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IMPROVING READING COMPREHENSION SKILL BY APPLYING IMAGING STRATEGY AMONG THE EIGHTH GRADERS OF SMP N 1 BATANGHARI IN ACADEMIC YEAR 2017/2018

By:

RISKI MARTALIA

Student Number.13108237

Terbiyah and Teacher Training Faculty

English Education Study Program

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HARGA ASAL / TOKO
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IMPROVING THE READING COMPREHENSION SKILL BY APPLYING IMAGING STRATEGY AMONG THE EIGHTH GRADE OF SMP N 1 BATANGHARI IN ACADEMIC YEAR 2017/2018

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Study Program

By:
Riski Martalia
Student Number: 13108237

Terbiyah and Teacher Training Faculty
English Education Study Program

Sponsor : Dr. Mahrus as'ad, M.Ag
Co-SponsoR : Trisna Diillah Harya , M.Pd

THE STATE INSTITUTE ISLAMIC STUDIES OF METRO

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IMPROVING THE READING COMPREHENSION SKILL BY APPLYING IMAGING STRATEGY AMONG THE EIGHTH GRADERS OF SMP N 1 BATANGHARI EAST LAMPUNG

ABSTRACT

BY:
RISKI MARTALIA

The main purpose of this research is to investigate the students' reading comprehension skill of SMP N 1 Batanghari and to know what extend the Imaging Strategy could help the students' learning process. The writer tries to attest that Imaging strategy can be one of the teaching strategy to improve the students' reading comprehension skill.

The researcher had outlined the problem in this research that focused on reading comprehension skill. It is related on the problem identification that the students do not understand about the passage and they do not interest in reading material.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 31 students in VIII class of SMP N 1 Batanghari In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of SMP N 1 Batanghari.

The result of this research shows that Imaging strtaegy can be used as a teaching strategy of reading. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 59 and post test II is 76 it improved 16,8 point. The researcher concluded that there was significant improvement of using Imaging strategy on the reding comprehension skill among the eighth graders of SMP N 1 Batnghari.

(keyword : reading comprehension skill, imaging strategy, classroom action reseacrh)

MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA DENGAN MENERAPKAN STRATEGI IMAGING DI KELAS DELAPAN SMP N 1 BATANGHARI LAMPUNG TIMUR

ABSTRAK

OLEH:
RISKI MARTALIA

Tujuan utama dari penelitian ini adalah untuk menunjukan bahwa kemampuan pemahaman membaca siswa SMP N 1 Batanghari dan untuk mengetahui sejauh mana strategi Imaging dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa strategi Imaging dapat dapat menjadi salah satu strategy pembelajaran untuk meningkatakan kemampuan pemahaman membaca siswa.

Peneliti menggaris bawahi bahwa masalah pada penelitian ini difokuskan pada kemampuan pemahaman membaca. Terkait pada identifikasi masalah yaitu tidak memahami pesan yang ada di dalam teks, dan mereka tidak tertarik dengan materi bacaan.

Dalanı penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 31 siswa kelas delapan SMP N 1 Batanghari. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMP N 1 Batanghari.

Hasil penelitian ini menunjukkan bahwa strategi Imgaing dapat digunakan sebagai aktifitas pengajaran dalam membaca. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 59 dan post test II adalah 76 dan meningkat 16,8. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan strategi Imaging pada kemampuan pemahaman membaca siswa di kelas delapan SMP N 1 Batanghari.

(Kata kunci : kemampuan pemahaman membaca, strategi Imaging, penelitian tindakan kelas)

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : Pengajuan Munaqosyah

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Nama : Riski Martalia
NPM : 13108237
Judul Proposal :IMPROVING READING COMPREHENSION SKILL BY APPLYING IMAGING STRATEGY AMONG THE EIGHT GRADERS OF SMP NEGERI 1 BATANGHARAI EAST LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Metro, Juni 2017

Dosen Pembimbing I,

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Dosen Pembimbing II,

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
IAIN METRO Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah of Riski Martalia**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher Training
State Institute For Islamic Studies (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Riski Martalia
Student Number : 13108237
Title : IMPROVING READING COMPREHENSION SKILL BY APPLYING IMAGING STRATEGY AMONG THE EIGHT GRADERS OF SMP NEGERI 1 BATANGHARAI EAST LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Metro, June 2017

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Co-sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : IMPROVING READING COMPREHENSION SKILL BY APPLYING IMAGING STRATEGY AMONG THE EIGHT GRADERS OF SMP NEGERI 1 BATANGHARAI EAST LAMPUNG

Name : Riski Martalia

Students Number : 13108237

Faculty : Tarbiyah and Teacher Training

Department : English Education

APPROVED BY:

To be discussed in the thesis munaqosyah in Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies (IAIN) of Metro.

Metro, June 2017

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Co-sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iainmetro@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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The undergraduate Thesis entitled: Improving Reading Comprehension Skill By Applying Imaging Strategy Among The Eighth Graders At The Smp N 1 Batanghari.Written by Riski Martalia, Student Number 13108237 English Education Department, has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on July 12, 2017 at 09.00-11.00.

BOARD OF EXAMINERS:

Chair person : Dr. Mahrus As'ad, M.Ag (.....)

Examiner I : Ahmad Subhan Roza, M.Pd (.....)

Examiner II : Trisna Dinillah Harya, M.Pd (.....)

Secretary : Rika Dartiara, M.Pd (.....)

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Akla, M.Pd
NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: RISKI MARTALIA
Student Number	: 13108237
Department	: Tarbiyah
Study Programme	: English Education

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, July 12 2017



RISKI MARTALIA
Student Number: 13108237

MOTTO

لَئِن شَكَرْتُمْ لَأَزِيدَنَّكُمْ

"If you are gratefull, I will give you more." (Q.S. Ibrahim:7)

DEDICATION PAGE

This Piece of work is dedicated to:

(Mr.Calali and Mrs.Sri)

My beloved sisters and brother
(Thesa,Cici,Lidia and Arif)

My beloved lectures of English Education Study Program
of State Islamic Institute of Metro

And E Class
My almamater

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Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research ungraduate thesis entitles "IMPROVING READING COMPREHENSION SKILL BY APPLYING IMAGING STRATEGY AMONG THE EIGHTH GRADERS OF SMP N 1 BATANGHARI"

Regarding to the research ungraduated thesis, the writer offers her big thank to the Dr. Mahrus As'ad, M.Ag as the sponsor and to Trisna Dinillah Harya M.pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research ungraduate thesis writing process.

As human being, the writer completely realize that this research ungraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research ungraduate thesis. Hopefully, this research ungraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro,July 12 2017

The Writer,



Riski Martalia

ST.N 13108237

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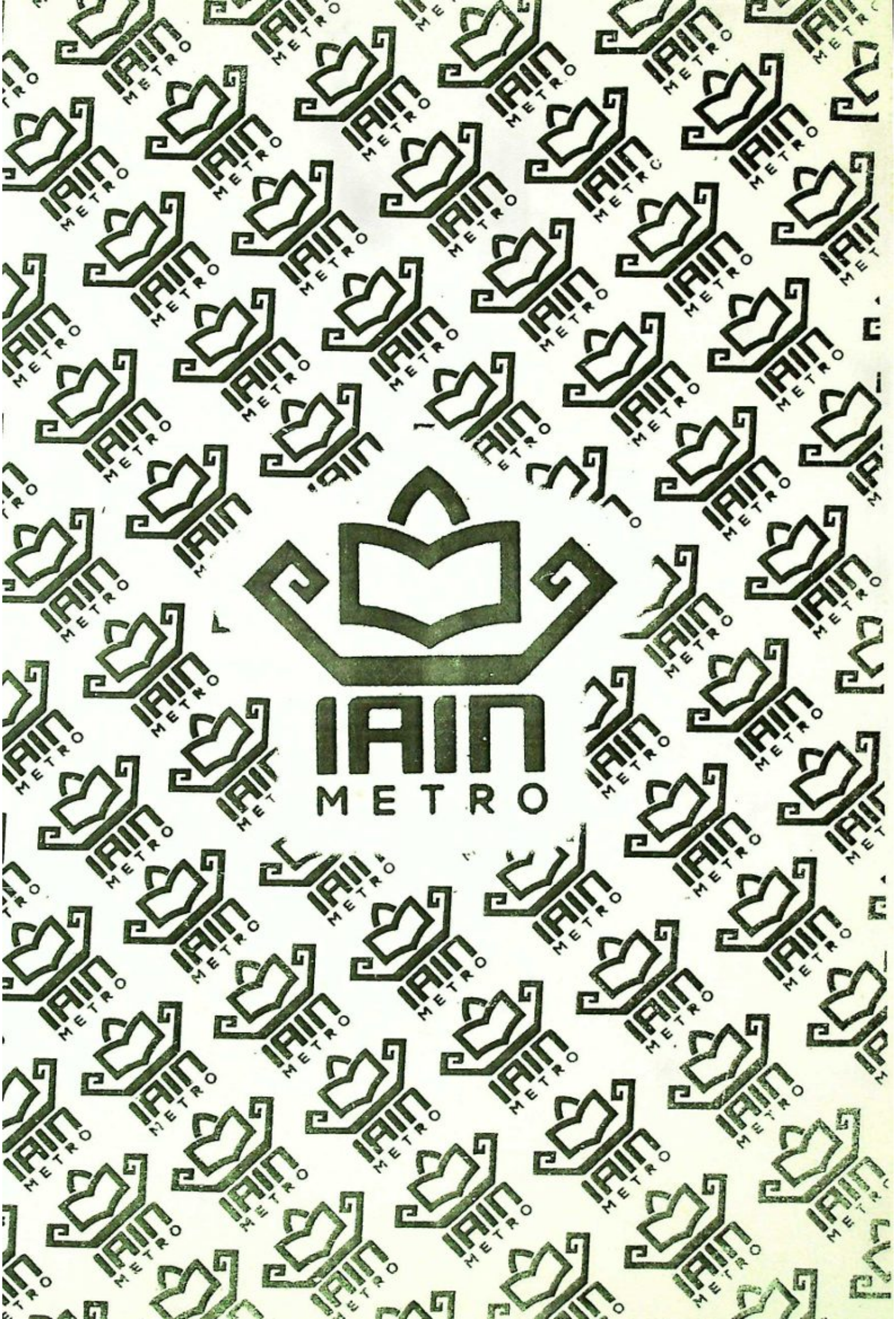
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a system for expression of meaning. The primary function of language is for interaction and communication. English as one of the international languages in the world should be mastered by people from many countries in the world to communicate each other. They may know and understand what they speak communicatively because of English. Because of the reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college. In learning English, there are four basic language skills to be mastered: listening, writing, reading and speaking. Reading is considered as one of important skill, which has to be learn because it can influent the other language skills. Reading is something that must be done by all students who are studying language.

Reading comprehension skills are essential for meaningful and effective reading. Early reading is grounded in strong cognitive skills, i.e. learning styles such as auditory analysis, sound blending and segmenting, memory and visualization. Therefore, the key to improving reading comprehension skills is to attack weak language learning skills at the foundational level.

The pre-survey was done on October 20th, 2016 at the eight grade of SMP N 1 Batanghari which is consist of one class for about 32 students, and after doing the pre-survey at the eight grade of SMP N 1 Batanghari which located in Jl. Kapten Harun, Kec. Banarjoyo Lampung Timur, the reseracher got the result as bellow:

Table 1

Students' Reading Score Frequency

No	Score	Explaination	Frequency	Percentage
1	0 – 55	Poor	17	53,13%
2	56 – 69	Fair	11	34,37%
3	70 – 80	Good	4	12,5%
4	81 – 100	Excellent	-	0
Total			32	100%

The English minimum passing grade in this school is 70. It means that the students who got the score under 70 do not pass the examination. In fact, there are not students who get 80-100, there are only 4 students who got 70 – 80 ,11 students got score 56 – 69, and 17 students got score 0 – 55. The average score is 58,18 % of the total of students, it can be concluded that students' reading score at the Eight Grade is still low.

Based on the pre-survey result above the students have problems in learning reading, those are: Students do not have much motivation to

read, The students do not active to follow the lesson English it is like talking and playing with friend while the teacher is explaining the lesson, The students feel bored in English learning process, Most of students do not comprehend the text, cause they do not know the meaning.

Related to the information above, the researcher is interested to use imaging strategy in teaching reading comprehension skill of the eighth grade students of SMP N 1 Batanghari.

The researcher chooses this strategy because it assumes that the visualization or imaging is an effective strategy for students to comprehend the complex informational text. Visualizing passages can help students organize and remember information so it will improve their reading comprehension skill.

Considering the statement above, the researcher should help the students to overcome the problem or to minimize the problem. The researcher interests to find out an effective way in teaching English, especially in improving the reading comprehension skill by applying imaging strategy.

In this research, the researcher wants to do the classroom action research and it is hoped that the overcome of teaching and learning English will be better and students are able to improve their reading comprehension skill by applaying imaging strategy.

B. Problem Identifications

The writer identifies the problem as follow:

1. The students do not understand the passage.
2. Many the students do not interest in reading material.

C. Problem Limitation

Based on problem identifications above, the writer focuses on the problem "improving the reading comprehension skill by applying imaging strategy among the eight graders of SMP N 1 Batanghari".

D. Problem Formulation

The writer formulates the problem as follow:

"Can the imaging strategy improve reading comprehension skill among the eight graders of SMP N 1 Batanghari ?"

E. The Objective and Benefit of the Study

1. Objective of the Study

Based on the research questions above the objective of the study is:

a. To show that imaging strategy can improve reading comprehension skills.

2. Benefit of the study

a. For the students

This research becomes a helpful strategy to improve their reading comprehension. Because the students will be easy to understand and remember about what they read.

b. For the teacher

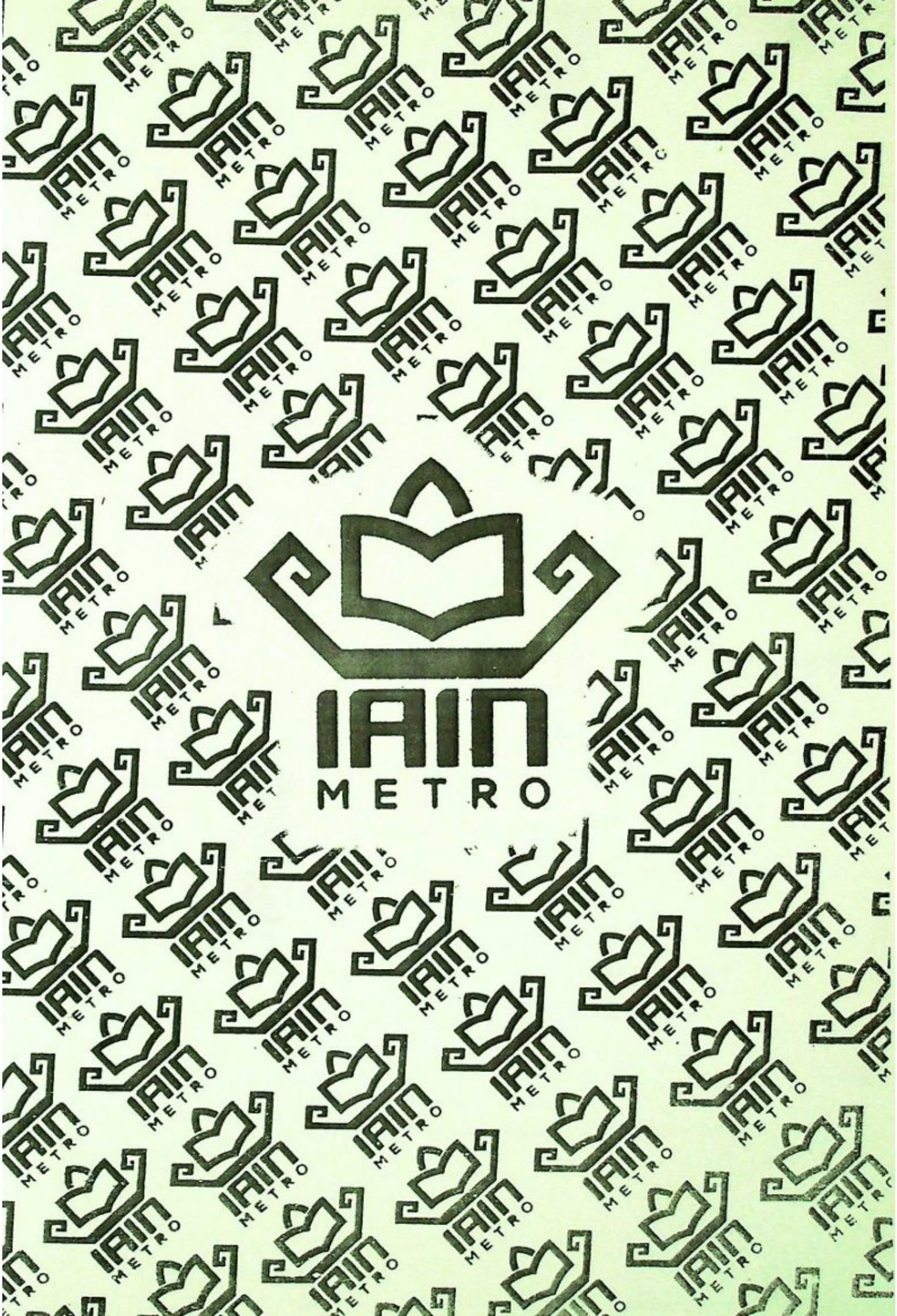
To give input in order to teach English better, the teacher can use imaging strategy to imrpove reading comprehension skill.

c. For the Headmaster

This research can be used as information to improve learning English in the future.

d. For the writer

The result of this research will be a reference that applying imaging strategy has improve in reading comprehension skill.


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CHAPTER II

THEORITICAL REVIEW

A. Concept of Reading Comprehension Skill

1. Definition of Reading Comprehension Skill

Reading is one of the language skills which is very important to develop students' knowledge in their studies. Reading is a tool of learning. Students need a variety of reading skills to understand textbooks, reference materials, magazines, newspapers, etc.

Jean Wallace Gillet And Charles Tample in his book *Understanding Reading Problem* explained that "reading is the first of all a language ability and should be taught in close and meaningful connection with the whole spectrum of language abilities, including talking, listening, writing and thinking".[1] In other word, reading is the basic skill to understanding whole language abilities.

According to , Jean Wallace Gillet reading comprehension is the search of meaning actievly using our

---

[1] Jean Wallace Gillet And Charles Tample.*Understanding Reading Problem*(New York:Harper Collins College,1994).p.3

knowledge of the word and of the text to understand each new thing we read.[2]

Then, Reading comprehension skills allow us to read proficiently, learn effectively and to conceptualize. These skills are, basically, based on earlier stages of reading development, including oral reading and reading fluency. Without developing these earlier reading skills, students must continually focus on decoding letters and words, rather than progressing to meaning and understanding. The key to develop the proficient reading skills in the early years of education is an even earlier foundation in underlying language learning skills. Therefore, strong reading comprehension skills are viewed as being dependent on the strength of the cognitive strategies established in the early years.[3]

Reading comprehension skills separate the "passive" unskilled reader from the "active" readers. Skilled readers do not just read, they interact with the text. To help a beginning reader understand this concept, you might make them privy to the dialogue readers have with themselves while reading.[4]

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[2] Jean Wallace Gillet And Charles Tample. Op Cit.;p.40

[3]K.M. Roebl and Connie Shiue, St.John's "developing reading comprehension skill University level student"http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/178.pdf on november 18th ,2016

[4]Dr. Anjali Hans. '*Different comprehension strategies to improving student's reading comprehension*'. International Journal of English Language Teaching: Published

Based on the explaination above, the researcher concludes that reading comprehension skill is an activity to get information from the text with proficient and effective.

2. Kinds of Reading Comprehension Skill

a. Summarizing

Summarizing is the creation of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in brief form the text's major points. Primary-grade students often have difficulty summarizing because they want to tell everything. However, even middle school students sometimes have difficulty deciding what information to include in a summary and what not to include.The best way to teach students to summarize is to teach them to organize their summaries around text structure. Well written text is always well organized. That is, it has an internal structure. If readers have been taught to recognize the structure of a text, they can use it when summarizing.[5]

Moreover, summarizing is a difficult task for students. Students require instruction and practice in

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by European Centre for Research Training and Development UK (www.eajournals.org) Vol.3, No.6, pp.61-69, September 2015

[5] Gerald G.Duffy. *Explainng reading: A Resource for Teaching Concepts Skill and Strategies.* Second edition(, New York: The Guilford Press,2009)p.153

summarizing before they are able to produce good oral and written summaries of text. Interestingly, research suggests that instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content. Thus, instruction in summarization can be considered to meet dual purposes: to improve students' ability to summarize text and to improve their ability to comprehend text and recall.[6]

b. Drawing Conclussion

Drawing conclusions is just another example of inferring that in turn is just another example of predicting. An author seldom states directly what a reader should conclude. More typically, a conclusion is implied. Consequently, drawing conclusions, like predicting and inferring, requires readers to be proactive in looking for clues in the text, thinking about what those clues trigger in prior knowledge, and making a prediction about what the author wants us to conclude on the basis of what makes sense in terms of past experience.As with so many comprehension strategies, drawing conclusions is another example of the questioning good comprehenders do as

[6] Nell K. Duke and P. David Pearson, "Effective Practices for Developing Reading Comprehension" Scholastic Red 2002,p.12.

they read. That is, when reading a text, readers ask themselves what the author wants them to be thinking at that point.Readers should draw conclusions when reading both narrative and expository text.[7]

c. Finding the Main Idea

Main idea refers to the "big idea" or the most important idea found in expository text. Narratives also have a "big idea" but we call it a "theme" ."Main idea" is often confused with "topic." In a book about locomotives, for instance, the topic may be "locomotives," but the main idea is what the author wants readers to understand is important about locomotives. While it is relatively easy to identify topic, it is harder to determine what the author thinks is important.[8]

Moreover, The main idea is what the passage is about.In paragraphs, it is often contained in the first sentence. In longer passages, the main idea may be in the title, chapter headings, proposed solutions to problems or in concluding statements.

---

[7] Gerald G.Duffy . *Explainng reading: A Resource for Teaching Concepts Skill and Strategies*.p.161

[8] Ibid.138

d. Paraphrasing

Parapharsing is an expression of the meaning of word or phrase using other word or phrases, often in an attempt to make the meaning easier to understand.[9]

Than, paraphrasing is telling the main idea with most of the supporting details put in simpler language. Paraphrasing is usually longer than summarizing but not quite as long as the original passage.[10]

In paraphrase the students just rewrite the reading text using different word without changing the original meaning. This is what is usually meant by the phrase 'in your own word'. The paraphrase should be clearer and more easily to understood than the original.

e. Sequencing

Sequencing is one of many skills that contributes to student's ability to comprehend what they read. sequencing refers to the identification of the components of a story, such as the beggining, middle, and end and also to the ability to retell the events within a given text in the order in which they occurred.[11]

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[9] Jack C. Richards, Longman Dictionary of Language Teaching and Applied Linguistics, (Malaysia: Longman, 2002), Third Edition, p.384

[10] National PAAS Center"Reading On Move" https://www.teachrversion.com/skill-builder/reading-comprehesion/48779.html on November 30th 2016

[11] Ibid

Moreover, sequencing is process of putting events, ideas, and object in a logical order. Knowing the sequence of events in a story is an important skill for students to learn. Without it they will struggle with understanding what they read. To understand the text, students need to be able to make sense of it as it is being read so they are able to recall it later.

From the statement above, there are five skills in reading comprehensions that must be mastering. In this research the researcher will improve three skills, there are: drawing conclussion, finding the main idea and sequencing.

3. Measurement of Reading Comprehension Skill

To know the achievement of reading comprehension skill should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Grenall and Swan, as follows:

Table 2

The Measurement of Reading Comprehension Skill

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	**100**

B. Concept of Imaging Strategy

1. Definition of Imaging Strategy

Imaging or visualization strategy is one of the strategy to improve reading comprehension skill. Gerald G.Duffy in his book *Explainng reading: A Resource for Teaching Concepts Skill and Strategies* explains that imaging is something good readers seem to do "naturally". To them, reading a book is like watching a movie, they see and hear what is happening as it transpires. However, some readers have difficulty creating images of what they read. They do not understand how to use descriptive language to create pictures in their minds about what is happening. Like all comprehension strategies, imaging requires readers to use prior knowledge and to predict. In this case, the prior knowledge the reader uses is experience with

words and descriptive language. Readers use what that descriptive language makes them think to create an image. That is, they predict what image the author iiitends to convey. Because descriptive language appears more frequency in narrative than in expository text, imagery tends to be taught in conjunction with stories rather than with textbooks or other informational texts.[12]

Another state, Cathy Collins Block, Lori L. Rodgers, and Rebecca B. Johnson in his book *Comprehension Process Instruction Creating Reading Success in Grades K–3* state that imaging is defined as learning how to form pictures in one's mind that is to visualize while reading. Before mental images can emerge, young readers must have an accurate literal understanding of details and sense an author's purpose. They must also recognize the arcs of literal information that flow from one paragraph to the next, and be able to predict information that is likely to appear in upcoming sentences.[13]

Visualization is a mental image created in a readers' mind while reading a text which brings words to life and helps

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[12]Gerald G.Duffy. *Explainng reading: A Resource for Teaching Concepts Skill and Strategies.*p.115

[13] Cathy Collins Block, Lori L. Rodgers, and Rebecca B. Johnson. *Comprehension Process Instruction Creating Reading Success in Grades K–3* (New York: The Guilford Press, 2004). p.132

them improve their reading comprehension skill. Asking sensory questions can help learners become better visualizers.[14]

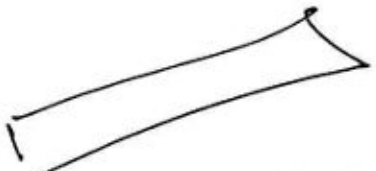
The use of imagery is an easy strategy to teach. Teachers could be trained to use it appropriately at sentences during the reading of text in natural reading or content areas. This strategy would actively engage the reader to use mental processes that lead to good recall. Furthermore, it could be used during oral reading and listening because imagery is easier when listening than when reading. This strategy could be added to a repertoire of strategies.[15]

Based on the explaination above, the researcher concludes that by visualizing or imaging makes students are able to relate what they are reading to something concrete a visual feeling, an image, a sound, a smell, or a taste, so we can motivate students to make recreational reading a permanent part of their lives.

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[14] Abbas Pourhosein Gilakjani & Narjes Banou Sabouri *A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement* International Journal of English Linguistics; Vol. 6, No. 5; 2016 Published by Canadian Center of Science and Education

[15]Donald.N.langenberg,Ph.D"NationalReadingPanel"https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf theory imaging on November 18th 2016



2. The Principles of Imaging

a. The most important step in all CPI (Comprehension Process Instruction) imagery lessons is to ensure that students have information on the subject about which they are to read.

b. Concrete words and short instructional sentences. For instance, you can begin an imagery lesson by asking students to use a CPM (comprehension process motion) signal when they have pictured the wordsleaf,red leaf,green leaf, and so on .

c. Construct relationships among their prior knowledge, experiences, and the literal facts they are reading.

d. Familiar words in stories can also be used at the early stages of teaching imagery. Such words, because they occurin a familiar context, make the unit to be pictured small enough so that not only can single words be imaged but also the contextual sentence in which they appear. As a result, students can predict the next sentence and describe the image they created that linked the two sentences together in their minds.

e. The last, underline main ideas as they. When these steps are included in the following Strand 1 imagery lessons, young students learn how to generate images more rapidly.[16]

Based on the explaination above, the reaearcher concludes that imaging is the simple strategy. The first important that the students have to know the subject about which they read . They use their exeperience to create a image and the familiar word make the student easy to create an image.

C. The Implemantation of Imaging Strategy to Improve Reading Comprehension Skill

1. The Procedure of Imaging Strategy

a. Students listen stories being read to them or read stories on their own but do not seem to be emotionally involved in what is happening.

b. Read a particularly descriptive passage to students, and ask them to draw what the text made them see or similarly, read a particularly descriptive passage and ask students to tell you how it made them feel, or what they heard, or what they see in their minds. If the resulting descriptions are sparse, there may be a need to teach imaging.

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[16]Cathy Collins Block, Lori L. Rodgers, and Rebecca . Johnson. . *Comprehension Process Instruction Creating Reading Success in Grades K–3* .p.133

c. Students must be identify words the author is using that are descriptive. Use prior knowledge about those words and about our senses to create an image in the mind.

d. By the end of this lesson, students will be able to tell what they see and hear and feel as they hear stories like Owl Moon, and students will be able to tell what clues they used and what they see or hear or feel.

2. The Step of Imaging Strategy

This study focuses the effects of strategy instructions that directed students to use mental imagery. This example assumes a first-grade setting. A day earlier, the teacher had orally read Jane Yolen's Owl Moon as part of a class project on "What makes stories fun?" Because the story has so much descriptive language, the teacher wants to use the same book today to develop the strategy of imaging.[17]

1. Lesson Introduction

In the lesson introduction the teacher explaind to the students about imaging strategy, then explaind about the material. The material is about Owl Moon story.

The techer say something like:

"Yesterday I read Owl Moon to you and we really enjoyed learning about going owling. Today we are going

[17]Gerald G.Duffy . *Explainng reading: A Resource for Teaching Concepts Skill and Strategies.*p.117-119

to use Owl Moon again, but this time we are going to use it with a new strategy. This strategy is called 'imaging.' That means that I build pictures in my mind of what I am hearing so that I can see and hear and feel what is happening in the story. Sometimes I can even smell or taste what is happening. I am going to show you how I build those pictures in my mind using the first few pages of Owl Moon. The secret to building these mind pictures is to think about the words the author uses to describe things and about what my experience with those words causes me to see or hear or feel (or maybe even smell or taste). Pay close attention because as we move through Owl Moon. I will be asking you to show me how you build pictures in your minds using the words you hear the author using."

2. Modeling the Thinking

In the modeling the thinking the teacher ask students to read the first page. After read the teacher give the clues word of the page. The clues can be used the students to creat image in their maind. The students can hear and see what the author wants.

The teacher say something like:

"Let's reread the first page of Owl Moon so I can show you how I make images in my mind as I am reading.

Right here on the first page it says, 'The trees stood still as giant statues'. Here is a place where the author is using words that describe. She is describing the trees. She says the trees were like 'giant statues'. The author is trying to get me to the picture of the trees the way she is seeing the trees. To see them that way, I have think about what I know about statues. I have experience with statues. I can picture in my mind what giant statues would look like they would be really big, and they would not move at all because they are made out of stone.

So that is what I would see in my mind. I could draw a picture of it."Let's try another passage on the same page. The author says that 'Somewhere behind us a train whistle blew, long and low, like a sad, sad song'. Here the author is trying to get us to hear something, not see something. And she wants us to hear it like she hears it. To be able to hear the train whistle the way the author wants me to hear it, I have to think about what I know about the clues the author gives me. She says the train whistle is 'long and low, like a sad, sad song'. What I have to do think about what I know about sad songs. When I think of sad songs, it seems like the music is all stretched out. So I think of sounds that are all stretched out. See how my experience with the

clues the author provides can be used to hear and see what the author wants me to hear and see?"

Based on the quotation above, the researcher can concludes working through these lesson plans that imaging strategy will help them to understand what they read. Students develop a mental image of what is describing in the text. It will make the stories vibrant and alive. Readers see what the characters see, hear what the characters hear, and feel what the characters feel.

D. Action Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

The reading comprehension skill will be improved by applying imaging strategy among the eight graders of SMP N 1 Batanghari.


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CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

1. Location Setting

This researcher have done in the SMP N 1 Batanghari in the academic year 2016/2017. It located on Jl. Kapten Harun Kec. Batanghari Lampung Timur.

2. Subject of the Study

The students of this research were thirty one students of class VIII^5 of the SMP N 1 Batanghari. The researcher chosen this class because most of the students have low score in English lesson especially in reading. They were also less interested in English learning.

B. The Object of Research

The object of the study here was "Imaging strategy in improving reading comprehensions skill.

C. Action Plan

1. Concept of Classroom Action Research

In this research, the resaercher choosen classroom action research because the researcher wanted to encourage the students

to active in learning process activities and improving students' reading comprehesnion skill by using imaging strategy.

Action research in education was a systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teachers teach, and the students learn.[18]

According to Donald "Classroom action research was one of the approach in action reserach. Classroom action research will Involves teachers in their classrooms and can involve groups of teachers examining common issues".[19]

From the explanation above, it could be inferred that classroom action research was a research in teaching and learning in the class which the aim was to solve problem or to repair something.

Action research deals with social practice and it involves the direct interaction of teachers and group of students. It portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.

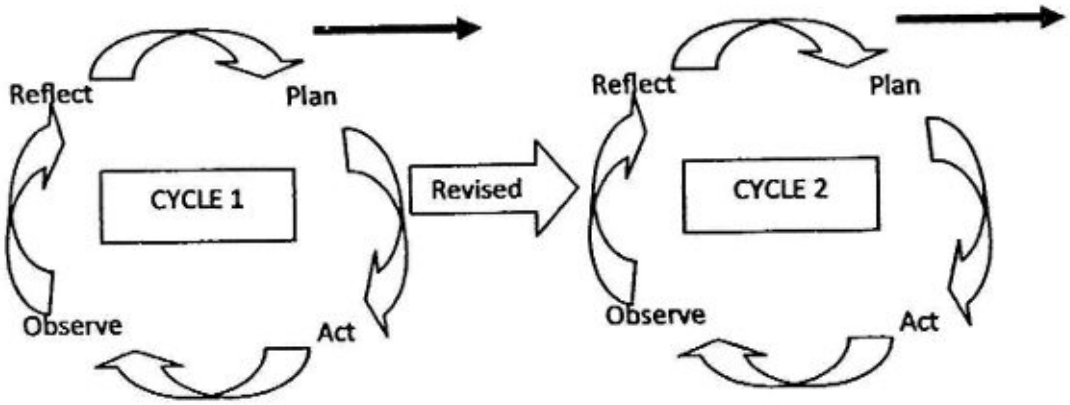
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[18] Gay ,Mills, And Airasian, *Educational Research: Competencies For Analysis And Applications*.Tenth Edition (New York: Pearson) p.508

[19] Donald, Ary. *Introduction to Research in Education.* Eight edition(USA. Wadsworth. 2010)p.515

Here was step of classroom action research design:

(Activities in CAR, adapted from Mc Taggart design and modified by the writer)[20]



2. Classroom Action Research (CAR) Cycles are:

1. Cycle I

1) Planning

Planning was the first step in every activity, A plan developed for taking action and or for gathering information and data in order to observe or capture the experience or monitor the practice.

Without planning, the researcher's activity would not focus. The planning would be reference in doing

[20] Valsa Khosy,*Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005) p.4

action. Here were the steps that the researcher did in planning:

a) The researcher identified the problem causes and finds the problem solving.
b) The researcher made a lesson plan.
c) The researcher prepared the material, approach and technique of teaching.
d) The researcher prepared the source of learning
e) The researcher prepared format to observe
f) The researcher prepared the instrument of evaluation.

2) *Acting*

Doing action was the second step in activity. The researcher implements the plan or changes a practice and collects data. Data might be collected from a variety of sources. Without the action the planning just imagination that never can be real.

After finishing the planning, the learning process have done in the eight grade of SMP N 1 Batanghari. It described about teaching procedures of the research. There were the steps that the researcher did in the action:

a) The teacher applied the lesson plan
b) The teacher explained the strategy of learning to reading comprehesnion.

c) The teacher asked the students to discuss with their group about the lesson or materials.

d) The teacher guided the students in teaching learning process based on the lesson plan.

3) Observing

Observing was activitywhen researcher synthesizes and analyzes the data. Key issues related to the problem are identified.

The observation have done in teaching learning process. Based on the observation, the researcher can determine whether there was anything that the researcher have to be improved soon in order that the action could achieve the aim of researcher wanted. In this step, the researcher observed the process of teaching learning by using form of observation.

4) Reflecting

By reflection, the researcher analyzed and discussed result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process. The researcher decides that the next cycle focused on the weakness in preview cycle.

2. *Cycle II*

1) Planning

a) The researcher identified the problem and found the problem from the first cycle

b) The researcher prepared a lesson plan

c) The researcher prepared the material, method and strategy of teaching

d) The researcher prepared the source of learning

e) The researcher prepared format to observe

f) The researcher prepared the instrument of evaluation.

2) Acting

This stage designed on the basis of result of planning of cycle II.

3) Observing

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

4) Reflecting

In this step, the researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students' activity and teacher performance

whether it was positive or negative, the second cycle enough or need for the next step.

CAR was applied in this study. It regarded important for the researcher to develop reading comprehensions skill of the eight graders at tthe SMP N 1 Batanghari by applying imaging strategy. By applying this strategy, it was expected to solve student's problems in teaching learning process of reading comprehensions skill.

The classroom action research design applied in this study was a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of SMP N I Batanghari as an observer and collaborator. The writer played a role as an English teacher who teaches reading to the student, while the real English teacher role was as an observer who observes the action of the study while teaching learning activities happens in the classroom. Also acts as a collaborator when helped the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher was not only as an observer but she also took actions by making lesson plan and giving assesment. Then, she also collected and analyzed data.

D. Data Collecting Technique

In collecting the data, the writer used the following technique:

1. Test

In this research the researcher used test as data collection method to measure both of variables. The test consists of pre-test and post-test. The test was using students' reading comprehension in narrative text. The material in pre-test and post-test are different but have same difficulties.

a) Pre test

The pre-test gave in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b) Post-test

The post-test gave in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement could be seen if the average score of the post-test was higher than pre-test. This step was done after the treatment to know the improving of students' reading comprehension by applaying imaging strategy.

2. Observation

Observation was a monitoring and recording systematically to the phenomeonon that was investigates. It mean that observation was a data collection strategy in which the activities of subjects are visually examined.

The purpose of the observation was to explain the situation being investigated: activities, people, or individuals were involving in an activity and the relationship among them.

3. Documentation

Documentation was data collection method by investigating object written such as book, magazine, document, note and others. The researcher used this method to get the data about the history of the school, total of teachers, official employed and students at SMP N 1 Batanghari.

E. Data Analysis Method

1. Formula

After setting the data from the result of pre test and post test the researcher would analyze the data based on the limitation of the problem and objective of the research. To know whether there was any improving or not for the students reading comprehension skill use imaging strategy after the students was given treatment. In this research, the researcher used very simple

statistical formula for comparing the result of pre test and post test. To knows the improving of the average score. The result of individual subject was put in the table. The researcher (teacher) analyzed the data and related the result of the treatment. To find the average score, the data was analyzed by using:[21]

$$\bar{x} = \frac{\sum x}{N}$$

Note:

$\bar{x}$ = Mean (Average score)

$\sum$ = Sum of

X = Raw score

N = Total of Students

Furthermore, to know the result the researcher would compare between pre test and post test. Then, the result was matched by minimum standard at the school at least 70. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research was two cycles. So, if in cycle 2 all of the students were successful. It was not continue to other cycle.

Then, the researcher used observation to know the students activities and involvement on noun through pictures during teaching learning process.

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[21]Donald Ary, *Introduction to Research in Education* .p.108

F. The Indicator of Success

Indicator of succesfull in this research was students could comprehend about what they read. To know the result of research, the research would compare pre test and post test. The minimum standard (MS) at the school is 70. There many students did not reach the minimum standard (MS). Researcher would conduct the cycle 1. If the cycle 1 was not enough success, the reasercher would continued the cycle 2. The minimum cycles in classroom action research was two cycles. If they were not success, the researcher would conduct cycle 3 and other.


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CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Description of Research Location

a. The History of SMP N 1 Batanghari

SMP N 1 Batanghari is located on Kapten Harun Street 46 Banarjoyo Batanghari, it was located 100 M from Batanghari District office to the South. In the beginning, SMP N 1 Batanghari named SMP Preparation which was established on April 2, 1981.

Since SMP N 1 Batanghari was established, this school has been led by the following principals:

1) 1983-1990 led by Mr. Drs.Baharudin Harahap
2) 1990-1997 led by Mr. Drs. Hasan Basri
3) 1990-1998 led by Mr. Sugeng R
4) 1998-2006 led by Mr. Drs. Edi Sutrisno, M.M
5) 2006-2007 led by Mr. Sugeng, S.Pd
6) 2007-2009 led by Mr. Drs. M. Ngadenan
7) 2009-2010 led by Mr. Drs. Sunardi , MM.Pd
8) 2011-2013 led by Mr. Suroso, S.Pd.M.Si
9) 2013-2014 led by Mr. Drs. Budi Santoso, M.Si
10) 2014 until now headed by Mrs. Hj. Ngatemi, S.Pd. ,M.M

b. The Condition of Teacher and Official Employees

Table 2
The Condition of Teacher and Official Employees in SMP N 1 Batanghari

No	Name	Sex	Occupation
1	Anien Khusnayati, S.pd	Female	English Teacher
2	Buas Jumanto, S. Th.I	Male	Agama Kristen
3	Ermawati, S.Pd	Female	Bahasa Indonesia
4	Hayumi	Female	Islamic Teacher
5	Indra Kiswanto, S.Kom	Male	Administration staff
6	Insiyah	Female	Computer Teacher
7	Joko Mursito, S.Pd	Male	Saince Teacher
8	Laras Wiraswesti, S.Pd	Female	English Teacher
9	Listinah	Female	Administration staff
10	Lugiyanto	Male	Administration staff
11	M.Nasir, M.Pd	Male	Islamic Teacher
12	Mahfian Yani, S.Pd	Male	Social Teacher
13	Mariaty Sirait	Female	Computer Teacher
14	Maryono	Male	English Teacher
15	Mihaya	Female	Sports Teeacher
16	Misinah	Female	Mathemetics Teacher
17	Mistini, , A.Ma.Pd	Female	Administration staff
18	Muawi Martun, S.Pd	Male	Art teacher
19	Muhyar, S.S	Male	Indonesian Teacher
20	Ngatemi, A.Ma.Pd	Female	Mathemetics Teacher
21	Nurbaya Br Barus, S.pd	Male	Social Teacher
22	Nurmauli Sitorus, S.Pd	Male	Mathemetics Teacher
23	Numaningsih, S.Pd	Female	Conselor

24	Prayuni, S.Pd	Female	Social Teacher
25	Ratnaningsih, S.Pd	Female	Social Teacher
26	Roisatul Aminah, S.Pd	Female	Mathemetics Teacher
27	Sakinah, S.Pd	Female	Conselor
28	Sarimin, S.Pd	Male	Social Teacher
29	Sarwoko	Male	Administration staff
30	Setiti Ernawati, S.Pd	Female	Art Teacher
31	Sismadi, S.Pd	Male	Administration staff
32	Siti Aisyah, S.Pd	Female	Administrasion staff
33	Siti Nurlela, A.Ma.Pd	Female	Administration staff
34	Siti Rupiah, S.Pd	Female	Administrasion staff
35	Slamet Riyadi, A.Md	Male	Saince Teacher
36	Sokhip, S.Pd	Male	Sports Teeacher
37	Sri Lestari, M.E, S.pd	Female	Mathemetics Teacher
38	Sri Lestari, S.Pd	Female	English Teacher
39	Sri Suparti	Female	Conselor
40	Sri Wahyuningsih, S.Pd	Female	Sports Teeacher
41	Srie Eliyati Hs, S.Pd	Female	Lampungnese Teacher
42	Sudarsih	Female	Civic Teacher
43	Suharsi	Female	Administration staff
44	Suherni, S.Pd	Female	Lampungnese Teacher
45	Sukartini, S.Pd	Female	Mathemetics Teacher
46	Sumadi, S.Pd	Male	Indonesian Teacher
47	Suparni, S.Pd	Female	Indonesian Teacher
48	Suprapto	Male	Indonesian Teacher
49	Susi Nawanti, S.Pd	Female	Islamic Teacher
50	Sutri Wuryani, S.Pd	Female	Civic Teacher

51	Suwarjo	Male	Saince Teacher
52	Drs. Suyadi	Male	Administration staff
53	Teguh Pribadia, A.Ma.Pd,	Male	Social Teacher
54	Titik Handayani, S.Pd	Female	Mathemetics Teacher

Source: Documentation at SMP N 1 Batanghari

c. The Number of Students' SMP N 1 Batanghari

Table 3
The number of students' SMP N 1 Batanghari

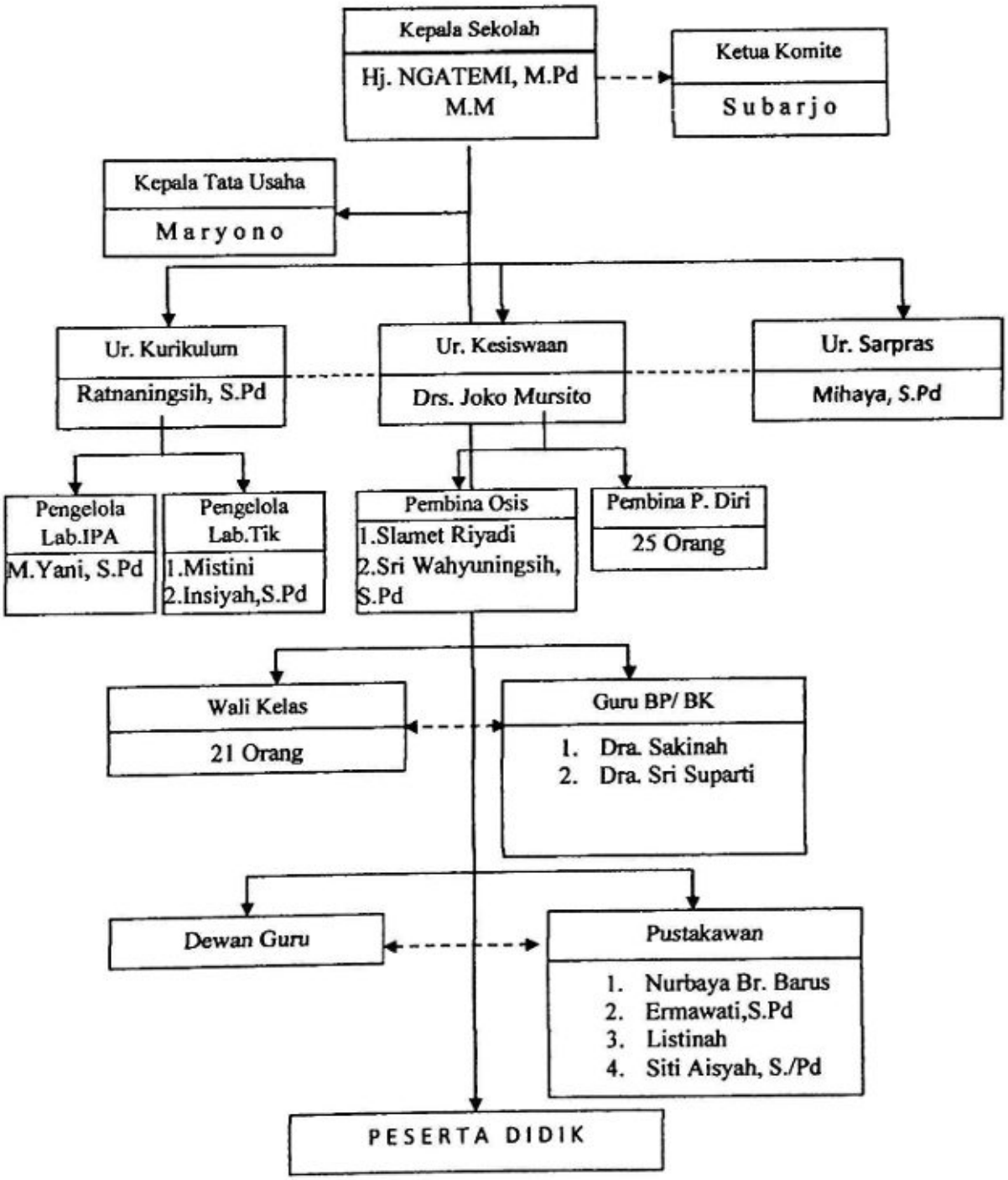
No	Class	Students
1.	VII class	248 students
2.	VIII class	224 students
3.	IX class	206 students
	Total	678 students

Source: Documentation at SMP N 1 Batanghari

d. Organization Structure SMP N 1 Batanghari

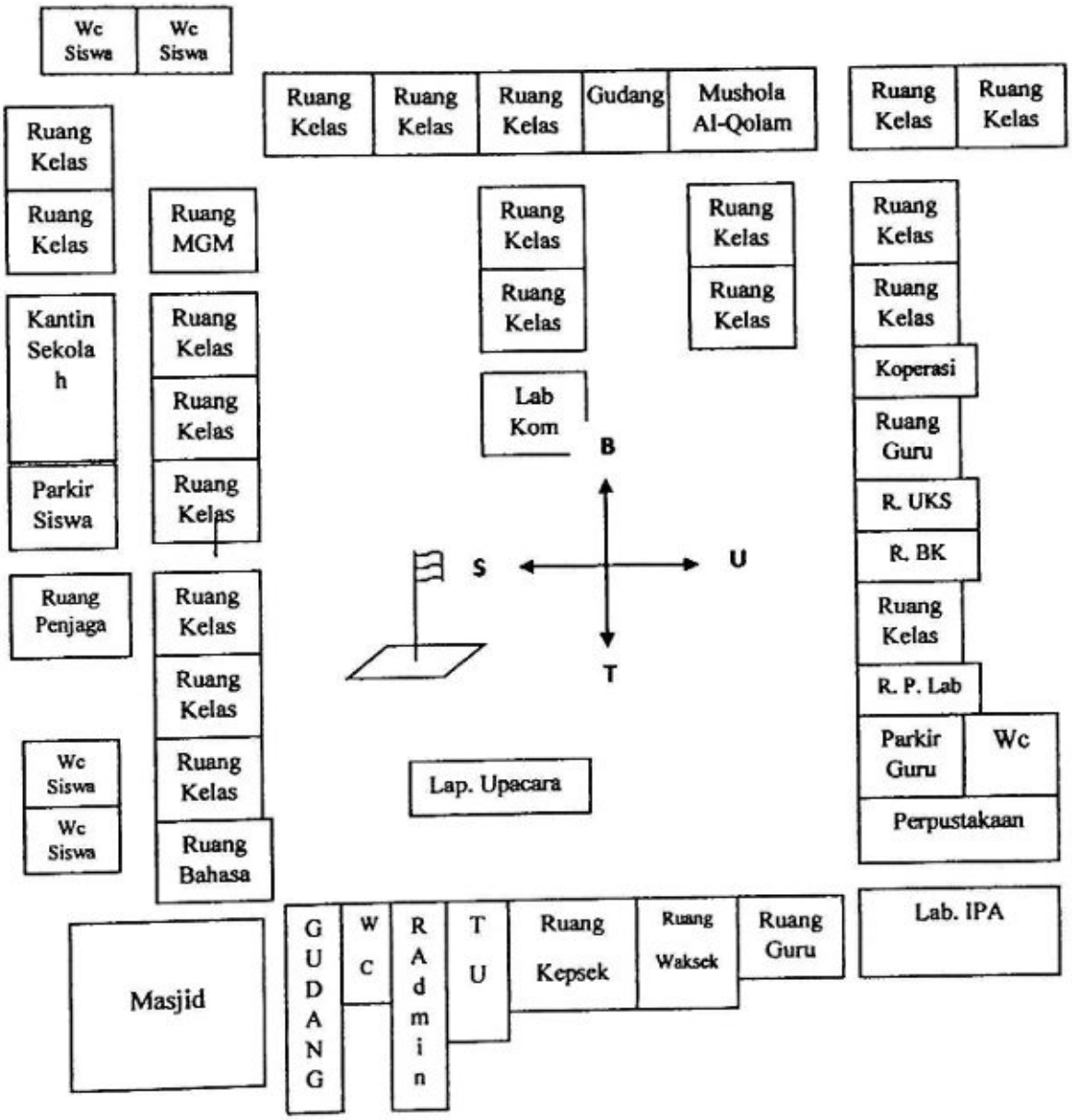
Figur 1

Organization Structure of SMP N 1 Batanghari



e. The Map of SMP N 1 Batanghari

Figure 2. The Map of SMP N 1 Batanghari, East Lampung



B. The Description Data Result of Research

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in SMP N 1 Batanghari. It was conducted in two cycles. The researcher used Imaging Strategy to improve the students Reading Comprehension Skills.

In this research before the process of cycle one, the research conducted the pre test on Wednesday, May 17th 2017. The researcher gave a pre-test for the students to see how far the students' reading comprehension skill before the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the questions that were consist of multiple choice , Then the result of pre-test could be seen on the table below:

Table 4
Table of the result Score of Students' Reading Pre-Test

No.	Students' Code	Score
1.	AF	40
2.	AM	50
3.	AS	60
4.	AU	50
5.	AOE	40
6.	BDP	60
7.	CW	50
8.	DAPW	40
9.	DA	60
10.	DPS	50

11.	DFK	40
12.	FPF	60
13.	FFJ	50
14.	GAS	70
15.	GDI	40
16.	IS	50
17.	MA	70
18.	MD	40
19.	MPD	70
20.	MN	50
21.	NQ	40
22.	PM	70
23.	PYRS	50
24.	RES	60
25.	RMD	70
26.	SR	40
27.	SL	50
28.	TN	50
29.	TF	70
30.	VYU	70
31.	YSN	40
Total		1730
Lowest Score		40
Highest Score		70
Average		56

Table 5
Frequency of Students'Mark of Pre- test of Reading

No	Mark	Frequency	Percentages	Category
1	40-49	9	29,03%	Low
2	50-59	10	32,26%	Low
3	60-69	5	16,13%	Low
4	70-79	7	22,58%	Average
5	80-100	-		High
Total		31	100%	

Source:the result of pre test on May 17th 2017

Based on the table above, 24 students were not successful and 7 students were successful. The successful students were those who met the indicator of success at least 70. It was the reason why the researcher implemented the imaging stratgey to improve their reading comprehension skills.

1. **Action and Learning Activity in cycle 1**

   a. **The first meeting**

   The first meeting was conducted on Tuesday, May 23th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

a) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, the language features and the example of narrative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 6

The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Tuesday , May 23th2017	08.50 – 10.20 a.m
2nd	Wednesday, May 24th 2017	10.20– 11.40 a.m

The first meeting was conducted on Tuesday, May 23th 2017, for 2x40 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted

students by saying "Assalamualaikum wr.wb and good morning" and all of students answered by saying "Waalaikumsalam wr. Wb and good morning miss" . Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students' daily activity. After that, the researcher explained material about narrative text.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them "do you understand about narrative text? Is there any question?" there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to read a text about The Tortoise and the Rabbit, after it the researcher asked the student about the text. "dou you understand about the story?" There were some students understand about it. The researcher said "Let's reread the first page of The Tortoise and the Rabbit so I can show you how I make images in my mind as I am reading. Right here on the first page it says "The rabbit was once boasting of his speed". The researcher discribe the rabbit. You can creat image in

your mind about rabbit". The researcher gave the clue in every sentence untill the end. After finished ,the researcher asked the student about the story that consist on three skill, such as: sequencing, finding the main ideas, and drawing conclussion.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to comprehend the story.

After 2 x 40 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

c) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

b. The Second meeting

The second meeting was conducted on Wendesday, May 24th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

a) Preparing the material of narrative text.

b) Preparing the lesson plan.

c) Making the learning media.

d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students'activities.

b) Acting

The second meeting was done on Wednesday, May 24th 2017. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about narrative text. The text was about snow white. The researcher asked the students to read the text. After it the researcher asked student "do you understand about the text. Most of students did not understand. The researcher said "Let's reread the first page, "a little girl named Snow White". and then researcher gave the clue. After gave the clue the researcher asked students to image it. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer the questions that are consist of multiple choice that was given in 40 minutes. The students did it seriously. It seemed that the students'

score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 7
Table of the result Score of Students' Reading PostTest 1

No.	Students' Code	Score
1.	AF	50
2.	AM	60
3.	AS	70
4.	AU	50
5.	AOE	40
6.	BDP	70
7.	CW	60
8.	DAPW	40
9.	DA	70
10.	DPS	50
11.	DFK	60
12.	FPF	70
13.	FFJ	50
14.	GAS	70
15.	GDI	50
16.	IS	60
17.	MA	70
18.	MD	50
19.	MPD	70
20.	MN	70

21.	NQ	60
22.	PM	70
23.	PYRS	60
24.	RES	70
25.	RMD	70
26.	SR	60
27.	SL	70
28.	TN	70
29.	TF	70
30.	VYU	80
31.	YSN	40
Total		1830
Lowest Score		40
Highest Score		80
Average		59

Table 8

Frequency of Students'Mark of Post test I of Reading Comprehension Skills

No	Mark	Frequency	Percentages	Category
1	40-49	3	9.68%	Low
2	50-59	6	19,35%	Low
3	60-69	7	22,58%	Low
4	70-79	14	45,16%	Average
5	80-100	1	3,23%	High
Total		31	100%	

Source:the result of post test 1 on May 24 2017

Based on the data above can be seen that 16 students were not successful and 15 students were successful. The criterion of students who was succesful in mastering the material was the students who got minimum mark 70. Learning process is said success, when 80% got mark above 70. The fact showed that the result was unsatisfactory.

c) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 9

The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	25	80.64%
2	Giving respond	5	15,5%
3	Making Notes	20	62,00%
4	Following Teacher Instruction	15	48,38%
5	Doing the task	31	100%

From table above, it was revealed that there were 25 students (80,64%) who paid attention to the teacher explanation, 5 students (15,5%) giving respond in learning process, 20 students (62.00%) made the notes from the material, 15 students (48,38%) Following Teacher Instruction and 31students doing the task.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some student made noisy and still confuse with the material was given.

d) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

2. Action and Learning Activity in cycle 2

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. The First Meeting

a. Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, and the example of narrative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

In this session,they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Monday, May 31st 2017. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems

were in finding the main idea and drawing conclussion the text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is narrative and how to understand it. Then, the researcher gave an example of narrative text.

Next, the researcher gave a text about The Donkey of Guizhou. The student read the text, and then researcher asked student about the text. Most of student did not understand. The researcher said "Let's reread the first page of The Donkey of Guizhou. Right here on the first page it says "there was a donkey in Guizhou". Researcher discribe about Guizhou. Then, student creat image in their maind about Guizhou. The researcher gave the clue untill the last page.The students looked very enthusiastic to read the text. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about narrative text.

b. The Second Meeting

1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

2) Acting

The second meeting was done on Wednesday, June 6th 2017 at 10.20 – 11.40 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of narrative text. The researcher gave the Bawang merah and Bawang putih text. The researcher said "Let's reread the first page of Bawang merah and Bawang putih. Right here on the first page it says "Bawang Putih was washing some clothes in a river". Researcher discribe about the river. Then, student creat image in their maind. The researcher gave the clue untill the last page. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 10
Table of the result Score of Students' Reading Comprehension Skill Post Test II

No.	Students' Code	Score
1.	AF	70
2.	AM	70
3.	AS	70
4.	AU	70
5.	AOE	70
6.	BDP	80
7.	CW	70
8.	DAPW	70
9.	DA	80
10.	DPS	70
11.	DFK	70
12.	FPF	90
13.	FFJ	70
14.	GAS	90
15.	GDI	70
16.	IS	70
17.	MA	80
18.	MD	70
19.	MPD	90
20.	MN	70
21.	NQ	70
22.	PM	90
23.	PYRS	70
24.	RES	70

25.	RMD	90
26.	SR	70
27.	SL	70
28.	TN	70
29.	TF	90
30.	VYU	90
31.	YSN	70
Total		2350
Lowest Score		70
Highest Score		90
Average		76

Table 11

Frequency of Students'Mark of Post-test II of Reading Comprehension Skill

No	Mark	Frequency	Percentages	Category
1	40-49	-	-	Low
2	50-59	-	-	Low
3	60-69	-	-	Low
4	70-79	21	67,74%	Average
5	80-100	10	32,26%	High
Total		31	100%	

Source:the result of post test II June, 6th 2017

The table above is the result of students' mark at post test 2. It can be seen that there was an improving from the mark of post test 1 and post test 2. There were 67,74% got average

mark and 32,26% got high mark. The lowest mark was 70 and the highest mark was 90 and the average mark was 76. The average on post-test 1 was 59. It means that there was an improving from post-test 1 and post-test 2.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 12
The Result of Students Activity in Cycle 2

No	Students Activity	Frequency	Percentage
1	Attention to eacher explanation	29	93,54%
2	Giving Respond	15	48,38%
3	Making Notes	28	90,32%
4	Following Teacher Instruction	28	90,32%
5	Doing the Task	31	100%

From table above, it was revealed that there were 29 students (93,54%) who paid attention to the teacher explanation, 15 students (48,38%) giving respond, 28 students (90,32%) made the

notes from the material, 28 (90,32%) following Teacher Instruction and 31 students (00%) doing the task.

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to find the main idea and drawing conclussion of text. It happened because the student was easy to creat image in their maind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using imaging strategy. The teacher help student to comprehend the text by creating image in their main, so they was easy to understand about the text. And their reading comprehension skills were improving.

C. Interpretation

1. The Result of Pre Test

To see the students' reading comprehension skill before implementing the treatment, the researcher conducted the pre-test. It carried out on Wednesday 17th, 2017.

Based on the result of the students' pre-test, just 7 (22,58%) students passed The Standard Minimum Criteria that was 70. In pre-test, the researcher found the students' problem such as they still confused to understand about the text. The problem could be seen by the students' score in pre-test. There were 24 students who got score less than 70. It showed that the result of students' reading comprehension skill was still low. So, it needs improvement by using imaging strategy.

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an improvement mark of the students post test 1 than pre-test mark. This is the illustration mark in cycle I.

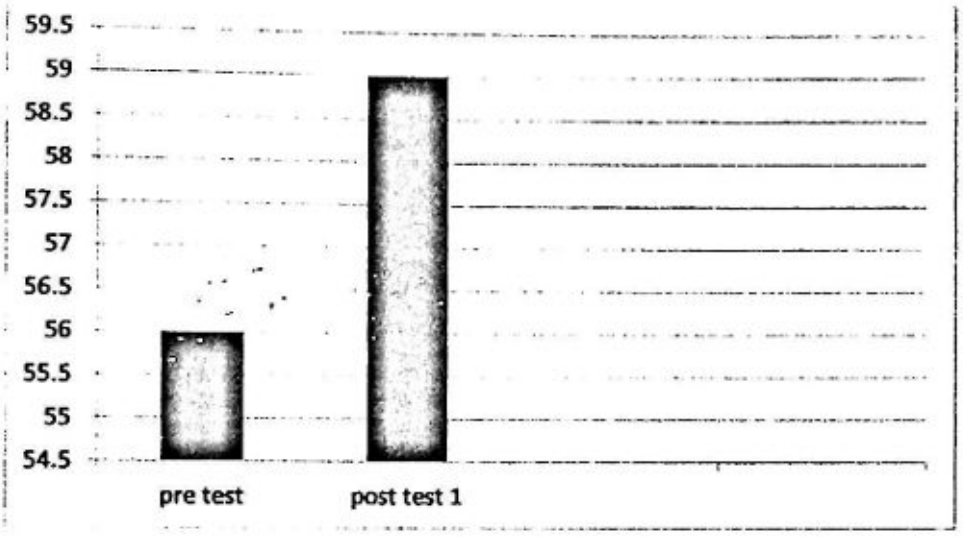
Table 13
The Result Mark of Students' Pre-test and Post-test 1

NO	Student's Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	AF	40	50	10	Improve
2	AM	50	60	10	Improve
3	AS	60	70	10	Improve
4	AU	50	50	0	Constant
5	AOE	40	40	0	Constant
6	BDP	60	70	10	Improve
7	CW	50	60	10	Improve
8	DAPW	40	40	0	Constant
9	DA	60	70	10	Improve
10	DPS	50	50	0	Constant
11	DFK	40	60	20	Improve
12	FPF	60	70	10	Improve
13	FFJ	50	50	0	Constant
14	GAS	70	70	0	Constant
15	GD	40	50	10	Improve
16	IS	50	60	10	Improve
17	MA	70	70	0	Constant
18	MD	40	50	10	Improve
19	MPD	70	70	0	Constant
20	MN	50	70	20	Improve
21	NQ	60	60	0	Constant
22	PM	70	70	0	Constant
23	PYRS	50	60	10	Improve

24	RES	60	70	10	Improve
25	RMD	70	70	0	Constant
26	SR	40	60	20	Improve
27	SL	50	70	20	Improve
28	TN	50	70	20	Improve
29	TF	70	70	0	Constant
30	VYU	70	80	10	Improve
31	YS	40	40	0	Constant
Total		1730	1830		
Average		56	59		

Source: the result of pre test and post test 1

Graph 1
The Average of the Students' Mark on Pre-test and Post-test 1



Source: the result of pre test and post test 1

In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average mark of pre-test and post-test 1 above, it can be seen that there was an improving of students' speaking ability. The average mark in pre-test is 63,1 improved to 69 in post test 1, so there is an improving 5,9 points.

3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students mark was improve significantly and the condition in the class conducive.

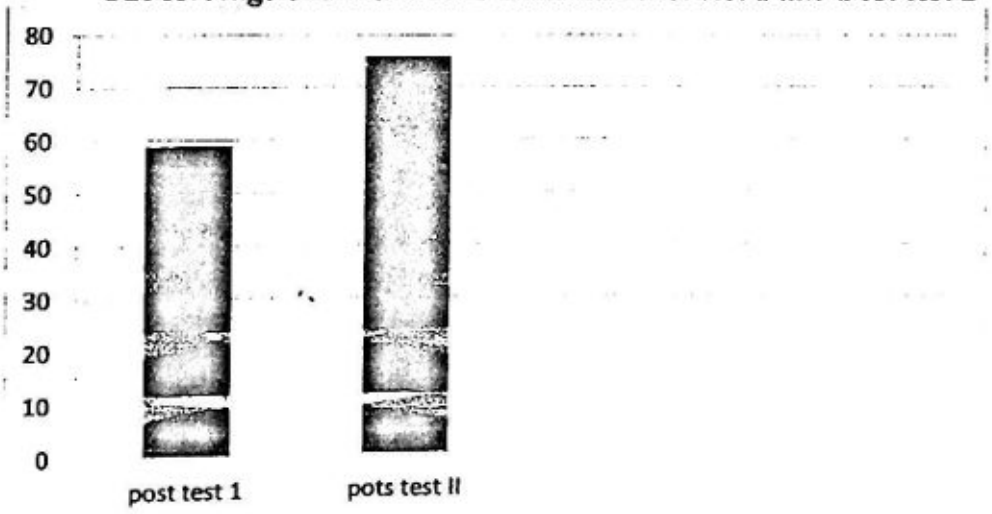
Table 14
The Result Mark of Students' Post test 1 and Post-test II

NO	Student's Code	Students Result			Category
		Post test 1	Post test II	Improve	
1	AF	50	70	20	Improve
2	AM	60	70	10	Improve
3	AS	70	70	0	Constant
4	AU	50	70	30	Improve
5	AOE	40	70	30	Improve
6	BDP	70	80	10	Improve
7	CW	60	70	10	Improve
8	DAPW	40	70	30	Improve
9	DA	70	80	10	Improve
10	DPS	50	70	20	Improve
11	DFK	60	70	10	Improve
12	FPF	70	90	20	Improve
13	FFJ	50	70	20	Improve
14	GAS	70	90	20	Improve
15	GD	50	70	20	Improve
16	IS	60	70	10	Improve
17	MA	70	90	20	Improve
18	MD	50	70	20	Improve
19	MPD	70	90	20	Improve
20	MN	70	70	0	Constant
21	NQ	60	70	10	Improve
22	PM	70	90	20	Improve
23	PYRS	60	70	10	Improve

24	RES	70	70	0	Constant
25	RMD	70	90	20	Improve
26	SR	60	70	10	Improve
27	SL	70	70	0	Constant
28	TN	70	70	0	Constant
29	TF	70	90	20	Improve
30	VYU	80	90	10	Improve
31	YS	40	70	30	Improve
Tota!		1830	2350		
Average		59	76		

Source: the result of post test 1 and post test 2

Graph 2
The Average of the Students' Mark on Post test 1 and Post test 2



Source: the result of post test 1 and post test 2

Table 15

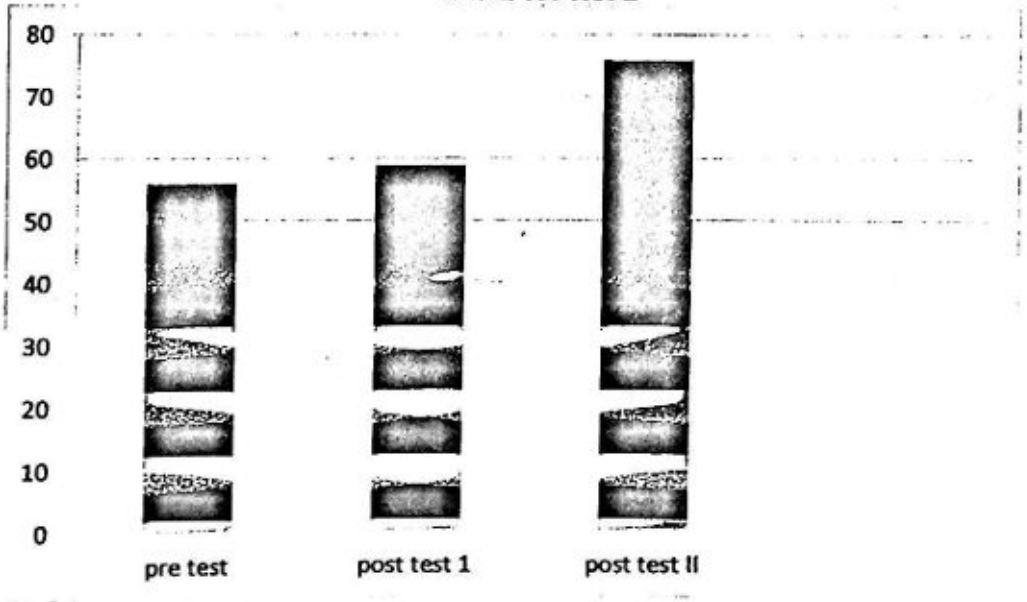
The Result Mark of Students' Pre test, Post test 1 and Post-test 2

NO	Student's Code	Students Result			Category
		Pre test	Post test I	Post test II	
1	AF	40	50	70	Improve
2	AM	50	60	70	Improve
3	AS	60	70	70	Constant
4	AU	50	50	70	Improve
5	AOE	40	40	70	Improve
6	BDP	60	70	80	Improve
7	CW	50	60	70	Improve
8	DAPW	40	40	70	Improve
9	DA	60	70	80	Improve
10	DPS	50	50	70	Improve
11	DFK	40	60	70	Improve
12	FPF	60	70	90	Improve
13	FFJ	50	50	70	Improve
14	GAS	70	70	90	Improve
15	GD	40	50	70	Improve
16	IS	50	60	70	Improve
17	MA	70	70	90	Improve
18	MD	40	50	70	Improve
19	MPD	70	70	90	Improve
20	MN	50	70	70	Constant
21	NQ	40	60	70	Improve
22	PM	70	70	90	Improve
23	PYRS	50	60	70	Improve

24	RES	60	70	70	Constant
25	RMD	70	70	90	Improve
26	SR	40	60	70	Improve
27	SL	50	70	70	Constant
28	TN	50	70	70	Constant
29	TF	70	70	90	Improve
30	VYU	70	80	90	Improve
31	YS	40	40	70	Improve
Total		1730	1830	2350	
Average		56	59	76	

Source: the result of pretest, post test 1 and post test 2

Graph 3
The Comparison of the Average Mark of the Students at Pre-test, Post test 1 and Post test 2



Source: the result of pretest, post test 1 and post test II

Table 15
The Percentage of Students' Mark at Post test Cycle I and Post test Cycle II

No	Mark	Percentage		Category
		Post test 1	Post test 2	
1	41-60	6,5%	-	Low
2	61-70	51,7%	-	Low
3	71-80	42%	74,2%	Average
4	81-100		25,8%	High
Total		100%	100%	
Average		69	76,5	

Source: the result of pretest, post test 1 and post test 2

From the table above can be seen that there was an improving from post-test 1 to post test 2. The students could achieve the target, the target is 80% of students got mark ≥70 and they could understand the material and can speak English well than before. It means that they can improve their skill in speaking skill.

4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

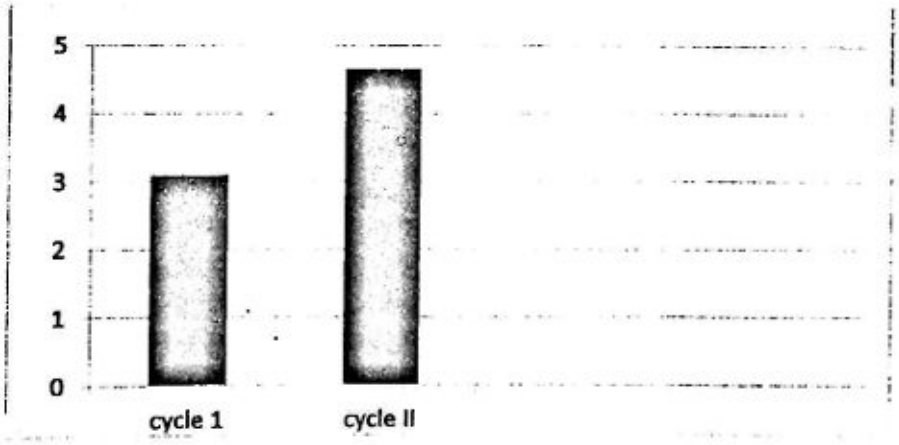
Table 16
The Result of The Students' Activity in Cycle I&II

No	Name	Cycle 1	Cycle II
1	AF	4	5
2	AM	2	3
3	AS	4	4
4	AU	2	4
5	AOE	4	5
6	BDP	2	4
7	CW	3	5
8	DAPW	4	3
9	DA	4	5
10	DPS	3	5
11	DFK	4	5
12	FPF	3	5
13	FFJ	4	4
14	GAS	4	4
15	GD	2	4
16	IS	4	5
17	MA	2	4
18	MD	4	5
19	MPD	4	4
20	MN	3	4
21	NQ	4	5
22	PM	2	3
23	PYRS	2	4
24	RES	3	5

25	RMD	2	3
26	SR	4	5
27	SL	4	5
28	TN	3	4
29	TF	2	4
30	VYU	5	5
31	YS	1	2
Total		98	132
Average		3,1	4,66

Source: the result of students' activities in cycle I and II

Graph 4
The Comparison of Percentage Students' Activity in Cycle I and Cycle II



Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using imaging strategy. It means that imaging strategy had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 75% from students got minimum mark 70. Based on the result of this research was known that more than 75% from the students got minimum mark 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.


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CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

1. Imaging strategy can improve the teaching process of reading comprehension skills.
2. Based on the result of students' average score from pre test 56, test of cycle 1 59 and the result test of cycle 2 were 76. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that imaging strategy will be able to improve students' reading comprehension skill,such as: drawing conclussion, finding the main idea and sequencing.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students must be more active in learning process in order to they can understand the material and improve their result especially in narrative text.

2. The Teacher, It is suggested for the English teacher to use imaging strategy because this strategy is effective to improve the students reading comprehension skills in learning process.


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CURRICULUM VITAE

Riski martalia was born on March 27th 1995 in Sekampung, East Lampung. Ethnically speaking, she comes from Javanese family descenth. She is the first child of Mr. Calali and Mrs. Sri.

She took her elementary school at SDN 1 Giriklopomulyo (2001-2007). Then, she continued to junior high school at SMPN 4 Sekampung (2007-20010). Having graduated from junior high school, she took her study on SMA N 2 Sekampung and finished in 2013. Actually, at the same year, she was registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.