



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

THE INFLUENCE OF USING SENSORY IMAGES ON STUDENTS' READING COMPREHENSION AT EIGHTH GRADE STUDENTS OF *SMP AL-WASHLIYAH*

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State
Institute for Islamic Studies in Partial Fulfillment of the Requirement of Islamic
Scholar Degree in English Education



By:

RiniRosyidah

Reg. Number: 58430638

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH
FACULTY OF *SYEKH NURJATI* STATE INSTITUTE FOR
ISLAMIC STUDIES
CIREBON
2012**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

ABSTRACT

RINI ROSYIDAH: THE INFLUENCE OF USING SENSORY IMAGES ON STUDENTS' READING COMPREHENSION AT EIGHTH GRADE STUDENTS OF SMP AL-WASHLIYAH

In the process of teaching and learning English, especially in reading comprehension at eighth grade students of *SMP Al-Washliyah*, the learner get some problems in comprehending a text. One of the problem is the students are difficult to comprehend a text directly and the existence of many unfamiliar words makes them difficult to comprehend a text easily. Using some strategy to improve students' reading comprehension will solve students' problem in reading comprehension. In this research, the writer want to know is there any positive and significant influence of using sensory images on students' reading comprehension.

According to Moreillon (2007:39) sensory images are strategy to develop students' reading comprehension. This strategy based on five sense (see, hear, smell, touch, and taste). In this strategy, the use of students' sensory experiences is very important to help the students in comprehending a text. By application of sensory images for teaching reading comprehension, the students can explore they sensory experience to strengthen they reading comprehension.

The writer uses the quantitative approach in this research. The writer takes 55 samples from 156 of population. In collecting the data, the writer uses some technique namely, observation, interview, and test. To analyze the data, the writer uses the formula of product moment. To get a trusted and valid result, the writer used test instrument. They are validity, reliability, the capacity of distinctive feature and the difficulty index.

In observation, the result is good, the students enjoy with application of sensory images on teaching reading comprehension. In test, the result is good, because the average score that get by students is 82.38. In interview, the result is that there are some problems in process of teaching and learning. One of the problems is the facilities to support the process of teaching and learning is not enough.

After the data have been analyzed, the writer get the result of the application of using sensory images (X variable) in the average of 82.38 and the result of students' reading comprehension (Y variable) in the average of 69.2. Finally the influence of X on Y variable shows 32%. The conclusion is there is positive and influence of using sensory images on students' reading comprehension. So in studying reading comprehension must use students' centre strategy to get good result.



PREFACE

Bismillahirrohmanirrohim

In the name of Allah, Most Compassionate, Most Merciful. All praises and thanks belong to Allah, the Lord of the universe. And thanks to His permission, the writer has been capable of carrying out and finishing this thesis. May invocation and safety always be given to the Prophet Muhammad SAW to his family, his companion, and up to us as his followers till the end of the world.

The thesis entitled **“THE INFLUENCE OF USING SENSORY IMAGES ON STUDENTS’ READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMP AL-WASHLIYAH”** is presented to fulfill one of the requirements to achieve the Degree of Islamic Scholar In English Education Department of *Tarbiyah* Faculty of IAIN Syekh Nurjati Cirebon.

In composing this thesis, there are so many people who participated, helped, and advised directly or indirectly. So, in this opportunity the writer would like to convey her sincerely profound thankfulness and gratitude to:

1. Prof. Dr. H. Maksum Mukhtar, MA, the Rector of *IAIN Syekh Nurjati Cirebon*.
2. Dr. Saefudin Zuhri, M.Ag, Dean of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon*.
3. Dr. Hj. Huriyah Saleh, M. Pd, the Chairwoman of English Education Department of *IAIN Syekh Nurjati Cirebon*.
4. Drs. Asep Kurniawan, M.Pd, the first supervisor



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengemukakan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

5. Tedi Rohadi, M.Pd, the first supervisor
6. Drs. Iskandar, the Headmaster of *SMP Al Washliyah Sumber Cirebon*.
7. The English teachers of *SMP Al Washliyah Sumber Cirebon*.
8. All teachers and school staff of *SMP Al Washliyah Sumber Cirebon*.
9. All of her family who has given some support material or immaterial.
10. All friends that cannot be mentioned one by one who helped her to finish this thesis.

The writer realizes that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content. So the writer is widely open to receive any criticism and suggestion to make the thesis better for her future.

Finally, the writer hopes this thesis will become a valuable thing to readers, especially for herself and for the English Education Department of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon*.

Cirebon, July 2012

The writer



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

TABLE OF CONTENTS

	Page
PREFACE	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES	iii
LIST OF FIGURES	iv
LIST OF APPENDIX	v
CHAPTER I. INTRODUCTION.....	1
A. The Background of the Problem	1
B. The Identification of the Problem	6
C. The Limitation of the Problem.....	7
D. The Questions of the Research.....	8
E. The Aims of the Research	8
F. The Usefulness of the Research	8
CHAPTER II. THEORETICAL FOUNDATION.....	10
A. Main Theory	10
B. The Description of Reading	11
1. Definition of Reading.....	11
2. Purpose of Reading	12
3. Elements of Reading	13
4. Kinds of Reading	13



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

C. Reading Comprehension	17
1. Description of Reading Comprehension	17
2. Types of Comprehension	18
3. Levels of Comprehension	19
4. Factors Influencing Reading Comprehension	19
D. Sensory Image	20
1. Description of Sensory Image	20
2. Background Knowledge “Schemata” and Reading Comprehension	25
3. Purpose of Sensory Image.....	27
4. Procedures of Sensory Image.....	28
5. Steps of Sensory Images	28
E. Operational Definition	29
F. The Assumption of the Research	30
G. The Frame work of Thinking	31
H. The Hypothesis of the Research.....	33
CHAPTER III. THE METHODOLOGY OF RESEARCH	34
A. The Objective of Research	34
B. The Place and Time of Research.....	34
C. The Method of the Research	35
D. The Variables of the Research	35
E. The Population and the Sample of the Research.....	35
F. The Technique of Collecting Data	37



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

1. Observation	37
2. Interview	37
3. Test.....	39
G. Test Instrument.....	40
1. Validity	40
2. Reliability	41
3. The capacity of distinctive feature.....	42
4. The difficulty index	42
H. The Technique of Analyzing the Data	43
CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION.....	46
A. Research Finding.....	46
1. The Application of Using Sensory Images.....	46
2. The Students' Mastery in Reading Comprehension.....	50
3. The Influence of Using Sensory Images on Students' Reading Comprehension	53
B. Discussion	58
CHAPTER V. CONCLUSION AND SUGGESTION	60
A. Conclusion	60
B. Suggestion	62
BIBLIOGRAPHY	
APPENDIX	



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

LIST OF TABLES

Table	Page
1.1 The Students' Score Test in English Lesson at Eighth Grade of <i>SMP Al-Washliyah</i> in 2011 Years	4
3.1 The Population of the Eight Grade Students at <i>SMP Al-Washliyah</i>	36
3.2 The Sample of the Eight Grade Students at <i>SMP Al-Washliyah</i>	37
3.3 The Specification Table of Interviewing	38
3.4 Standard Correlation	45
4.1 The result of the Using Sensory Images (X variable)	48
4.2 The Result of T-test One Group Design	51
4.3 The Result of the Influence of Using Sensory Images (X Variable) on Reading Students' Comprehension (Y Variable).....	54
4.4 The Value of "r" Product Moment.....	57



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

LIST OF FIGURES

Figures	Page
1.1 Model of Using Sensory Images on Students' Reading Comprehension.....	31
1.2 Framework of Thinking	32



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

LIST OF APPENDIX

	Page
APPENDIX 1	
1.1 The Result of Observation	63
1.2 The Result of Interviewing.....	65
1.3 The Questions of Test	68
1.4 Key Answer.....	75
1.5 The Result of Testing Instrument by Using Anates Program	76
APPENDIX 2	
2.1 Lesson Plan	79
2.2 Syllabus	83
APPENDIX 3	
3.1 Photos	
3.2 SK BimbinganSkripsi	
3.3 SuratPengantarPenelitian	
3.4 SK Penelitian	
3.5 SuratKeteranganTelahMelaksanakanPenelitian	



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is one of the forms of communication. The people in the world know the importance of language. Language is used not only in oral but also in writing as a means of communication to express ideas and feeling among human being and also to learn the culture as well. When we communicate we use the language to accomplish some functions, such as: arguing, persuading, or promoting.

There are so many languages which exist in this world such as Germany, Indonesian, Arabic, French, Chinese, English, and ext. Each of these languages has different forms and uses. An international language is needed in this global era that well-comprehended by all over countries with their own different languages is needed in this global era right now.

One of the international languages is English. English as international language is studied all over the world. It is important language because all over the world need it for the second language which is used in terms of technology, business, politic and education.

In Indonesia, English should be taught in every educational step, from elementary up to high school; even English had been chosen as a major in



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

colleges. In those educational steps, teachers teach the four basic skills that indeed required in order the students communicate well in using English.

To improve any language, we must master language skills. There are four language skills, namely: listening, speaking, reading, and writing skills. Reading is one of the four language skills constitutes as a process to obtain much information's and to get meaning from written materials.

The writer quotes definition of reading from Oxford Advanced. Learner's Dictionary of Current English (Hornby, 1995: 699) "Reading to be descended from the word read, that means (used in the simple tenses or with can be able) look at and (be able to) understand (something written or printed)". Meanwhile reading is a process is an act of one who reads.

The explanation about the purpose of reading comes from Westwood (2001:10) explain that "Understanding information in the text is, of course, the whole purpose of reading." So, reading without comprehending is nothing value or the purpose of reading process fail.

Based on the explanation above it is clearly that reading is thinking and understanding and getting at the meaning behind a text. With reading, we can get much information of books, newspaper, magazine, and etc. But to get information of a text, we must comprehend content of a text and it's not easy to do.

Westwood in his book Reading and Learning Difficulties (2001: 10) explain that:



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

To understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies

Based on explanation above, it is clearly that to comprehend a text is not easy to do and many factors that influences of comprehending a text. Not only the students' background knowledge to know the meaning of all most the words but also the reader can understand a text based on the result of many factors, such as identification, prior knowledge and the effective of cognitive strategy.

In fact, the writers found students' problems in comprehend an English text. These problems writer found based on her experience at *SMP Al-Washliyah*. There are some problems in comprehending a text. These problems make students difficult to comprehend a text.

1. The students are difficult to comprehend a text directly without some strategy to strengthen their general information which relate to a text.
2. The existence of many unfamiliar words which the students never see, taste, heard, or smell about in a text, makes them difficult to comprehend a text.

Some problems that students found in reading a text make the students difficult to get much information from a text. This is based on the result of the students' assignment. In table below, show the result of the students' assignment is less or not fulfill competency standard. (See table 1.1)



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

Table 1.1
The Students' Score Test in English Lesson at Eighth Grade of *SMP Al-Washliyah* in 2011 Years

Class	Score	Daily Test
8A	Average	73
	high score	85
	low score	60
8B	Average	63
	high score	85
	low score	60
8C	Average	73
	high score	85
	low score	60
8D	Average	60
	high score	85
	low score	60

Sources: The students' score at eight grade of *SMP Al-Washliyah*.

Using some strategy to improve students' reading comprehension will solve students' problem in reading comprehension. According to the Zimmermann and Hutchins (2003) in Moreillon's book (2007:11) there are seven reading comprehension strategies: Activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and the last synthesizing. There are summary about the seven strategies below.

1. Activating or building background knowledge: This strategy can be taught by making text-to-self, text-to-text, and text-to-world connections before, during, and after reading.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Using sensory images: This strategy helps students utilize all their senses as they read texts support their comprehension.
3. Questioning: This strategy, questioning is a key to learning.
4. Making predictions and inferences: In this strategy, predicting, and inferring before, during, and after reading are comprehension strategies that can appeal to readers' sense of adventure and challenge.
5. Determining main ideas: in this strategy, sorting out what is important in the deluge of information is key to making sense and using information to generate knowledge.
6. Using fix-up options: Fix-up options are only as effective as readers' ability to monitor their own understanding of texts. Educators and students can share the many ways they realize when they have lost track of the meaning of something they are reading.
7. And the last synthesizing: In this strategy, classroom teachers and teacher-librarians who codesign, coteach, and coassess instruction that helps students see the connections among reading comprehension strategies and information literacy can help learners become more strategic readers who use these skills effectively over their lifetimes.

There are so many strategies to help students' reading comprehension. But in writing this research, the writer use Sensory Images or other name is Guided Imagery as strategy to help students' reading comprehension. Sensory images are strategy to develop students' reading comprehension. This strategy



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

based on five senses. In this strategy, the use of sensory experiences of the students is very important to help the students in comprehending a text. The sensory experiences of the students consist of our five senses, see, hear, smell, touch, and taste. Using sensory experience not only make students more enjoy. But also remember and comprehend what they read. And the unique this strategy is the reader can feel the place where the story takes place. This strategy like make a movie in their mind.

Moreillons in his book (2007: 39) also explains the effectiveness using sensory images in reading comprehension. One reason is because most powerful memories are attached to sensory experiences. And in fact, we first learn anything use our sense. Our skin responds to temperature, our eyes to light, our ears to the sound, and our nose to the scent.

Based on the statement above, the writer is interested to do research about using of sensory images on students' reading comprehension. So the writer takes the title "The Influences of Using Sensory Images on Students' Reading Comprehension at the Eight Grade Students of *SMP Al-Washliyah*."

B. The Identification of the Problem

The identification of the problem in this thesis is classified into the following sections:

1. The Field of the Research

The field of the research in this thesis is reading comprehension.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

2. The Kinds of the Research

The kinds of problem is to know the students' mastery in reading comprehension.

3. The Main Problem of the Research

The main problem of this thesis is about the influences of using sensory images on students' reading comprehension.

C. The Limitation of the Problem

A clear limitation is important in any scientific observation since it will function as the line of the analysis. In conducting this research, the writer has limited the problem. In this case, the writer chooses *SMP Al-Washliyah*, and takes eight grades as objects of the research. But to limit the research, the researcher just takes 35% from all population of eight grade of *SMP Al-Washliyah*.

In this research, the writer just focus in reading skill, especially in students' reading comprehension and the using sensory images strategy to help students' reading comprehension. And to limit the research, the writer just uses descriptive text to comprehend of students by using sensory images strategy. To know the using sensory images is influence or not to students' reading comprehension. The writer takes a title "The Influences of Using Sensory Images on Students' Reading Comprehension".



D. The Questions of the Research

Based on the background of the problem above, the writer takes the questions of the research as follows

1. How is the application of using sensory images on students' reading comprehension?
2. How is the students' mastery in reading comprehension?
3. Is there any positive and significant influence of using sensory images on students' reading comprehension?

E. The Aims of the Research

The aims of the research in writing this thesis are as follows:

1. To know the application of using sensory images on students reading comprehension.
2. To know the students' mastery reading comprehension
3. To know the positive and significant influence of using sensory images on students' reading comprehension.

F. The Usefulness of the Research

The usefulness of this research in writing this thesis is to make the students easier in learning English, especially in comprehend a text by using sensory images strategy. Using sensory image will make the students use their sensory experiences in seeing, hearing, tasting, touching, and smelling. It will



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

strengthen their comprehension. If the students can comprehend a reading easily, they can get much information and knowledge through reading.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

BIBLIOGRAPHY

- Alkhuli, M Ali, *English As Foreign Language*. Riyadh: Riyadh Press, 1976
- Alma, Buchari, *BelajarMudahPenelitian*. Bandung: Alfabeta, 2009.
- Arikunto, Suharsimi. *ProsedurPenelitian, SuatuPendekatanPraktek*. Jakarta: RinekaCipta, 2002.
- Bouchard, Margaret. *Comprehension Strategies for English Language Learners*. New York: Scholastic Inc, 2005
- Harmer, Jeremy. *The Precipice of English Language Teaching*. New York: Longman, 2002.
- Hornby, As, *Oxford Advanced Learner's Dictionary of Current English*. Fifth edition, Ed. Jonathan Crowther. Oxford University Press, 1995
- Lems, Kristiandkk, *Teaching Reading to English Language Learners*. New York: The Guilford Press, 2010.
- Mackey, William Francis, *Language Teaching Analysis*. London and New York: Longman, 1967.
- Moreillon, Judi, *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association, 2007
- Mufarrokah, Anisatul, *StrategiBelajarMengajar*. Yogyakarta: Teras, 2009.
- Narbuko, Choliddkk, *MetodologiPenelitian*. Jakarta: BumiAksara, 2007.
- Serravallo, Jennifer, *Teaching Reading in Small Groups*. United States of America: Greenwood Publishing Group, Inc, 2010
- Setyosari, Punaji, *MetodePenelitianPendidikan*. Jakarta: KencanaPrenada Media Group, 2010.
- Stone, Randi, *Best Practices for Teaching Reading*. United States of America :Corwin Press,2009
- Sugiyono, *MetodePenelitianPendidikanPendekatanKuantatif, Kualitatif, dan R&D*. Bandung: Alfabet, 2007
- Tarigan, Henry Guntur, *MembacaSebagaiSuatuKeterampilanBerbahasa*. Bandung:Angkasa, 2008
- Tika, Pabundu, *MetodologiRisetBisnis*. Jakarta:Bumi Aksara,2006.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Wahid, Murni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan*.
Malang: UM Press, 2008.

Westwood, Peter, *Reading and Learning Difficulties*. Australia: Acer Press, 2001

Willis Judy, *Teaching the Brain to Read*. USA: ascd, 2008