

**TEACHING READING USING PICTURE TO IMPROVE
STUDENT'S READING COMPREHENSION
IN DESCRIPTIVE TEXT
(STUDY AT THE SECOND GRADE OF SMPN 10 CIMAHI)**

A RESEARCHER PAPER

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STATEMENT

I here by certify that this thesis entitled “ Teaching Reading Using Picture To Improve Student’s Reading Comprehension In Descriptive Text “ (Study At The Second Grade Of SMPN 10 Cimahi) is definitely my own work,except where due references are made in the text and that contains no material which hasbeen submitted to awards of any other Degree or Diploma in any university or institution.I am fully aware that I have cited statements and ideas from resources and all citations areproperly acknowledged .If any claims related to this thesis persist in the future I will be fully responsible for clarification.

Bandung , June 30th 2018

The Researcher,



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ABSTRACT

Teaching Reading Using Picture To Improve Student's Reading Comprehension In Descriptive Text (Quantitative Method and One Group Design at the Second Grade of SMPN 10 Cimahi) was to find out whether or not the teaching reading using picture in descriptive text was effective to improving student reading comprehension. The design of this research was one grup pretest – posttest design. The method of this research was quantitative. The instruments of the research were test, pretest ,posttest. Thee pretest was given to the students after they were given treatment. The population of the research was the second grade students of SMPN 10 Cimahi in academic year 2017-2018 consisting of 370 students of VIIIA-D classes and the sample was the eight B class , consisting of 31 students. The data of this research were collected by giving pretesst and posttest. The collected data was analyzed using t-test formula. The result of the data analysis showed that mean score of pretest was 32.42 , mean score of posttest was 47.58 and the t-test was 14.82 , the t-table with $df = n-1$ (31-1-30) and significance level at 0.05 was 1.697.

Based on the data analysis above , the alternative hypothesis of this researrch was accepted because the t-test was higher than the t-table ($14.82 > 1.697$). It also means that the teaching reading using picture is effective to improve the student's reading comprehension in descriptive text

PREFACE

The most merciful and beneficent praise to the Lord Jesus Christ the Lord of world. The researcher also pray to Lord for the salvation of the great prophet, all his companions and his followers through the end of the world.

The thesis is entitled Teaching Reading Using Picture To Improve Student's Reading Comprehension In Descriptive Text (Quantitative Method and One Group Design at the Second Grade of SMPN 10 Cimahi). This thesis is submitted to English Educational Program Department of Language and Art Education Of IKIP Siliwangi Bandung in partial fulfillment of the requirements for English Educational Scholar Degree (S1).

After making a great effort, the researcher finally completed a thesis, however the researcher is sure this thesis is still far from being perfect. Therefore she greatly respects all comments, criticisms and meaningful suggestions to make the thesis more complete.

Finally, the researcher hopes that the writing will be useful particularly for the researcher herself and generally for the readers who are interested in this field of study.

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All the praises belongs to the king of life Lord of Jesus Christ, the most merciful and the most graceful until this thesis can be completely finished. Teaching reading using picture to improve student's reading comprehension in descriptive text (An experimental research at the eighth grade students of SMPN 10 Cimahi-Bandung 2017/2018 Academic Year) is a thesis for readers who want to teaching reading using picture to improve student's reading comprehension in descriptive text. Picture is one of technique / method that can be used in teaching learning process especially in the teaching reading comprehension in descriptive text. For students , It can help students to build their confidence and give them idea to what they should say when they must describe something. For teachers, the use of picture can descriptive text also can help the students more easy to describe something using English.

The researcher realizes that she can not complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, the researcher would like to extend her appreciation to all of them, especially to:

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Finally, the researcher realizes that this thesis is far from being perfect; therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be helpful and beneficial to everyone. Amen

Bandung , June30th 2018

The researcher,

T . Linda Agnes Silalahi

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AUTOBIOGRAPHY

CHAPTER I

INTRODUCTION

This first chapter the researcher discussed introduction, background of the research, research question, objective of the research, limitation of the research, benefits of the research, definition of key term, organization of research.

A. Background of the Research

Language of communication occurs in daily activities as a text. This is true in any spoken and written language. In Indonesia, English is foreign language that is learned in school starting kindergarten until university. It is stated that English skill is necessary either spoken or written for academic life. Language represents a medium of most communication comprehended by people in the entire world. Language as a medium of communication has two types, they are written and spoken. Spoken language can be manifested in oration, dialogue, presentation, etc. Written language can be manifested in letter, news, short message, short story, novel, etc. Language is very important to express something and to communicate with other. Readers are able to communicate with a text when they read comprehend.

The students of SMPN 10 Cimahi have problems in understand this subject and they are always confused to master the reading text. In the reading learning process the student must understand what the content of the text to get the information from it. Other problem in reading is lack of vocabularies and also pronunciation. Based on the 2004 and 2006 curriculum (Department Of Education and Culture in Kimtamsirah , 2004) the goal of learning and teaching English in Junior High School in Indonesia is communicative competence which covers five component those are :

1. Discourse Competence as the main goal , student should understands many kinds of texts.
2. Actional Competence refers to speaking and writing
3. Linguistic Competence that means the ability to master grammar , structure , vocabulary , pronunciation.
4. Socio Cultural Competence that means the ability to understand the formal and informal language.
5. Strategic Competence the researcher focus in speaking as the part of actional competence.

The verse above shows that language is very important to people in entire world. Language is important to communicate with other people. Especially English language, it is an important language that is used by people in the world. People around the world read English to communicate. By learning English, people can communicate to other people around the world, because English is the number one international language.

People realize that they need knowledge to survive their lives. The knowledge that is needed is not only from their country but also from other countries. To make relationship with them, people need English for communication because English is one of the international languages that have an important role in the international communication.

Moreover, “reading comprehension is viewed as constructive process in which the text, the reader, and the context interact with one another” (Grabe, 2009; Kintsch, 1988; Pressley & Afflerbach, 1995) in Zhang (2017: 49).

The goal is to gain information from what the researcher conveyed through a text and uses this information to enrich their experience and to improve their intellectual ability. From communicative pragmatic view of the language classroom, listening and reading skill are closely intertwined. More often than not, ESL curriculum that treat oral communication skill will simply be labeled as reading/writing courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. In the classroom often followed or preceded by various forms of oral production on the part of students.

In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing how to express what they want to say.

The reasons for learning are to change the student's intellectuality, morality and societal attitude. To reach the reason, the students interact with circle of learn that arranged by teacher in the learning process.

There are two aspects in learning methodology such as; learning method and learning media as tools to help students in learning process. While, judgment is tool to measure or determine standard of achievement on the reason of learning. In the reading learning process the student must understand what the content of the text to get the information from it. Other problem in reading is lack of vocabularies and also pronunciation. Kintsch (1988) in Santi & Reed (2017: 2) defines “the reading comprehension is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model.” Learning media’s in learning process gives advantages to make learning more attractive, material of learning more clearly, learning methods more have variation. Learning reading at junior high school can be done with many media to help students in reading comprehension such as: picture, card, paper sheet etc. The researcher used teaching reading using picture to improve students’s reading comprehension in descriptive text, because with using picture the student’s will be easier to express their ideas. With the using picture, they can reflect on image, when they see. So if they can express their ideas of course they will read and teacher can know the purpose of student’s mean. Considering the above matter, the researcher is interested in conducting an experiment research on the teaching reading using picture to improve students’s reading comprehension in descriptive text. In this research the researcher gives some interest and familiar picture. And the researcher hopes with the picture can to improve student’s reading comprehension in descriptive text. From this technique the researcher wants to know the result of reading comprehension using of picture in descriptive text.

B. Research Questions

This is the usefull question that should be answered in this research :

1. How teaching reading using picture to improve student's reading comprehension in descriptive text?

Teaching a foreign language is considered to be one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily.

Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Usually, student's know nothing how to express what they want to say. Teacher in that case needs to be responsive to the classroom situation in order to take an accurate measurement.

The classroom atmosphere should be sufficiently relaxed so that learners are engaged activity in every activities lead to a better performance of their language skills, listening, speaking, writing and reading. Games and songs in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Based on the background of the study above, the problem in this research is to know the teaching reading using picture to improve the students reading comprehension in descriptive text. Picture is one of the methods, so the researcher wants to use this method to improve students reading comprehension in descriptive text. The researcher hopes this technique can help the students to gain self-confidence in reading English especially to practice things in descriptive text. How teaching reading using picture to improve the students reading comprehension in descriptive text at the 8th grade students of SMPN 10 Cimahi-Bandung in the academic year 2017/2018.

C. Objectives of the Research

To know the teaching reading using picture to improve students reading comprehension in descriptive text at the 8th grade students of SMPN 10 Cimahi-Bandung in the academic year 2017/2018. Teaching reading of the research can be stated as follow :

1. How find out teaching reading using picture to improve students reading comprehension in descriptive text?

D. Limitation of the Research

The researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes in the below:

a. For the researcher

To add more knowledge about discourse study especially about this method in descriptive text.

b. For the students

It will be helper for student's to improve their reading comprehension especially in descriptive text.

c. For the teacher

As an additional reference that may be useful for the teacher that good learning strategy and using of media can be interesting in teaching reading and learning process.

d. For educational institution

It will make a right decision to use a new method to support teaching reading and learning process in SMPN 10 Cimahi-Bandung in the academic year 2017/2018 in order to get better output.

e. For the next researcher

The result of this research can be used as previous research in his/her research.

E. Benefits of the Research

1. Help the teacher improve students communication skill
2. Help the students to improve their reading ability.
3. Helps the students to more be confidence how to speak English very well

F. Definition of Key Terms

To avoid misunderstanding, the researcher presents the following definition of the key terms:

1. Teaching

According to Brown (1994 ; 7) teaching refers to guiding and facilitating learning ,enabling the learner to learn , setting the conditions for learning also by Carr (1996 : 98) states that teaching one of the means by which education is often achieved and education is common pupose of teaching.

2. Picture

According to Harmer (2001 : 135) states that picture is usefull for getting students to predict what is coming next in a lesson. Picture is one of activity in learning reading English. In this activity, students must describe picture in front of class. Every student gets one picture and must describe it.

The purposes of this activity are to train student's imagination and retell story in reading English. According to Harmer (2001 : 135) states that , picture is usefull for getting student's to predict what is coming next in a lesson.

3. Reading Comprehension

Refer to Kintsch (1988) in Santi & Reed (2017: 2) that "the reading comprehension is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model. According Thrumbury (2005 : 183) reading is to express taugh a loud using the voice or talk. Carter (2001 : 14) also states that reading in a second language involves the development of particular type of communicatuon skill. Reading is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the reading skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language there are :

1. Descriptive text :

Description is a genre which has social function to describe a particular person, place or thing.

2. Experimental study :

Experimental study is kind of research that is used to establish a cause and effect relationship between two phenomena. The researcher aims to establish that one variable, independent variable causes changes in another variable, the dependent variable.

G. Organization of the Research Paper

The researcher organization the research paper an order to understand the researcher divides this research paper in to five chapter there are :

Chapter I : Introduction

This chapter that consist of Background of the research , Research question , Objective of the research , Limitation of the research , Benefit of the research , Definition of key term, Organization of the research.

Chapter II : Literature Riview

This chapter review of related literature , a discusses about the teaching reading using picture to improve student's reading comprehension in descriptive text.

Chapter III : Research Methodology

This chapter consist of Research design , Research method , Research insrtument ,Research population and sample , Research data collection , Research data analysis.

Chapter IV : Result and Discussions

This chapter are related in Data analysis that consist research Results and Discussions.

Chapter V : Conclusions and Suggestions

This chapter that consist of Conclusions & Suggestions

CHAPTER II

LITERATURE REVIEW

In this chapter the researcher provides the review of the papers those are theoretical framework , reading comprehension , teaching reading , picture , types of picture , descriptive text and kinds of text , previous study.

A.Theoretical Framework

1. Reading Comprehension

There are many definition of reading that have been proposed by some expert in language learning , there are :According to Anderson et al (1983) in Klinger J.K et al (2007: 7) defines “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. In Landmark reading study, He summarizes in Susiana (2016: 65), reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing and assessing.

Teachers mention the skills that students want to use then, they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skills successfully.

Durkin (1980: 191) in Schumm (2006: 223) states, “if there is no comprehension, there is no reading”. Moreover, Johnston (1984: 16) cites in Ahmadi, Ismail & Abdullah (2013: 235) suggested “reading comprehension is viewed as the process of using one’s own prior knowledge and the writer’s cues to infer the author’s intended message”. Sweet & Snow (2003: 1) define “reading comprehension as the process of simultaneously extracting and constructing meaning”. In other words, reading comprehension is more than simply reading the words.

In addition, refer to Woolley (2011: 15) “reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.”

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Thus, there are three elements of reading comprehension. Snow & Sweet (2003: 2) explains that the first element is the reader who is doing the comprehending, the second element is the text that is to be comprehended, and the last element is the activity in which comprehension is a part.

This includes the purposes, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process.

Reading with comprehension means understanding what has been read. comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing idea, recognizing authors’ purpose, making judgment and evaluating. Word important factor in determining the

degree of comprehension. Beside it, Heilman (1981: 265) in Sinambela et al (2015) argues reading is a process of making sense of written ideas through meaningful interpretation interaction with language.

Pressley (2000) in Block (2007: 172) reading comprehension begins with decoding of words, processing of those words in relation to one another to understand the many small ideas in the text, and then, both unconsciously and consciously, operating on the ideas in the text to construct the overall meaning encoded in the text". Furthermore, there are four levels of reading according to Burns (1984: 177) the following level of comprehension can tell us about how far the students understand about reading material and which level has been achieved there are :

1. Literal Comprehension Literal comprehension involves acquiring information that is directly stated.
2. Interpretative Comprehension Interpretative comprehension involves reading between the lines or making inferences
3. Critical Comprehension Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness.
1. Creative Comprehension Creative comprehension involves going beyond the material presented by the author.

In reference to the above definitions from the experts, it can be concluded that reading comprehension as the aim of reading is not only a process of identifying the word but also a process of constructing and understanding a meaning from a written text to get information related to the text and also to give students pleasure. On the other hand, reading comprehension can be seen as the ability to find the stated or unstated writer's idea in the text. The essence

of reading comprehension is to understand all information delivered by the researcher. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text. When studying English student should study the element of English, those are :

1. Phonemes : English sound and pronunciation
2. Morphemes : words of vocabulary
3. Syntax : grammar or structure
4. Lexicon : meaning

2. Teaching Reading Comprehension

a. Definition Teaching Reading Comprehension

Teaching reading comprehension is a teacher way to help students in comprehending the text easily. The purpose of teaching reading is to increase student's abilities, attitude and skill by getting information from written materials. Moreover, the teacher should have ability and knowledge to give the material because it can help the teacher in teaching reading.

According to Day and Bamford (1998: 4), teaching reading can avoid being merely an empty ritual come to class, read the texts, do the exercises, leave class, return to real life by addressing the two aims' of students reading a great deal and enjoying the teacher have to develop a reading habit in order to success in the classroom.

Beside it, refer to Hibbard & Wagner (2013: 3) that "teaching reading is a complex process involving decoding skills, fluency and reading comprehension". Furthermore, Day (2013) states "teaching reading uncovers the interactive processes that happen when people learn to read and translates

them into a comprehensive easy-to-follow guide on how to teach reading”. He also reveals on the nature of reading, reading strategies, reading fluency, reading comprehension, and reading objectives make fascinating reading in themselves and provide language teachers with very practical uses for their own contexts.

b. The Purpose Of Teaching Reading

Reading must have the purposes of reading to understand the reading passage. Wallace (1996) classifies the purposes of reading based on the personal reasons as follows :

1. Reading for survival

Reading for survival is almost literary a matter of life and death. For example, a stop sign for a motorist. Survival reading serves immediate needs or wishes.

2. Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning.

3. Reading for pleasure

“Reading for pleasure is done for its own sake readers do not have to do it. It is written originally to offer enjoyment.” Based on the three purposes reading on the personal reasons above, there are two purposes of SMPN 10 at Cimahi ,reading for learning and reading for pleasure.

c. The Problem Of Teaching Reading

According to Numan (2003 : 270) there are some characteristic that make reading difficult there are :

- 1.Clustering : It fluent speech is phrasal , not word by word learners can organize that output both cognitively and physically through such clustering.
- 2.Redundancy : It is an opportunity by the speaker used to make meaning clearer through the redundancy of language.
- 3.Reduced form:It is including contraction , edition , reeduced verwels , ets. If the learner dont know about this , it well sometimes devolep a stilted , books quality of their reading.
- 4.Performance variable : It is the different between native and native speakers of language is in their beststation phenomena.
- 5.Colloquial language : It is a character of the language , where the learners should also a know about the words, idioms and picture of collquial language and that they get practice in producing their forms.
- 6.Rate of delivery read : It is another submit characteristic of fluency of rate of delivery.The teacher should help learners to achieve an acceptable speed a long with other attribute of fluency.
- 7.Stress,rhythm and intonation : Those are the most important characteristic of English pronouncation.The stress turned rhythm and its intonation pattern convey important messages.

8.Interaction : It is about how you interact and what kinds of language that you use when will make the communication goes somethly.

Based on the explanation above the researcher concludes that , the student have been ready and prepared their activity , they can use the language appropriately as a teacher.

3. Picture

There are several methods in teaching learning reading. Picture is one of the ways to explain a real situation. It is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

a).The use of picture in reading

Teacher is the most important actor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of teaching media that can make the students enjoy the lesson. Ideally, each classroom should have a file of picture which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.

b).The advantages of using picture in reading

Picture is an excellent media in which this can be done pictures arouse play fullness to the students because picture is interesting.

The provide variety of fun and games, furthermore, it also means that the use of picture may offer parallel opportunities both for teacher-students and student's interaction. According to Gerlach and Elly state the benefit of using pictures as follow :

1. Picture are inexpensive and widely available.

It means the teacher can find pictures easily, for example in the books, magazine, and newspaper, etc.

2. Picture provide common experiences for an entire group of students.

It means by using picture, teacher can involve all of students in his or her class.

3. Picture can help prevent misunderstanding.

It means by using picture, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between student's perception and teacher's perception. Picture help the students to focus attention to the subject and make students active. The functions of picture to practice describing things and using preposition of position, to practice reading and writing to direction, to train student's imagination and retell story in reading English.

c). The benefits of using picture

Picture is all right for beginner and for young learner. There are many benefits of using picture in reading comprehension process, they are :

- 1.Learning becomes more interactive
- 2.The length of time required can be reduced
- 3.The instruction be more interesting
- 4.The quality of learning can be improved
- 5.The positive attitude of students toward what they are learning and the process it self can be enhanced.

d).The weakness of using picture

Picture is all right for beginner and for young learner. There are many weakness of pictures description in a teaching process, they are :

- 1.Teacher needs an extra time to prepare picture
- 2.Teacher should give handout the photocopied pictures to the students.

e).The procedures of picture

Study is doing something. Study can be maximum if students more of using the five senses, because they can more attractive to express something with their 5 senses.Picture is a method that very easy to play it. This method is very suitable to students in Junior High School.If the student using of picture, they used their five senses more maximum, because they used eyes to saw the picture, used ears to listen what their partner said, used mouth to using of picture.

So,the researcher hopes with using of picture, students more active in the class. There are steps of application of picture.

According to Harmer (2001 : 135) states that there are various members of speaking tasks that students can be asked to undertake and one of them is students can be given a picture in reading comprehension and they have to retell the descriptive text based on the picture as follows :

- 1).The teacher prepares picture according to the topic or material of subject.
- 2).Teacher asks students to examined the pictures accuracy.
- 3).The teacher divides students in groups.
- 4).The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture (necessary limitation of the time).
- 5).Then, every group make sentences and writes on the black board.
- 6).After that, every group describes their picture.
- 7).Clarification / conclusion / teacher reflection.

This is example of strategy or method that can used as individual or collaboration with the other strategy based on the necessity.The researcher hopes of picture be successes. So, the researcher must prepare preparations that used in this technique. And the researcher also prepares the procedures to give regulations to the students, so that student's can be understood with the researcher hope. There are preparations and procedures that used in picture.

a).Preparation:

If want this technique more comfortable, must prepare material that used in drawing picture technique before give this technique to students. And there are some preparations:

Select from magazines, internet, books, any pictures which show a number of different objects, the objects should be clear in shape and the pictures should preferably. It is amusing if the objects are bizarre in some way-but this is not essential.

Alternatively, the language can be limited if the original is a simple line drawing or the language may be specialised if the original is a technical diagram.

b)Procedures:

There are some procedures of picture to teach reading especially in descriptive text, they are:

- 1) Let the class work in pairs.
- 2) Give each pair two different picture. Tell them not to look at each other's picture.
- 3) Ask A to describe his or her picture, and ask B to draw it. Ask B to do the same as what A does after B has finished drawing.
- 4) Have them to compare their picture with the original.

a.Types of Picture

According to Jeremy Harmer, picture can be in form of flashcard, large wall picture, cue cards, photographs or illustration, and projected slide.

a..Flashcard

It is a small card which teacher can hold up for students to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

b.Large wall pictures

It is big enough for everyone to see detail. Some time teachers use large wall pictures, when pointing to detail of a pictures to elicit a response.

c.Cue card

It is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests.

d.Photograph or illustration

It is a photo or image that depicts a situation or people in action. The teachers use it to make the situation or the action clear.

Photograph can be found in the book, newspaper, magazine, etc.

e.Projecting slide

In the multimedia class, the teachers also use it to teach.

Sometimes the teachers use it to show the images in the big form.

b. Picture Game

There are various types of game. Broadly, they involve: comparing and contrasting pictures; considering differences or similarities; considering possible relationship between pictures, such as narrative sequence; describing key features so that some one else may identify them or represent them in similar way.

Most of the games involve the learners in the relatively free use of all the language at their command. There are games and variations here for all levels of proficiency.

a.Predicting Picture

Language	Future with <i>going to</i> . Exclamations of pleasure (e.g. Marvellous!) and of regret (e.g. What a pity !).
Skills	Listening and reading
Control	Guided
Level	Beginners/ intermediate
Time	10-15 minutes
Materials	Magazine or catalogue picture, pieces of card.

Preparation:

Collects 15-20 pictures of objects from catalogue or magazine. Alternatively you may draw them. The picture from “happy twin” (game 3) may be used. Mount your pictures on pieces of card which are all the same size.

Procedure:

Class, group or pair work.

The learners should first familiarize themselves with the picture on the cards. Then mix all the picture and lay them in a pile, face down.

Players take it in turns to try to predict the next pictures: if they are right they take it and if they are wrong they place it at the bottom of the pack, e.g.

Learner 1: It’s going to be typewriter. No! What a pity!

What a shame!) (puts it underneath the pack)

Learner 2: It’s going to be a kettle. Yes, it’s mine! Marvellous!

a.Describe and Identify the Picture

Language	Describing details of the picture;
Skills	Listening and reading
Control	Free
Level	Intermediate/advanced
Time	15-20 minutes

Materials	Picture and drawing
-----------	---------------------

Preparation:

Either teacher need one pictures with a lot of detail in it: for example, the famous Bruegel painting which shows children playing 60 different games would be ideal! Or you need a collection of picture which might be, for example, a page of comic strip pictures. You, or one of your students, could draw about 20 small drawings on one piece of paper.

Procedure:

Pair work,

One learner thinks of one detail and then describes it so that his/her partner can identify it by pointing to or marking the picture.

Those are kind of games that Andrew offers to make the teacher teaching more comfortable. The researcher chooses the second game to make describing picture more attractive. So, the researcher thinks that describing picture can help the students to gain self-confidence in teaching reading English especially to practice describing things in descriptive text. Correlation with the point of this study, that is student's reading comprehension improvement especially in descriptive text, and will give a significant contribution for students improvement in reading especially in descriptive text. Then the researcher want to find teaching reading using picture to improve student's reading comprehension in descriptive text.

c. Function Of Picture

There are several methods in teaching learning reading. Picture is one of the ways to explain a real situation. It is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

1. The using picture in teaching reading

Teacher is the most important actor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of teaching media that can make the students enjoy the lesson.

Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.

a. The advantages of using picture in teaching reading

A picture is an excellent media in which this can be done picture arouse play fullness to the students because picture is interesting. The provide variety of fun and games, furthermore, it also means that the use of picture may offer parallel opportunities both for teacher-students and student's interaction.

According to Gerlach and Elly state the benefit of using picture as follow:

1. Picture is inexpensive , widely available.

The teacher can find pictures easily, for example in the books, magazine, and newspaper, etc.

2. Picture provide common experiences for an entire group of students.

It means by using picture, teacher can involve all of students in his or her class.

3. Picture can help prevent misunderstanding.

It means by using picture, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between student's perception and teacher's perception.

4. Picture help the students to focus attention to the subject and make students active.

4. Descriptive Text

a) Definition Descriptive Text

Descriptive text is a genre which has social function to describe a particular person, place or thing. Descriptive is kind of text which describes a particular person, place, things. In descriptive text, the researcher usually uses the simple present tense. The purpose of descriptive text is to describe something, someone /place , etc.

1.Generic Structure

The structure of a text is called generic structure. One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in Junior High School is divided into the following two elements, namely identification and description.

2.Identification

This part identifies phenomenon to be described. Identification usually answers the following questions:

- a.What is the topic of the text?
- b.What is the text about?

3.Description

This part descriptive parts, qualities and characteristics. For examples; describes about My Cat's. The characteristics My Cat's can different with the other Cat.

b) Language Focus

1.Nouns

Noun is word that is the name of a thing, quality, person, etc and can be the subject or object of a verb. For examples: teacher, house, my cat, etc.

2.Simple Present Tense

Grammar is one of language competences which have an important role in communication. Studying grammar is studying something which tells people how to speak and write correctly. Average person thing that grammar less important to read English, but the researcher thing that grammar important to speak English, because grammar can make their

sentences easier understandable by other people. Advisable, the teacher give grammar to students if they have braveness and familiar with speak English, because it will help them to get motivation.

They will thing that speak English is easy to them. Simple grammar very suitable to students that they have not braveness and familiar with read English.

The verbs usually use in descriptive text are have , has and to be is , am ,are.

The tense is the simple present are :

1. Definition of Simple Present Tense

The present tense indicates that an action is present, now, relative to the speaker or writer. Generally, it is used to describe actions that are factual or habitual things that occur in the present but that are not necessarily happening right now.

2. Complete List of Simple Present Form

a) Use 1 Repeated Actions



Figure 2.1

Use the simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do. Examples :

1. My classes **begin** at nine.

2. I **study** for two hours every night.

3. He always **eats** a sandwich for lunch.

b) Use 2 Facts or Generalizations

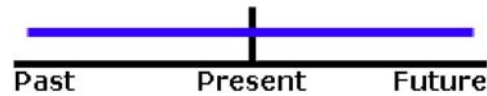


Figure 2.2

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things. Examples:

1. Water **consists** of hydrogen and oxygen.

2. Most animals **kill** only for food.

3. The world **is** round.

c) Use 3 Scheduled Events in the Near Future



Figure 2.3

Readers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

1. The train **leaves** tonight at 6 PM.

2. The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.

3. When **do** we **board** the plane?

d) Use 4 Now (Non-Continuous Verbs)



Figure 2.4

Readers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non Continuous Verbs and certain Mixed Verbs.

Examples:

1. I **am** here now.

2. She **is not** here now.

3. He **needs** help right now.

3) Present tense and habitual activities are frequently signalled by time expressions following:

Table Present Tense & Habitual Activities 3.1

All the time	Every month	Often
Always	Every semester	Rarely
Every class	Every week	Sometimes
Every day	Every year Most	Usually
Every holiday	of the time never	Only
Every year		Etc. ¹

a. Adjectives

Adjectives are used to describe the characteristics of the topic and the parts. The characteristics can be the size (big), color (brown, blue), or the quality (clean).

For example, the adjectives big and clean describe the classroom.

b. Noun phrases

Detailed noun phrase to give information about subject. For examples; It was a large open rowboat, a sweet young lady, etc.

c. Relating verbs

The function of relating verbs are to give information about subject. For examples; My mum is really cool, It has very thick fur, etc

d. Thinking verbs and feeling verbs

The function of thinking verbs and feeling verbs are to express personal opinion the writer about subject. For examples; Police believe the suspect is armed, I think it is a clever animal, etc.

e. Action verbs

For examples; Our puppy bites our shoes, etc.

f. Adverbials

Adverbials are to give addition information about that behaviour.

g. Figurative language

Figurative language is used not in the ordinary literal sense but in an imaginative way. Such as; simile, metaphor. For examples; John is white as chalk, sat tight, etc.

4. The Example of Descriptive Text.

My Pet

Identification: I have a pet. It is a dog, and I call it Brownie.

Descriptive: Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When, I cuddle it, the fur feels soft. Brownie does not like bones.

Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat.

They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

6. Kinds of Text

According to Warner (2006: 5) in English there are various types of text, below are some of the types of text that should be known and understood, there are 5 types of text:

1. Descriptive

Descriptive is a kind of text that contains a picture or description of an object be it people, animals, plants, places, etc., so that the reader can visualize clearly what the object is. Descriptive communicative purpose is to convey detailed information related to an object.

Structure text of descriptive:

a) Introduction: contains general introduction which will be described in more detail. Generally only consist of one or two sentences.

b) Description: contains a more detailed description of the object are discussed.

The explanation given in several sub-topics. For example, when discussing animals, sub discussed show to shape, color, ways of life, the process of breeding and others.

c) Conclusion: it is final comment of the text

2. Narrative

Narrative is a kind of text that contains words that have a story or stage time groove. This text type is quite easy to recognize because in genera the form of fiction or essay. Narrative is a communicative purpose as entertainment or casual reading material for readers.

Structure text of narrative:

a) Orientation: introduce main character setting. Contains an overview of who, where, and when the story happened.

b) Complication: sequence of events which are interrupted. It provides an introduction to the problem or conflict in the story.

c) Resolution: usually the problems are solved by the main character. It shows how the process of the end of the story. We are about two kinds of ending, the happy ending (happy ending) or sad ending (end sadly).

3. Procedures

Procedure is the text that contains the step to run something. Procedure is generally found in the form of recipes as well as a tutorial guide. Procedure is a communicative purpose as to provide detailed instructions so that the reader can do something which is discussion more easily.

Structure text of procedure:

a)Purpose: lists of activities related objects that will be discussed. This point can also be seen from the title of the text. Generally at the beginning with the word “How” or: Steps”.

b)Materials: contains the tools and/or materials required in the future what is needed

c)Steps: contains step-by-step guide to run something that is arranged in detail.

4.Recount

Recount is the text that retells the events that have occurred consecutively using time information that is clear in the past. Communicative purposes is s reported events, event or activity with the aim of preaching or entertaining.

Structure text of recount:

a)Orientation: contains a general introduction about who was involved in the text, place, and time occurrence. This point is similar to the narrative text.

b)Events: contains events experienced by offender in the text. Each event is delivered based on the sequence of time and based on the level of interest of an incident.

c)Re-orientation: contains the message or impression of the offender for experienced events recounted. Can also be closed with a brief summary of the back of the events that have been submitted.

5.Report

Report has similarities with descriptive, report provides an overview of something not detailed as in the descriptive. Communicative objectives is deliver information about something as a result of systematic observation analysis.

Structure text of report :

a)General classification: grouping generally contains information that will be presented in the text. At this point the reader has been able to identify the theme of the reading is about what.

b)Description: contains a description of the main information disaggregated into sub-information but still delivered in general.

c)Conclusion: tells reader something interesting about subject.

The verbs usually used in a description are have (have, has) and to be (am, is, are). The tense is the simple present.

B. Previous Studies

1.According to Kristin Lems and Lead D Miller (Teaching Reading to English Language Learner , New York : The Guilford Press , 2003) p 33 that stated “ reading is an activity involves interactive process that connects reader background knowledge and their processing strategies to the text they read.”

2.According to Richard Allington and Michael Strange (Learning Through Reading , New York D . C Health and Company , 1980) p 15 That stated “ most also see reading as a decoding process with the reader processing each letter in turn , producing the appropriate sounds and forming words. ”

3.According to Harmer , 2001 : 199 that stated “ reading is one the important skill which have to be learned by the students in order to master English well , reading also included in to receptive skill besides listening ,

receptive skill is the way in which people extract meaning from the discourse they see or hear.”

4. According to Gillet and Temple (Ngadiso , 1998 , 2) reading skill in comprehension that stated “ comprehension is the understanding new information in light of what we have already know ”

This thing will make students be more successfull in applying and improving everything that had been learned and understood.

Reading comprehension is is the procees of using syntactic , semantic , rhetorical information found in the printed texts to reconstruct in the reader;s mind.

5. According to Sullama (2017) The State Islamic University North Sumatra Medan, the objectives of this research entitled “The Implementation of using picture to improve the students ability in reading comprehension at SMPN 10 Cimahi , were to find out the improvement of students’ ability in comprehending reading text by using of picture. The subject of this study are the students at second grade VIII-B of SMPN 10 Cimahi . They consists of 30 students. The research of this study is conducted by using one group classroom research. The techniques of analyzing the quantitative data. The tests are given to the students in form of pre-test, posttest. It is showed from mean of pre-test was 34,42. After reading by using of picture , there is improvement of the result of the students’ mean is t-test was 15,16. The result of the data shows that the students are more interest and motivate in comprehending reading text and they are enthusiastic during teaching and learning process by using picture.

The students are active and they seem enjoy working in the class. The result of the research shows that using picture significantly improve students' ability in comprehending text.

6. According to Khusna (2016) Universitas Muria Kudus entitled "The use of using picture in effectiveness reading comprehension to the eighth grade students of SMPN 10 Cimahi in 2017/ 2018 academic year. The objective of the research is to find out whether or not there is a significant difference between the reading comprehension of SMPN 10 Cimahi in 2017/ 2018 academic year , before and after being taught by using picture in descriptive text. The research design used in this research is experimental research. The subjects of the research were the eighth grade students of SMPN 10 Cimahi in 2017/ 2018 academic year with the number of students 30 from the population students 370. This research uses set of a test of multiple choices as the instrument of the research. The result of this research shows that the mean of t-test was higher than the t-table ($14.82 > 15,16$). In the level significance 0.05 or 5% and degree of freedom (df) 30 .

It means that t-test is higher than t-table. It needed when we went to compare between the obtained : t-observation with the table entry for relevant df and level significant. So, the alternative hypothesis (H_o) of this research was accepted because t-test was higher than the t-table and the alternative hypothesis (H_a) is confirmed. It concludes that there is any significant different between the teaching reading comprehension of the second grade student's of SMPN 10 Cimahi in 2017/ 2018 academic year before and after being taught by using of picture.

7. According to Ananda (2016) entitled “Teaching reading using picture in descriptive text. (An Experimental Research with the Second Grade Students of SMPN 10 Cimahi in 2017/ 2018 academic year) The statement of problems in this study was, how is teaching reading using picture to improve student’s reading comprehension in descriptive text? The background of the study is that the students of second grade have the problem to understand their English learning especially in reading. They did not interested in reading English text especially the recount text. They did not know about the meaning of the text and they do not do pronunciation well. They were still confused to identify the content of recount text. The population of the research was the eighth grade students of SMPN 10 Cimahi in 2017/ 2018 academic year.

The research method was an experimental research, which conducted in two classes; the experimental group (VIII A) and control group (VIII B) as sample. The VIII B was taught by using picture in descriptive text, while the VIII A was taught without using picture in descriptive text. The formula to analyze the data was used t-test. It was used to determine whether there was significant difference between students’ score in experimental and control class or not.

After collecting the data, it was found that the pre-test average score in experimental class.

Mean while, the post-test average score of in pretest was 32,42 and posttest was 47.58. It was obtained that t-test was 14,82 and the t-table was 30 for alpha (α) VIII B class 5%. The t-test was higher than t-table ($14,82 > 15,16$) It means that H_a was accepted and H_o was rejected.

Based on the result, the researcher concludes that using of picture in descriptive text is was effective in reading comprehension at of. SMPN 10 Cimahi in 2017/ 2018 academic year

It is assumed that prior knowledge activation requires pre-reading activities. The present study, aims at investigating the role of activating background knowledge in teaching reading comprehension through text previewing. In this study a previewing using picture in descriptive text called is used to verify this hypothesis. It also means using of picture in descriptive text is effective to improve the students reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains research methodology, the research to guide the researcher in conducting the research. It consists of research design, research method, population and sample, instruments, data collecting techniques, data analysis.

A. Research Design

According to Barmes (1995:125) “research design is essentially a plan of strategy aimed at enabling answers to be obtained to research questions”. According to Frankland Wallen (2006:267) states the experimental “research is one of the most powerful research that researchers can use”. The researcher used pre-experimental design of one group pretest and posttest design. One group means the researcher only takes one classroom as the experimental study.

According to Crowl (1996:290) “The one group posttest and pretest design differs from the one-shot case study in that the questionnaire is administered twice: once as a pretest (O1) before students start reading with the word processor (X) and again as a posttest (O2) after students used the word processor”.

Pretest (01)	Treatment (X)	Posttest (02)
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B. Research Method

Methodology is absolutely need in any research, it will guide us in investigating our problem. In short methodology could support the researchers in order to achieve the objective of research.

According to Creswell (2012:22) that quantitative research method are used to examine that can be answer by collecting and statically analysing data that are in numerical form.

In this research, the researcher used quantitative method needed for collecting data to obtain the best answer, related to teaching of implementing of using picture to improve student's teaching reading comprehension in descriptive text and put all the data into numerical form

C. Population and Sample

According to Crowl (1996:8) population are groups consisting of all people to whoes the researcher wish to apply their finding of study. Creswell (2012:142) states that population is a group of student's, who have the same characteristic. From that definotiion, this research took the eight grade level student of SMPN 10 Cimahi – Bandung, consisting of 370 student's, VIII A-G class.

According to Crowl (1996:8) also states that samples are student's of people used to represent population. Mc Millan and Sch Scumacer (2001:175) states that sampling is the researcher select's particular's elements from the population that will be representative or informative about the topic interest. The sample of the research in the VIII G class of SMPN 10 Cimahi – Bandung, the class consists of 31 student's.

D. Research Instruments

The instruments is used for obtaining the data. In this study, the researcher used pretest and posttest as a research instrument. Pretest was given to find out how well the student's teaching reading comprehension using picture in descriptive text , before the researcher gave treatment, and posttest was given to find out if where was any progress after implementing the technique. The pretest and posttest contained the same questions which should be answered orally by the students.

E.Data Collection Techniques

The researcher's used test for collecting the data. The test in divided in to steps, pretest and posttest. Pretest was given to the student's before give the treatment. Posttest was given to the students after give the treatment. Pretest and posttest contained teaching reading using picture to improve student's reading comprehension in descriptive text. The researcher used scoring categories teaching reading comprehension that proposed by Brown (2003:172). Based on tables rubric in table 3.1 in the bellow :

Table 3.1**Scoring Categories Teaching Reading Comprehension**

No	Element	Score	Criteria
1	Grammar of teaching reading comprehension	5	Equivalent to that of and educated native speakers
		4	Able to use language accurately on all levels normally, phrases to professional needs, extra in grammar are quite rare.
		3	Command of grammar is good, able to speak the language with the surface structural accuracy to part in speech effectively in most
		2	formal and informal conversation. Can usually handle elementary construction quite accurately but does not have thorough
		1	confidence control of grammar. Level in grammar are frequent but speaker can be understood by native speaker.
			Speech on all level is fully accepted by educated native speaker in all its features including breadth of vocabulary and idiom , colloquialism , and pertinent cultural

2	Vocabulary teaching reading comprehension	5 4 3 2 4	References can understand participate in any conversation with in the range of his experience with a high the gree precision of Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal Has speaking vocabulary sufficient to express himself simply with some circumlocutor. Speaking vocabulary inadequate to express anything but the most elementary needs.
3	Fluency of teaching reading comprehension	5 4 3 2 1	Has complete fluency in the language such as that his speech fully accepted by educated native speaker. Able to use the language fluently on all levels normally pertinent to professional needs. Can discuss particular interest of competence with reasonable one rarely has to group or words. Can handle with confidence but not with facility must social situation, including introduction and casual conversation about current event as well work ,family. Not specific ,fluency,description refers to other four language areas for implied levels of fluency.

4	Pronunciation of teaching reading comprehension	5 4 3 2 1	Equivalent to and fully accepted by educated native speaker. Error in pronunciation are quite rare Error never interfere with understanding any rarely disturb the native speaker. Accent is intelligible through often quite fastly. Error in pronunciation are frequent but can be understood by native speaker.
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Pedoman Penilaian :

Nilai maksimal masing-masing element 5 , masing-masing element dijumlahkan dengan yang lainnya = $5+5+5+5 / 5 \times 4$

Nilai maksimal = 100

Nilai perolehan = jumlah skor x5

Bandung , March 2018

Mengetahui,

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F.Data Analysis

In analysing the collected data the researcher used t-test formula. To find out the mean of the score from the test, Crowl (1996:140) states that the formula as follows:

a. Mean

$$x = \frac{\sum^n}{n}$$

$$x = \frac{\sum^n}{n}$$

$$D = \frac{470}{31}$$

$$31$$

$$D = 15,16$$

$\bar{x}$: mean

$\frac{\sum^n}{n}$: the score of the students

n : the total of the students

b. Degree of Freedom (df) :

is needed when we want to compare between the obtained : t_{observed} with the table entry for relevant df and level significant

degree of freedom (df) :

is needed when we want to compare between the obtained : t, observed with the table entry for relevant df and level significant

$$df = n - 1$$

$$df = n - 1$$

$$df = n - 1$$

$$df = 31 - 1$$

$$df = 30$$

$$df = n -$$

c.t-test (Crowl 1996:179)

$$t = \frac{D}{\sqrt{\sum D^2 / (N-1)}} / \frac{D}{\sqrt{\sum D^2 / (N-1)}} (N-1)$$

$$t = \frac{D}{\sqrt{\sum D^2 / (N-1)}} / \frac{D}{\sqrt{\sum D^2 / (N-1)}} (N-1)$$

Where :

D^2 : the mean different between the two sets of scores

$\sum$: summation (sum up)

D : the differences between the scores of one person (matched pair)

t-test (Crowl 1996:179)

$$t = \frac{D}{\sqrt{\sum D^2 / (N-1)}} / \frac{D}{\sqrt{\sum D^2 / (N-1)}} (N-1)$$

$$D = 15,61 \quad \sum D = 470$$

$$\sum D = 8100 \quad N = 31$$

$$t = \frac{D}{\sqrt{\sum D^2 \cdot (\sum) / 2}}$$

$$t = \frac{15,61}{\sqrt{8100 \cdot (\sum 470) / 2 / 31}}$$

$$t = 15,16$$

$$t = 8100 - 712680 / 930$$

$$t = \underline{15,61}$$

$$1023$$

$$t = 14,820$$

$$t = 14,82$$

Where:

D : the mean diferent between the to sets of scores

$\sum$: summation (sum up)

d : the diferentcees between the scors of one person (matched payer)

CHAPTER IV

RESULTS AND DISCUSSIONS

Based on the chapter three the researcher would like to compute the collected data using quantitative method and one group design. This chapter consists of results and discussions.

A. Results

In the results, the researcher explained the result of both (pretest and posttest). Pretest was given before treatment, it was aimed to know the students reading ability before they were taught by using picture description and posttest was given to the students what the writer had done the treatment. During teaching and learning picture in the class room, the score of the students are not so significant, because they were like of confidence in reading and also they did not practice the lesson they had learned in the real life situation. Here are the result of data which the researcher's obtained based on pretest and posttest at the second grade students of SMPN 10 Cimahi.

Table 4.1**The Result of Pretest**

No	Name	Score				Total
		Grammar	Vocabulary	Fluency	Pronunciation	
1	Student 1	2	2	1	2	35
2	Student 2	1	1	1	1	20
3	Student 3	2	2	2	2	40
4	Student 4	2	3	2	2	45
5	Student 5	2	2	2	2	40
6	Student 6	1	1	1	1	20
7	Student 7	3	1	2	2	40
8	Student 8	2	1	1	2	30
9	Student 9	2	2	2	2	40
10	Student 10	2	1	1	1	25
11	Student 11	2	2	2	2	40
12	Student 12	1	1	1	1	20
13	Student 13	2	2	3	3	50
14	Student 14	3	1	1	1	20
15	Student 15	2	2	1	1	25
16	Student 16	2	2	2	2	40

17	Student 17	2	2	2	2	40
18	Student 18	3	2	2	2	45
19	Student 19	2	2	3	2	35
20	Student 20	1	1	1	2	25
21	Student 21	3	1	2	2	35
22	Student 22	2	2	2	2	40
23	Student 23	1	1	1	1	20
24	Student 24	1	1	1	2	25
25	Student 25	3	2	2	2	45
26	Student 26	2	2	2	2	40
27	Student 27	1	1	1	1	20
28	Student 28	1	1	1	1	20
29	Student 29	1	1	1	2	25
30	Student 30	2	2	2	2	40
31	Student 31	1	1	1	1	20
Sum						1005
M1						32,42
Max						50
Min						20

$$\text{Mean (M1)} = \frac{\sum_n}{n} = \frac{1005}{31} = 32,419 = 32,42$$

Table 4.2**The Result of Posttest**

No	Name	Score				Total
		Grammar	Vocabulary	Fluency	Pronunciation	
1	Student 1	2	3	2	3	50
2	Student 2	2	2	2	2	40
3	Student 3	3	3	4	4	70
4	Student 4	3	3	2	3	55
5	Student 5	2	3	2	3	50
6	Student 6	2	2	1	2	35
7	Student 7	3	1	2	2	40
8	Student 8	3	2	2	2	45
9	Student 9	2	3	3	3	55
10	Student 10	2	2	2	2	40
11	Student 11	3	3	2	3	55
12	Student 12	2	2	2	2	40
13	Student 13	3	3	3	3	60
14	Student 14	2	2	2	2	40
15	Student 15	2	2	2	2	40
16	Student 16	2	3	3	3	55

17	Student 17	2	2	3	3	50
18	Student 18	3	3	3	3	60
19	Student 19	2	3	2	3	50
20	Student 20	2	2	3	3	50
21	Student 21	3	3	3	2	55
22	Student 22	2	3	2	3	50
23	Student 23	1	2	2	2	35
24	Student 24	2	2	2	2	40
25	Student 25	3	2	3	3	55
26	Student 26	2	3	2	3	40
27	Student 27	2	2	1	2	35
28	Student 28	2	2	2	2	40
29	Student 29	2	2	2	2	40
30	Student 30	2	3	3	2	50
31	Student 31	2	2	3	2	45
Sum						1475
M1						47,5 8
Max						70
Min						35

$$\text{Mean (M2)} = \frac{\sum^n}{n} = \frac{1475}{31} = 47,58065 = 47,59$$

Table 4.3**The Students Scores of Pretest and Posttest**

No	Name	Score		D	D
		Pr-Test	Po-Test		
1	Student 1	35	50	15	225
2	Student 2	20	40	20	400
3	Student 3	40	70	30	900
4	Student 4	45	55	10	100
5	Student 5	40	50	10	100
6	Student 6	20	35	15	225
7	Student 7	40	40	0	0
8	Student 8	30	45	15	225
9	Student 9	40	55	15	225
10	Student 10	25	40	15	225
11	Student 11	40	55	15	225
12	Student 12	20	40	20	400
13	Student 13	50	60	10	100
14	Student 14	20	40	20	400
15	Student 15	25	40	15	225

16	Student 16	40	55	15	225
17	Student 17	40	50	10	100
18	Student 18	45	50	15	225
19	Student 19	35	50	15	225
20	Student 20	25	50	25	625
21	Student 21	35	55	20	400
22	Student 22	40	50	10	100
23	Student 23	20	35	15	225
24	Student 24	25	40	15	225
25	Student 25	45	55	10	100
26	Student 26	40	50	10	100
27	Student 27	20	35	15	225
28	Student 28	20	40	20	400
29	Student 29	25	40	15	225
30	Student 30	40	50	10	100
31	Student 31	20	45	25	625
Score		005	475	76	8100

Based on the result of analyzed data, the researcher calculated the mean used the following mean for

Table 4.4**Table of Signifikan Level**

Level of significance for a one Taillet test					
.05 .025 .01 .005 .0005					
Level of significance For a Two Taillet test					
Df	10	5	2	1	1
1	6314	12706	31821	63657	636619
2	2920	4303	6965	9925	31598
3	2353	3182	4541	5841	12924
4	2132	2776	3247	4604	8610
5	2015	2571	3365	4032	8869
6	1943	2447	3143	3707	5959
7	1895	2365	2998	3499	5408
8	1860	2306	2896	3355	5041
9	1833	2262	2821	3250	4781
10	1812	2228	2764	3169	4587
11	1796	2203	2718	3100	4437

12	1762	2170	2681	3053	4218
13	1774	2100	2650	3012	4223
14	1361	2145	2624	2677	4106
15	1253	2131	2002	2947	4007
16	1766	2120	2583	2023	4013
17	1740	2100	2367	2008	3905
18	1734	2000	2502	2678	3922
19	1726	2001	2500	2001	3083
20	1725	2000	2520	2645	3850
21	1723	2000	2550	2831	3850
22	1717	2074	2500	2810	3792
23	1714	2000	2500	2877	3367
24	1711	2054	2492	2797	3745
25	1709	2000	2483	2787	3725
26	1706	2042	2479	2779	3707
27	1703	2052	2473	2771	3690
28	1704	2043	2467	2763	3674
29	1609	2041	2462	2756	3650
30	14.82	2042	2457	2750	3646

40	1684	2021	2423	2704	3551
60	1671	2000	2390	2660	3460
120	1658	1980	2358	2617	3373
∅	1645	1960	2326	2576	3291

B. Discussions

After the researcher's calculated the data ,the analysis showed that :

1. Mean

$$x = \frac{\sum^n}{n}$$

$$x = \frac{\sum^n}{n}$$

$$D = 470 : 31 \quad D = 15,16$$

x : mean

Where :

$\frac{\sum^n}{n}$: the score of the students

n : the total of the students

2. Degree of Freedom (df) :

is needed when we want to compare between the obtained : t_{observed} with the table entry for relevant df and level significant

$$t = \frac{D}{\sqrt{\sum D^2 / (N-1)}} = 15,61 \quad \sum D = 470$$

$$\sum D = 8100 \quad N = 31 \quad t = \frac{D}{\sqrt{\sum D^2 / (N-1)}}$$

$$t = \frac{15,61}{\sqrt{8100 \cdot (\sum 470)^2 / 31}}$$

$$t = 15,16 \quad t = 8100 - 712680 / 930t = \underline{15,61} : 1023t = 14,820t = 14,82$$

Where:

D : the mean diferent between the to sets of scores

$\sum$: summation (sum up)

d : the diferentcees between the scors of one person (matched payer)

4. **The t-table** is 14,82 from degree of freedom 30 was 15,16 (appendix from table of significant level) Distribution ,Mc Millan & Sc Humacher (2003:373)

t-table of Signifikan Level

Level of significance for a one tailet test					
	.05	.025	.01	.005	.0005
Level of significance for a two tailet test					

Df	10	5	2	1	1
1	6314	12706	31821	63657	636619
2	2920	4303	6965	9925	31598
3	2353	3182	4541	5841	12924
4	2132	2776	3247	4604	8610
5	2015	2571	3365	4032	8869
6	1943	2447	3143	3707	5959
7	1895	2365	2998	3499	5408
8	1860	2306	2896	3355	5041
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10	1812	2228	2764	3169	4587
11	1796	2203	2718	3100	4437
12	1762	2170	2681	3053	4218
13	1774	2100	2650	3012	4223
14	1361	2145	2624	2677	4106
15	1253	2131	2002	2947	4007
16	1766	2120	2583	2023	4013
17	1740	2100	2367	2008	3905
18	1734	2000	2502	2678	3922
19	1726	2001	2500	2001	3083

20	1725	2000	2520	2645	3850
21	1723	2000	2550	2831	3850
22	1717	2074	2500	2810	3792
23	1714	2000	2500	2877	3367
24	1711	2054	2492	2797	3745
25	1709	2000	2483	2787	3725
26	1706	2042	2479	2779	3707
27	1703	2052	2473	2771	3690
28	1704	2043	2467	2763	3674
29	1609	2041	2462	2756	3650
30	14.82	2042	2457	2750	3646
40	1684	2021	2423	2704	3551
60	1671	2000	2390	2660	3460
120	1658	1980	2358	2617	3373
∅	1645	1960	2326	2576	3291

Based on the analysis of the data above ,the researcher concluded that t-test was higher than t-table that is $14,82 > 15,16$.The significant level at 0.05 ,it mean that the alternative hypothesis is accepted .There are significant diffrences of scores which are process by the students between pretest and posttest.It can be concluded that using picture to improve is effective for students reading comprehension in descriptive text

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

In this chapter the researcher describe about conclusions , and suggestions as the result of researcher analysis from the research findings and discussions.

A.Conclusions

The researcher was conducted the purpose of the study was find out wheter or not the implementation of using picture to improve is effective for students reading comprehension in descriptive text .The result of the data analysis showed the mean scores of one group posstest was 15,16 the $t = 14,82$ the t was 15,16 with degree of freedom was 30 and the significant level at 0.05.Based on the data analysis above,the alternative hypothesis was accepted because $t = 14,82$ was higher than t ($14,82 > 15,16$).From the result it can be concluded that using picture to improve is effective for students reading comprehension in descriptive text.After the researcher calculated the data ,the analysis showed that :

- 1.Mean of the comparison between pretest and posttest is 15,16
- 2.The t-test is 14,82
- 3.The degree of freedom is 30

4. The t-table is 15,16 from degree of freedom 30 was 15,16 (appendix from table of significant level) Distribution, Mc Millan & Sc Humacher (2003:373)

Based on the analysis of the data above, the researcher concluded that t-test was higher than t-table that is $14,82 > 15,16$. The significant level at 0.05, it means that the alternative hypothesis is accepted. There are significant differences of scores which are processed by the students between pretest and posttest. It can be concluded that using picture is effective for student's teaching reading comprehension in descriptive text.

B. Suggestions

Based on the researcher findings, it can be concluded that using picture to improve is effective for students teaching reading comprehension in descriptive text, it can be seen from that student's teaching reading comprehension very antusias and active they are motivated to learn more in the classroom. The researcher purposes some suggestion that might be helpful for students, remember and researcher and teachers in the future.

It can be useful for :

1. For the student

The student's should practice what they have learned at the school everyday especially in improving their reading comprehension.

2. For the teacher

Teacher for Junior High School should make students feel enjoy when teaching and learning English. The students are beginner therefore , it needs much effect , patient , technique , instructional media , also the creativity in teaching reading and learning English.

3. For the next researcher

This research is still far for being perfect. So, the next researcher's must motivated , suggested and more inspirative.

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The researcher complete name is T. Linda Agnes Silalahi but just call her is Agnes. She was born in Padang on 11th of July 1985. The researcher started school in the Elementary School of Chatolic Setia in Padang, and then she graduated from Elementary School in 1999. Then she continued her study in to Junior High School of Chatolic Yos Sudarso in Padang in 1999, and then she graduated from Junior High School in 2002, after that she continued her study in Senior High School of SMIP ICB -Internatioanl Collage Bandung (Vocational Of Tourism) in Bandung in 2002 until 2005. After the researcher graduated from Vocational Of Tourism, she started to work in Chatolic Elementary Sschool of Dwisakti Bandung as a English teacher on year 2013 - 2017. The researcher still teaching as a English teacher in Elementary School Of Indrayasana Baleendah Bandung until now in 2018. After that that, the researcher continued her study in IKIP SILIWANGI (Institut Keguruan & Ilmu Pengetahuan Bnadung) Siliwangi Bandung and took English Education Study Program in 2014 until 2018. After the researcher graduated from that university and then she still teach until now in Elementary School.