experimental class only. The treatment was using Mind' Strategy in teaching English part reading comprehension. The length of the time to apply the technique was about eight meetings which was about 40 minutes for each meeting.

The technique used in the classroom was done by steps as follows:

1) The teacher read some key words from the text slowly
2) The teacher asked the students to listen carefully and find the meaning of each word
3) The teacher asked the students to generate each word in their mind and try to make an image as a visualization
4) The students asked the question from the text by using their mind visualization
5) The teacher collected the students' reading assignment
6) The students tried to retell the story based on their mind visualization
7) The teacher gave the text to all of students and then they could compare between their comprehension and real text

c. Post- Test

After nine meetings (including pre- test), the post- test was done. The result of the post- test for experimental group was analyzed and used as final data for this research.

B. The Procedures of Collecting Data for Control Group

a. Pre- test

The goals, items, and procedures of the test for control group were the same as those conducted for experimental group; it was different only the time.

b. Conventional Method

In this study, the researcher taught reading comprehension for

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control group by using conventional method called lectured method.

c. Post- test

Post- test for both experimental group and control group was administered after giving the treatment for experimental group. The result of the post- test for both experimental group and control group was analyzed and used as final data for this research.

2.2 The Technique of Data Analysis

The data were analyzed by using t-test for quasi-experimental research. Hartono (2009:178) says that T-test is one of the statistic tests used to know whether there is significant of two sample of mean in two variables or not. The technique of data analysis used in this research was T-test formula.

In order find out whether there is a significant effect of using mind's eye strategy toward reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of post test experimental group and post test control group. The data were

analyzed by using the statistical analysis. The different mean was analyzed by using independent sample T-test SPSS verses 16.

T- Table was employed to see whether there was any significant difference between the mean score in both experimental and control classes. The T- obtained value is consulted with the value of T- table at the freedom (df) = ($N_1 + N_2$) − 2

Statistically hypotheses are:

$H_0 = t_0 <$ t- table
$H_a = t_0 >$ t- table

H_a is accepted if $t_o >$ t- table or there is significance effect of using Mind's Eye Strategy toward reading comprehension. H_0 is accepted if $t_o <$ t- table or there is no significance effect of using Mind's Eye Strategy toward reading comprehension.

3. FINDING AND DISCUSSION

Based on the data which had been collected and analyzed, the mean and standard deviation of pre-test and post-test were in the following table:

Table 3
The Mean and Standard Deviation of Post-test of Experimental and Control class

	N	Mean	Std. Deviation
Experiment class Control class	32	76.56	6.652
	32	69.53	5.291

From the table above, the distance between mean (Mx) and Standard deviation (SD) was too far.

In other words, the scores obtained were normal.

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a. The Data Presentation of the effect of Mind's Eye Strategy toward Reading Comprehension

The following table is the description of pre-test and post-test of experimental class and control class.

Table 4
Students Pre-test and Post-test Score of Experimental Class and Control Class

No	Students	Experiment class			Control class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Student 1	60	75	15	65	65	0
2	Student 2	60	75	15	60	70	10
3	Student 3	70	80	10	60	60	0
4	Student 4	65	75	10	65	65	0
5	Student 5	65	75	10	70	80	10
6	Student 6	60	70	10	60	65	5
7	Student 7	65	75	10	65	65	0
8	Student 8	55	70	15	60	65	5
9	Student 9	70	80	10	65	70	5
10	Student 10	75	85	10	70	70	0
11	Student 11	75	90	15	60	65	5
12	Student 12	65	70	15	70	75	5
13	Student 13	60	70	10	65	60	-5
14	Student 14	60	75	15	70	75	5
15	Student 15	65	65	0	65	65	0
16	Student 16	65	70	5	65	70	5
17	Student 17	50	70	20	60	65	5
18	Student 18	70	85	10	65	65	0
19	Student 19	65	95	30	60	65	5
20	Student 20	75	80	5	70	70	0
21	Student 21	60	70	10	60	65	5
22	Student 22	70	80	10	70	75	5
23	Student 23	70	85	15	65	75	10
24	Student 24	65	75	10	70	80	10
25	Student 25	65	75	10	65	70	5
26	Student 26	65	75	10	70	70	0
27	Student 27	65	70	5	65	75	10
28	Student 28	70	80	10	65	70	5
29	Student 29	70	85	15	70	75	15
30	Student 30	75	75	0	65	75	10
31	Student 31	65	75	10	60	70	10
32	Student 32	60	75	15	70	75	5

Based on table above, the higher increasing scores were the students of experimental class. In the other word, this strategy effective in helping reading comprehension. The highest post-test score of experimental class was 95 and the lowest score was 65. In control class, the highest post-test score was 80 and the lowest score was 60.

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Table 5
The Classification of Experimental Class Score

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	11	34.37%
2	Good	70-79	20	62.5%
3	Enough	60-69	1	3.12%
4	Less	50-59	0	0%
5	Bad	0-49	0	0%
Total		-	32	100%

Based on the table about the classification of experimental class of the second year students of Senior high school of Binaan Khusus Dumai, the output from 32 students shows that the category of number 1 got the frequency 11 (34.37%), the category of number 2 shows 20 (62.5%), the category of number 3 shows 1 (3.12%), the category of number 4 shows frequency 0 (0%), the category of number 5 also shows frequency 0 (0%).The table above shows that the highest percentage of experimental class is 62.5%. Thus, the majority of the students in this experimental class are classified as **Good.**

Table 6
The Classification of Control Class Score

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	2	6.25%
2	Good	70-79	17	53.12%
3	Enough	60-69	13	40.62%
4	Less	50-59	0	0%
5	Bad	0-49	0	0%
Total		-	32	100%

Based on the table about the classification of experimental class of the second year students of Senior high school of Binaan Khusus Dumai, the output from 32 students shows that the category of number 1 got the frequency 2 (6.25%), the category of number 2 shows 17 (53.12%), the category of number 3 shows 13 (40.62%), the category of number 4 shows frequency 0 (0%), the category of number 5 also shows frequency 0 (0%).The table above shows that the highest percentage of experimental class is 53.12%. Thus, the majority of the students in control class are classified as **Good.**

4.1. The Data Analysis
1. The Data Analysis of Using Mind's Eye Strategy in the Classroom (Variable X)

In order to find whether or not there was a significant difference in increasing reading comprehension of two classes, the writer calculated

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data taken from the score of the students' post test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control class. This research used pre-test and post-test. There were 20 items of reading comprehension test given to 32 respondents. From the test, it was obtained that the lower score was 65 and the higher score was 95. The mean was 75.56.

2. The Data Analysis of reading comprehension (Variable Y)

The following table is the description of the data of students' pre-test and post-test score of experimental class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

Table 7
Students' Pre-test and Post-test Score of Experimental Class

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
50	1	No Pass	65	1	No Pass
55	1	No Pass	70	8	No Pass
60	7	No Pass	75	12	Pass
65	12	No Pass	80	5	Pass
70	7	No Pass	85	4	Pass
75	4	Pass	90	1	Pass
			95	1	Pass
	F=32			F=32	

Based on the data obtained in pre-test of experimental class there were 12 students who did not pass the graduated standard (SKL) or the score obtained < 75, while there were 10 students who passed the graduated standard (SKL) or the score obtained ≥ 75.

The writer used the following formula to get the percentage of the student who did not pass and who passed the graduated standard (SKL):

$$P = \frac{F}{N} X\ 100\%$$

Where:

P : Percentage
F : Frequency
N : Number of student

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{28}{32} X\ 100\% = 87.5\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{4}{32} X\ 100\% = 12.5\%$$

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Based on the data obtained in post-test of experimental class there were 9 students who did not pass the graduated standard (SKL) or the score obtained < 75, while there were 23 students who passed the graduated standard (SKL) or the score obtained ≥ 75.

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{9}{32} X\ 100\% = 28.12\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{23}{32} X\ 100\% = 71.87\%$$

The following table is the description of the data of students' pre-test and post-test score of control class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

Table 8
Students' Pre-test and Post-test Score of Control Class

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
60	9	No Pass	60	2	No Pass
65	13	No Pass	65	11	No Pass
70	10	No Pass	70	9	No Pass
-	-	-	75	8	Pass
-	-	-	80	2	pass
	F=32			F=32	

Based on the data obtained in pre-test of control class there were 32 students who did not pass the graduated standard (SKL) or the score obtained < 75.

$$P = \frac{F}{N} X\ 100\%$$

Where:
P   : Percentage
F   : Frequency
N   : Number of student

The writer used the following formula to get the percentage of the student who did not pass and who passed the graduated standard (SKL):

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{32}{32} X\ 100\% = 100\%$$

Based on the data obtained in post-test of experimental class there were 9 students who did not pass the

graduated standard (SKL) or the score obtained < 75, while there were 23 students who passed the graduated standard (SKL) or the score obtained ≥ 75.

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{22}{32} \ X \ 100\% = 68.75\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{10}{32} \ X \ 100\% = 31.25\%$$

Based on the data obtained in post-test of control class there were 22 students who did not pass the graduated standard (SKL) or the score obtained < 75, while there were 10 students who passed the graduated standard (SKL) or the score obtained > 75.

b. The Students' Classifications Score of the Students' Taught by using mind's eye strategy and Taught by using Conventional method

To determine how the students' reading comprehension taught by using mind's eye strategy and taught by using conventional method, the writer only took the post-test score of each class because the post-test was given after treatment.

Table 9
Mean and Median of Post-test in Experimental Class and Control Class

Class	Mean	Median
Experimental Class (Post-test)	76.56	75.00
Control Class (Post-test)	69.53	70.00

Table 10

Group Statistics					
	x	N	Mean	Std. Deviation	Std. Error Mean
Y	1	32	76.5625	6.65237	1.17598
	2	32	69.5313	5.29141	.93540

Table 11

Independent Samples Test									
Levene's Test for Equality of Variances		t-test for Equality of Means							
95% Confidence Interval of the Difference									
F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

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y	Equal variances assumed	.950	0.0	4.679	62	.000	7.03125	1.50263	4.02753	10.03497
	Equal variances not assumed			4.679	59.013	.000	7.03125	1.50263	4.02450	10.03800

From the table above, it can be also seen that t_{hitung} obtained (4.679) is compared to "t" table, df= 60. Because df=64 was not found from the t_{table}, so the writer tookdf=60 to compare either at level 5% or 1%. At level 5%, t_{table} is 2.00, while at level 1%, t_{table} is 2.65. Thus, the t_{hitung} obtained is higher than t_{table}, either at level 5% or 1%. In other word, we can read 2.00<4.679> 2.65.Based on the data analysis, consideration Sig (2 tailed) t_0= 0,00 is lower than Sig (2 tailed) T_{table}= 0.05 It means H_a is accepted and H_0 is rejected

Based on the score above, the writer can conclude that H_a is accepted it means that there is a significant effect of using compare and contrast strategy toward students reading comprehension at the second year at state senior high school of Binaan Khusus Dumai.

4. CONCLUSION

Based on the research findings, it can be stated that the s From analysis of t-test formula, it can be also seen that t_{hitung} obtained (4.679) compared to "t" table, df= 60. Because df=64was not found from the t_{table}, so the writer tookdf=60 to compare either at level 5% or 1%. At level 5%,$t_{table}$was 2.00, while at level 1%, $t_{table}$was 2.65.

Thus, the t_{hitung} obtained was higher than t_{table}, either at level 5% or 1%. In other words, we can read 2.00<4.679>2.65.Based on the data analysis, consideration Sig (2 tailed) t_0= 0,00 is lower than Sig (2 tailed) T_{table}= 0.05 It means H_a is accepted and H_0 is rejected. It can be concluded that there is a significant effect of students' reading comprehension taught by using mind's eye strategy. It shows that using mind's eye strategy can improve students' reading comprehension.

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