

**THE EFFECT OF PICTURES IN INCREASING STUDENTS'
READING ABILITY AT THE SECOND YEAR OF SMPN 6
BEKASI**

A Paper

**Submitted to the School of Foreign Language-JIA as a Partial Fulfillment of
Requirements for the Degree of Undergraduate Program in English Department**



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EFEK GAMBAR DALAM MENINGKATKAN KEMAMPUAN MEMBACA SISWA KELAS DUA DI SMPN 6 BEKASI

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui adanya efek terhadap penguasaan membaca pada siswa kelas dua di SMPN 6 Bekasi. Populasi penelitian ini berjumlah 80 siswa, di mana setiap kelompoknya terdiri atas 40 siswa. Tes terbagi menjadi dua jenis untuk dua kelompok berbeda. Penelitian ini diimplementasikan sejak Januari 2016 sampai dengan Juli 2016. Metode penelitian ini adalah eksperimen dengan membandingkan dua kelompok, penulis perlu untuk mengetahui bahwa adanya pengaruh antara penguasaan membaca dengan menggunakan gambar dan dengan menggunakan teks saja. Penelitian ini diberikan pada siswa kelas dua dengan dipilih secara acak menggunakan teknik simple random sampling, tiap-tiap kelas 10 siswa dari 8 kelas. Tes dilaksanakan dengan satu putaran. Setelah penelitian ini selesai, seluruh data dianalisis menggunakan teknik perhitungan statistik dengan menggunakan rumus t-test berpasangan untuk menemukan hasil dari penelitian eksperimen. Hasilnya menunjukkan bahwa t_{hitung} (3.175) lebih besar daripada t_{tabel} (2.024). Hal ini membuktikan bahwa adanya pengaruh yang signifikan atas penggunaan gambar terhadap penguasaan membaca.

Kata kunci: eksperimen, gambar, membaca, teks

THE EFFECT OF PICTURES IN INCREASING STUDENTS' READING ABILITY AT THE SECOND YEAR OF SMPN 6 BEKASI

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ABSTRAK

The research is aimed at knowing the effect of using pictures towards reading ability on the second grade students on SMPN 6 Bekasi. The population of the research is 80 students, where each group consists of 40 students. The test is divided into two types of test for two kind of groups. The implementation of the research is conducted from January 2016 to July 2016. The method of the research is an experimental study by comparing the two groups in which the writer needs to know there is an effect between learning reading ability by using pictures and using text only. The experiment had given for the second grade students with choosen randomly using simple random sampling technique with 10 students from 8 classes. Test had been held with one circle. After completing the research, the data are analyzed using statistic technique related t-test of experimental research to find the result. Using shows that t_{count} (3.175) is higher than t_{table} (2.024). It means than there is significant effect of using pictures towards reading ability.

Key Words: experiment, pictures, read, texts

INTELLECTUAL PROPERTY STATEMENT FORM

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MOTTO AND DEDICATION

MOTTO

“Even a thousand steps of journey, starts from a little one step”

DEDICATION

This paper is especially dedicated to:

Allah SWT for His endless love to me and my family. And also to my beloved husband, Kamal and my beloved daughter, Eva who always give me spirits, supports, prayers, loves, and invaluable attentions to pass the beauty of my life.

My beloved mother-in-law thanks for accompanying me with babysitting my daughter while I'm on processing this research so I could finish my paper well.

For everyone who has helped me in my struggling journey to reach my dream, my success, my willingness.

I can't say anything except: May Allah SWT gives blessings and mercies to you all.

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This paper entitled “The Effect of Pictures in Increasing Students’ Reading Ability at the Second Year of SMPN 6 Bekasi” is to fulfill one of the requirements for the degree of undergraduate program (S1) of English Department of School of Foreign Language JIA Bekasi.

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Bekasi, 30 July 2016

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language has a very important role in human activities. It is used as a mean of communication with other people to express feelings, thoughts, and ideas in spoken as well as in written forms. At present, learning English is becoming more and more important. Thus, English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia.

With this competence, it enables one communicate with other people from different countries in many activities. English has been taught from the Elementary School level up to the University and even now, it has been taught in the Kindergarten level.

Learning English in reading, focuses on the mastery of the content of the text, so that the students can understand how the language is being used. In learning English as a foreign language, the four skills that must be well-mastered by students are listening, speaking, reading, and writing (Brown, 2000: 232).

Reading is one of the basic language skills that should be mastered by Junior High School students. Reading is language skill that can be used to

communicate and to receive with others in written form or paper. So it is the basic skill that very important for the student or children. They should comprehend the reading for certain purpose, however it needs a practical and suitable method.

Children who successfully learn to read in the early primary years of school are well prepared to read for learning and for pleasure in the years to come. On the other hand, children who struggle with reading in Junior High School are at a serious disadvantage. Academically, they have a much harder time keeping up with their peers, and they increasingly fall behind in other subjects. They are far more likely to suffer low self-esteem, and in their teen years they are more likely to leave school before acquiring the skills they need to succeed in society and in the workplace.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading.

Readers make progress by reading more. It is well established that good readers read with ease, accuracy and understanding. Good readers also read more, and by reading more, they increase their vocabulary and knowledge. This in turn helps them to make further gains in reading and learning. Once

children can recognize written words in their language with relative ease, they need to develop fluency in reading.

Fluency develops with both oral language development and print exposure. The more children read, the more vocabulary and knowledge they acquire, and the more fluent they become in reading. Having opportunities to write will also improve reading ability.

The idea is supported by the fact that reading now has a part of daily life. Reading can not be separated from daily activities. People read many kinds of written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough.

All teachers recognize that success in school and throughout life depends in large part on the ability to read. For teachers of very young children, this understanding is accompanied by both a personal and a professional commitment to early reading success for all children.

For children, the problems of predicting and understanding texts that suit with the texts themselves are the biggest obstacles in reading. Adults have developed the ability to follow complex plans, and they have learned cues by which to identify each other's plans.

Facts that relate to obstacles in reading achievement are, in physically, first is malfunction of the visual and auditory faculties. Second is in

particular, eye defects such as farsightedness, speech impediments, etc. Third is physical discomfort among students such as headache, stomachache, etc.

Obstacle to reading in psychologically are first, the child's lack of self-confidence, feelings of rejection and other negative personality traits. Second, teacher personality factors such as lack of competence, emotional immaturity, lack of social sense, etc. Third, general emotional atmosphere at home and school, including the attitude among parents in guiding their child's progress in school.

In environmentally, conditions at home and school including conditions of poor room lighting, ventilation, seating arrangement and etc also can be considered as an obstacle to reading.

In socio-economically, the obstacles are, first, low economic status (poverty) of children of poor families. Second, sensationalism and retrogressive literacy as fastened by commercialism in mass media. The last is policies and programs of government and of the schools on the development reading program.

It can be said that many people nowadays do not have a desire to read and that only a minority call themselves passionate readers. Unfortunately, this can be said both about the adults and the children. Children often argue that they do not need to read and that they have others preferences like the TV, the computer and the internet. For lots of people it is significant that they cannot interconnect data covered in ordinary texts and they do not realize how disqualified they may be in life.

Also, obstacles that can be considered in children's interest of reading, there are three potential stumbling blocks that are known to throw children off course on the journey to skilled reading.

The first obstacle, which arises at the outset of reading acquisition, is difficulty understanding and using the alphabetic principle – the idea that written spellings systematically represent spoken words. It is hard to comprehend connected text if word recognition is inaccurate or laborious.

The second obstacle is a failure to transfer the comprehension skills of spoken language to reading and to acquire new strategies that may be specifically needed for reading.

The third obstacle to reading is the absence or loss of an initial motivation to read or failure to develop a mature appreciation of the rewards of reading.

People can read, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text. They can also use picture and word images in a creative and appropriate way to express meaning. Picture books, magazines, newspapers, advertisements and films create meaning through such things as shape, line, colour, actions, eye paths and angles. That makes picture as visual literacy has an important effect for increasing and developing that four basic skills of language.

Students need visual images to help them read and understand texts. Visual information can support reading and help to make meaning of text. Focus on how to use images to build skills.

It is important to note that in addition to the evidence of the senses, students will be bringing their prior knowledge of materials and types of objects to their explorations. It is good to recognize this explicitly in the exercise.

For instance, if students are seeing a picture of a view of mountain, they might receive as what the pictures purpose to or even it might them to explore more regarding the pictures. If they state that the object is a view of mountain as same as near their home, ask, How do they know? They might answer, the road's shape looks same, and there are eleven trees around the road on each side heading the mountain.

These replies can be followed up with questions about the general characteristics of trees, road, and mountain. Even you do not ask them how many trees are there, they figure it out only by notice the picture. With that some ways, once you ask them how many trees are there, how long the road approximately, and how tall the mountain is, they could answer it well.

There are some ways to cope the problems that make students unable and interest to read. According to the researcher, the first thing to do is to improve the teaching and learning process. The teacher should motivate the students in reading by giving some suggestions, corrections, and rewards if they made a good taken of information by reading.

Then the teacher can select and apply the appropriate method and technique in teaching language, which is suitable with the condition of students of SMPN 6 Bekasi.

According to the researcher, the method that is appropriate to the characteristics of the students of SMPN 6 Bekasi is using picture increasing reading ability. By using picture, it is hoped that the students will increase their motivation in the teaching and learning process. Of course, there are many other techniques, methods or approaches, yet it needs priority.

Based on the description above, the writer has been interested to choose this paper with the title, "*The Effect of Pictures in Increasing Students' Reading Ability at the Second Year of SMPN 6 Bekasi.*"

B. Scope of the Research

In this research, the analysis just focused on how to see the effectiveness of pictures on increasing students' ability of reading at the second grade of SMPN 6 Bekasi.

C. The Statement of the Research

Related to the background, the problem to be stated: "Is there any effectiveness of pictures on increasing students' ability of reading at the second grade of SMPN 6 Bekasi?"

D. The Objective of the Research

Based on the problem of the research mentioned about, the objective of these research is to find out whether there is an effectiveness of pictures on increasing students' ability of reading at the second grade of SMPN 6 Bekasi.

E. The Significance of the Research

The result of this study shows that the use of pictures improves the students' achievement on reading ability.

This research may be useful for the students due to the use of pictures in the teaching and learning reading process will surely attract the students' attention to study. The students are motivated to read as they enjoy what they study in reading while noticing the pictures given therefore their intention to read and the exact purpose of the picture will be increased as a result the students' English reading skill is improved. By presenting pictures on their sheet, helps them to communicate, learn, and get the purpose well. Using pictures, helps to make English lessons memorable, it creates a link between the pictures, and the word or phrase they show.

Also, this research may be used by other researcher with the benefit of the research is to explore and prove whether the pictures technique is effective to be applied in teaching reading so that the students can get the purpose of the thing they read optimally. It can motivate teachers to find a new method or technique which is appropriate in teaching reading. It also encourages the teachers to develop their creativity to improve teaching learning process. In addition, the teacher's capability to conduct the teaching and learning activity is improved as a result the teaching and learning activity can run well.

In addition, the research will give benefit to the school. The benefits of the research for school are it can increase the students' achievement and it can develop learning strategies which stimulate students' creativity in reading.

F. The Systematic of the Paper

The systematic of the paper means to make the writer easier in taking the understanding of this paper and to make the paper in well-edited composition. This paper is divided into five chapters as follow:

CHAPTER I: INTRODUCTION

It explains about The Background of The Research, The Scope of The Research, The Statement of The Research, The Objective of The Research, The Significance of The Research, and The Systematic of The Paper.

CHAPTER II: THEORITICAL DESCRIPTION

In this chapter, the writer describes about Definition of Reading Ability, Pictures, and Conceptual Framework.

CHAPTER III: METHODOLOGY OF THE RESEARCH

This chapter presents the explanation about what method that the researcher uses to write the paper.

CHAPTER IV: RESEARCH FINDING

This chapter depresses about students' ability with the effectiveness of pictures in reading comprehension achievement.

CHAPTER V: CONCLUSION AND SUGGESTION

This chapter consists about the conclusion of whether any effectiveness of pictures in increasing students' reading ability.

CHAPTER II

THEORETICAL DESCRIPTION

In this chapter, the writer explains about some definitions which related to the research as the title of this paper “*The Effect of Pictures on Increasing Students’ Reading Ability at the Second Year of SMPN 6 Bekasi*”, there are Definition of Reading Ability, Pictures, and Conceptual Framework.

A. Reading Ability

In learning English as a foreign language, the four skills that must be well-mastered by students are listening, speaking, reading, and writing (Brown, 2000:232). Meanwhile, reading is one of the basic language skills that should be mastered by Junior High School students.

Reading is the process of constructing meaning from written text. Reading is an essential part of literacy. Any discussion of reading must take place in the context of what it means to be literate in today’s society. The following definition of literacy underpins these materials (Ryde, 1997: 6).

I Nengah, et al (2013:144) stated in their book with the title is *Keterampilan Berbahasa Indonesia* that:

“Reading is the way for taking some information from text, which of the texts are in the form of pictures or the other written media and also the combination in symbols of graphs and changing into oral meaning in form of understanding with the way of silent or aloud. Reading is complex activity that uses factor of physic and mental.”

Reading is a complex activity that includes factor of physic and mental. Scientists are having hard to define the activity of reading. It is because the complexity of activity which happens while on reading. But Kridalaksana (in I Nengah et al, 2013: 138) said that reading is a way to take information from the text, whether from pictures, written media, or the combination in the form of graphic symbols and changing into oral meaning in form of silent understanding or aloud.

Reading as an activity practiced by the members of the family represents a very stimulating environment children love being a part of. By sharing their own knowledge of the world parents and other relatives can extend children's perception of the world to a large extent.

There is another significant point that can be mentioned here in connection with sharing reading: adults can talk about their favourite books - what they think of them, if they agree with all the information mentioned there, they show where to find more information if the children are interested, etc.

From some theories above, can be concluded that reading is not only reading a text, but also pictures or graphs could be read. Based on written pictures, readers could get information that shows in the pictures or graphs by understanding while reading includes factor of physic and mentally.

Reading becomes an activity that could be doing by everyone whether by students or social people in public. Good skill in reading must be have by readers because it will ease them to understand the meaning of what they

read. If readers could understand the meaning of what they read, the intention of writers to give information to readers by text could be called success.

Reading instruction has three main goals for student achievement, those are comprehension, fluency, and motivation to read (MoE, 2003: 2.4). Comprehension is the ability to understand, reflect on, and learn from text. To ensure that students develop comprehension skills, effective reading instruction builds on their prior knowledge and experience, expands their language skills (e.g., vocabulary development, phonemic awareness), and promotes the development of their higher-level thinking skills.

Fluency is the ability to identify words accurately and to read text with ease, pace, and automaticity (fast, accurate, and effortless identification of words). Fluency results when students reread comfortable (just-right, not-too-difficult) texts about familiar subjects for authentic purposes. Texts for readers in the early stages of learning to read contain mostly familiar, high-frequency words, so that students encounter few unfamiliar words. As they develop fluency, students improve their ability to read with proper phrasing, thus gaining more of the text's meaning.

Motivation to read is the essential element for actively engaging students in the reading process. Students need to be immersed in a literacy-rich environment, filled with appealing books, poems, pictures, charts, and other resources that capture their interest and entice them to read for information and pleasure. Students need to see themselves as successful readers

In reading comprehension should have strategies. Those are a brief discussion of each of these strategies follows:

Activating prior knowledge and making connections before, during, and after reading: Students need to be explicitly taught to use their prior knowledge, or schema, to help them understand a text. This means that they think of all the things they know, the places they have been to, or the experiences they have had related to a topic.

Determining the most important ideas: When reading a non-fiction text, children are often distracted by interesting pieces of information and so fail to recognize the key ideas contained in the text. Students are better able to determine key ideas in a factual text when they know that the approach to reading factual texts differs from the approach to reading fiction.

Teachers must take time during read-alouds and shared reading sessions to teach students to identify specific features of factual texts, such as subheadings and bold font, and use them to recognize the key ideas or themes in the text. Being able to determine the most important ideas in a text enables students to respond to questions and to synthesize their ideas about the text.

Asking questions of themselves, the author, and the text: Readers ask questions to clarify meaning, to speculate on what may happen next, to locate text features, or to try to understand the thinking of characters in the story.

Students need to learn to ask questions throughout the reading of the text – before, during, and after reading. As this strategy is modelled by the

teacher, and as children participate in the process, the questions may be recorded and identified as B (before), D (during), and A (after).

Visualizing and creating other sensory images: When introducing visualization as a strategy, the teacher should choose a text that is rich in the kind of imagery that will evoke mental pictures in the minds of the young readers. The teacher should model for students how the text connects to his or her own background experiences (schema) and describe the mental pictures it evokes.

This will allow students to see the process that proficient readers engage in while reading. The teacher should encourage students to share their own mental pictures with the group and then ask groups of students to think about and discuss their personal connections. Gradually, students integrate this strategy into their own reading process when reading independently.

Inferring: Many of the ideas or interpretations a reader develops during reading are not directly stated in the text but are inferred by the reader. Illustrations often allow the reader of a text to make inferences about the character or the setting by adding some information that is not in the print portion of the text.

Teachers need to model for students the use of schema, text and/or picture clues, and rereading to help them understand particular words, or interpret passages where meaning is implicit rather than explicit.

Synthesizing: Synthesizing involves bringing together and sorting through an accumulation of information and ideas about a text to arrive at an understanding of it.

When students retell a story, they are synthesizing by identifying and relating only the details necessary to understand the story. In applying the strategy, readers use the answers to questions they have asked and inferences and analyses they have made before, during, and after reading. They may also draw on personal reflections or personal inferences prompted by the text.

Using “fix-up” strategies to repair comprehension: Readers must monitor their own reading to ensure that what they are reading makes sense. It is essential for students to know that reading is a meaning-making activity and that there are strategies they can use independently to repair their reading when comprehension breaks down.

These include strategies such as rereading, reading ahead, reviewing what they have read before, asking a peer, or cross-checking. Teachers should explicitly teach these strategies to students, model their use in think-alouds, and encourage students to practise them during group and independent reading activities.

These reading comprehension strategies should be taught explicitly and separately over a period of time. As students practise the strategies, they come to think differently as they read, realizing that reading for meaning requires them to become engaged with the text and to interact thoughtfully with it.

Those strategies had been stated by the book which is published by Ontario under authority Ministry of Education (2003: 8.3).

Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing (Levine & Craik, 2012 : 24). Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds. Deep processing involves semantic processing which happens when we encode the meaning of a word and relate it to similar words.

B. Pictures

A picture, as we know, is a group of colored points on a surface that looks the same as something else. Scott McCloud in Stafford (2011: 9) stated that pictures is images designed to actually resemble their subjects. Added by Oxford Dictionary that picture is a painting or drawing.

Newall, Michael (2011: 1) stated in his book with the title *What is a Picture? Depiction, Realism, Abstraction* that: “A picture is a kind of representation; that is, it arouses in the viewer the thought of some other, typically absent, item – the picture’s subject matter.”

Mitchell (1994: 83) said about picture that is the imbrication of visual and verbal experience. So, it enables an individual to effectively find, interpret, evaluate, use, and create images and visual media.

So, it can be said that pictures are kind of representation that resembled some subjects whether it is painting or drawing.

Pictures are very helpful. Sometimes people say pictures are worth a thousand words, and it can be used to explain how to do things, and thus a picture is a kind of tool. Pictures convey meaning that supports and/or enhances the meaning conveyed by the printed message, so people can explain the relationship between picture and text.

In the book of Newall (2011: 56), there are two different types of pictures, those are: **Hand-made, ‘manugraphic’ pictures**, such as paintings, drawings and traditional prints, have the standard of correctness set by the maker’s intention.

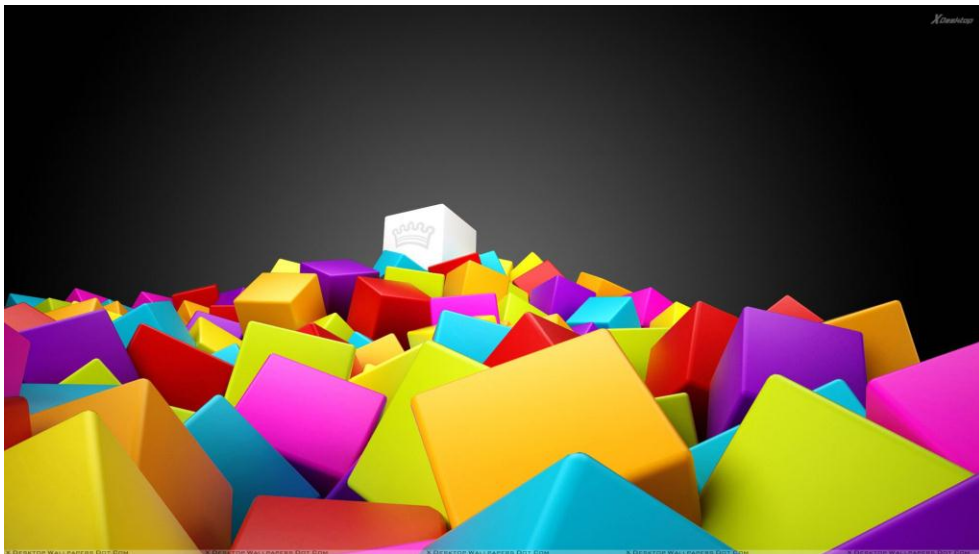


Figure 2.1 Three Dimentional Boxes

For a manugraphic picture to depict something, it is not enough that it prompts to nonveridically see that thing; our non-veridical seeing must also accord with the intention of the picture-maker. A chance stain on a wall, then, is not a manugraphic picture, despite the fact that it may prompt to non-

veridically see some object or other, for there is no standard of correctness for it to accord with.

Manugraphic pictures are reliable conduits of information that the picture-maker intends to convey (provided they are skilled enough to fabricate a surface that can occasion an appropriate non-veridical seeing), but do not tend to believe that they reliably convey information that the picture-maker does not intend to convey.

Photographs, and other photo-based pictures, have their standard of correctness set by a casual relation. Photographs and other photo-based pictures are subject to a different standard of correctness. Many of people are familiar with taking a snapshot only to be disappointed to find that the resultant photograph depicts something that didn't intend it to – a relative whose head unexpectedly bobs up in frame just as the picture is taken, a passer-by unnoticed at the time, and so on.



Figure 2.2 Ice Mountain

Consider too that the camera operator need not even intend to take a photograph in order for it to be produced. An accidental fumble can be enough to set in train a process that results in a photograph. Such a photograph is nevertheless as much a picture as any other photograph. Provided it is in focus, it will typically depict whatever the camera happened to be pointed at, at the time of its operation.

Using pictures as our activity has some advantages as Sieber (2012: i) said that pictures can engage students who don't always respond to written materials; they can be used to reinforce material covered in other media; they can connect students with their own environment and culture, as well as with other cultures. Also it creates a direct, sensory connection between learners and their subjects that results in new levels of interest and attention. Teaching with objects also creates students with higher levels of visual literacy.

Wright (2004: 3) stated that there are several advantages of pictures. First, easy to prepare, if it takes much time to prepare an activity then use many times with different classes. Once you have built up a picture library it is usually not difficult to prepare the activities. Second, easy to organise, opening a textbook is not difficult to organise, but most the other activities do require organisational time and energy. Third, picture is interesting, because a textbook that usually used need a change to be read. Fourth, meaningful and authentic, it is going to gain more if the language they use is vital to the situation; there should be some reaction or result if they use their language

appropriately, or indeed inappropriately. The last, sufficient amount of language, it will give a rise to a sufficient amount of language.

Pictures have a major role to play in the development of student skills in listening and reading. There are two reasons in particular for this as Wright (2004: 136) defined:

1. The meanings we derive from words are affected by the context they are in: pictures can represent or contribute much to the creation of contexts in the classroom.
2. it is often helpful if the students can respond to a text non-verbally: pictures provide an opportunity for non-verbal response.

With exercises designed to developed particular skills in reading, pictures can be used to provide either the general context or to illustrate particular points. Following are some steps of using pictures in teaching reading according to Wright (2004: 160):

1. *Pre-reading* pre-reading work should involve the student, create a sense of purpose in reading and help to focus the student's mind on the content of the text.
2. *During reading* pictures can help the student to keep in mind the overall context, the nature and the behaviour of the protagonists and the situations they are in. Pictures can be used to set the students a task to do while reading.
3. *Post-reading* the task done while reading a text (or immediately afterwards) can help to show what the students have understood and

how they have responded to it. The students' responses can provide the basis for discussion, objective analysis or the expression of a more personal reaction.

C. Conceptual Framework

As some theories have been explained above, can be said that there are some relation between the research with it based on title, "*The Effect of Pictures in Increasing Students' Reading Ability at the Second Year of SMPN 6 Bekasi.*"

Reading that people know is not only text but also picture. In that way, could be researched whether there are difference in absorbing and receiving the information, also in teaching using text and picture.

Picture enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Learning with pictures can assist both instructors and learners in facilitating the presentation and acquisition of knowledge. Information and content presented in text-based formats can be more easily understood once images and links between the concepts, supplemented with words and notes, are offered.

It may be impossible to learn anything without experiencing it in some way. Of course, words and other abstract media can present some experiences, but to be most effective, they must be supported by real, substantial, meaningful experiences.

Pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair- or groupwork), photographs or illustrations (typically in a textbook). Teachers also draw pictures on the board to help with explanation and language work.

Teachers have always used pictures or graphics - whether drawn, taken from books, newspapers and magazines, or photographed - to facilitate learning. Can be said that picture takes a good choice to get students interest to read.

The technique using pictures can improve the students reading ability in teaching English, especially at the Junior High School. Using picture is one of the marvelous ways in introducing English reading to the young students. By learning reading in English, children not only improve their English and increase their ability but also get to know some more information around their environment or even farther. Picture makes them enjoy learning and help them come more quickly to the real aim of learning a language.

It is therefore assumed that pictures are effective to increase reading ability of the students.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter is devoted to discuss (1) Time and Place of Research; (2) Population and Sample; (3) Method of the Research; (4) Variables; (5) Instruments; (6) Technique of the Data Analysis; (7) Procedure of the Research; and (8) Hypothesis Submission.

A. Time of the Research

Composing the paper needs a research and the process of the research would take time and place. The reason of taking this grade, second grade for this educational level, because this level should master reading text, whether in written or picture.

1. Time of research

The research took totally six months, started from January 2016 to July 2016 to get accurate data.

2. Place of the research

The research took place at SMPN 6 Bekasi which was located at Pondok Melati, West Bekasi that was built and operated since 1975.

B. Population and Sample

1. Population

Based on Sugiyono (2006: 90), population is the generalization area which is consist of subject that has certain quality and characteristic in fixed by the

research to be learned to get conclusion. In addition, Best (1981: 8) states that a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. He adds that a sample is a small proportion of a population selected for observation and analysis.

Contrary to some popular opinion, samples are not selected haphazardly; they are chosen randomly in a systematic way, so that chance or the operation of probability can be utilized. In almost all research, the sample is smaller than the number of population. The population for this research is all of the students in second grade in SMPN 6 Bekasi that is 315 students that is detailed in the table, from class 8-I to 8-VIII or 8 classes on the second grade in SMPN 6 Bekasi.

Table 3.1 Calculation of Population

No.	Class	Amount
1	8-I	40
2	8-II	38
3	8-III	39
4	8-IV	40
5	8-V	40
6	8-VI	39
7	8-VII	40
8	8-VIII	39
Total		315

Source: Document of SMPN 6 Bekasi

2. Sample

Sugiyono (2006:91) stated that sample is a part of the total and characteristic which has by the population. In this case the writer takes 30 students. They are selected by purposing sample. The sampling technique used in this study are saturated sampling. Saturated sampling is a sampling technique when all the population is used as a sample and is also known by the term census.

Sample which the writer used included in Probability Sampling, that was sampling technique which gives same opportunity for every elements of population to be chosen as sample. Kind of sampling based on this research was Proportional Stratified Random Sampling. The reason why it was chosen because this technique should be used when population has elements which aren't homogen and stratified proportionally.

As for the formula used for sampling technique if *Slovin* formula. Below is described the formula:

$$n = \frac{N}{1 + Ne^2}$$

where:

n = the sample size

N = the population size

e = limit of inaccuracy due to sampling error can be tolerated.

e.g.: 0.1; 0.05 or 0.01

The samples of this research are the second grade of SMPN 6 Bekasi while took different amount per each classes. Here is the detailed to get the amount of samples:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{315}{1 + [315(0.5)]^2}$$

$$n = 1 + 78.75$$

$$n = 79.75$$

$$n = 80$$

Table 3.2 Calculation of Samples Taken

No.	Class	N	Accumulation of Samples	S
1	8-I	40	$\frac{40}{315} * 80 = 10.2$	10
2	8-II	38	$\frac{38}{315} * 80 = 9.7$	10
3	8-III	39	$\frac{39}{315} * 80 = 9.9$	10
4	8-IV	40	$\frac{40}{315} * 80 = 10.2$	10
5	8-V	40	$\frac{40}{315} * 80 = 10.2$	10
6	8-VI	39	$\frac{39}{315} * 80 = 9.9$	10
7	8-VII	40	$\frac{40}{315} * 80 = 10.2$	10
8	8-VIII	39	$\frac{39}{315} * 80 = 9.9$	10
Total Population: 315 Students			Total Sample: 80 Students	

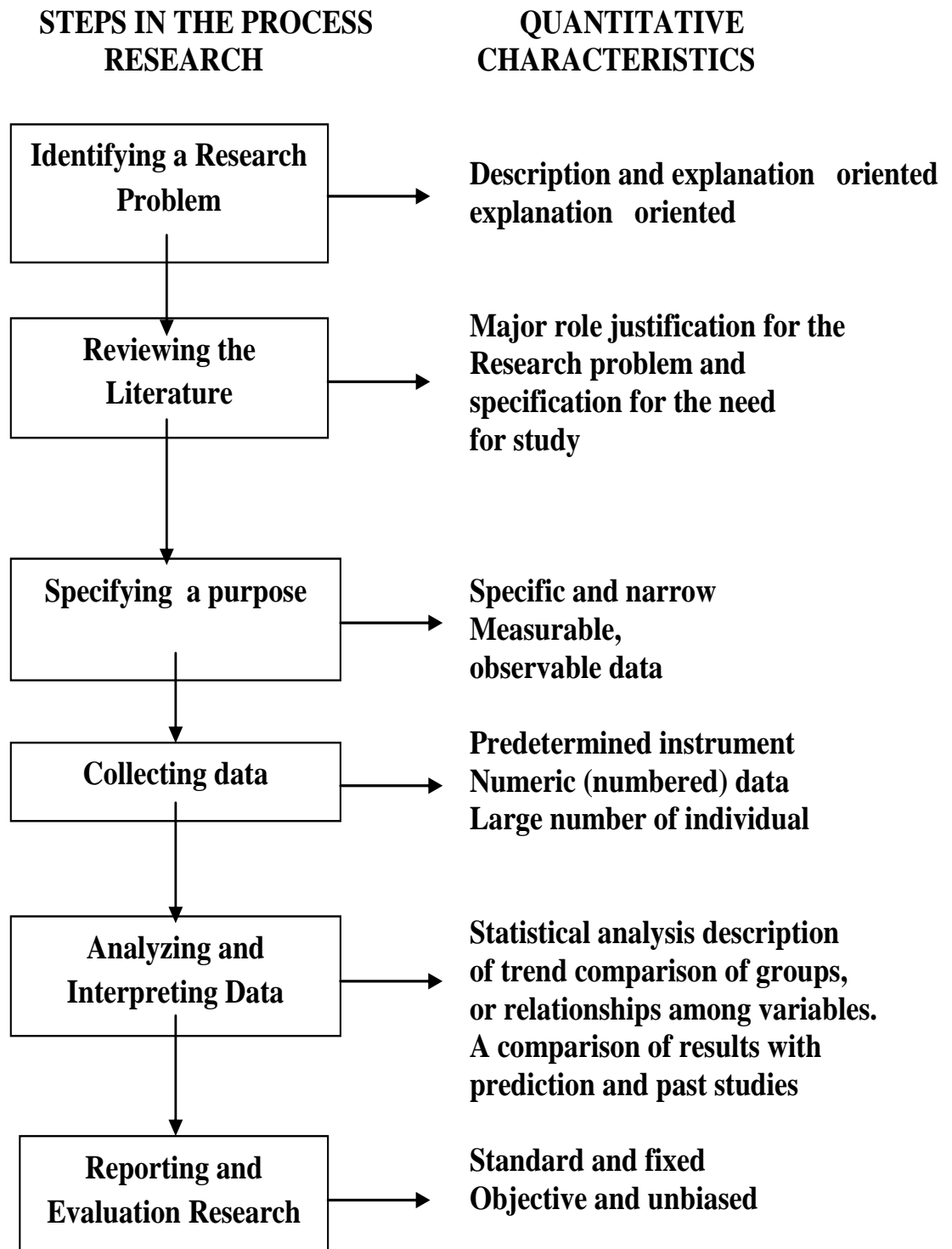
Source: Result of Tabulation Data, 2016

The samples of this research are the second grade class 8-I to 8-VIII of SMPN 6 Bekasi in the academic year 2015/2016 chosen 80 students as of calculation from *Slovin Formula*.

C. Method of the Research

About this study, the researcher wants to improve students' English reading skill using pictures and wants to know whether this media is effective or not in improving the students' English reading skill. The researcher started from the problems that the students got and after the research ended the researcher hopes that the problems can be solved. For those reasons, the researcher applied experimental study with a quantitative approach since it has purpose to solve the problem and to know whether the media are effective or not for the teaching reading process.

The writer, used an experimental study in the objects. The research was done for six months to study and to describe the general condition and also to get accurate data related to this research. In this research, the subjects of the research (eight classes) were chosen to determine two groups. The experimental group was given reading test by using the picture, while the control group was given reading test by using text. This research is designed to describe and to prove the influence of using picture compares with text in teaching reading skill to improve the students' reading ability and to attract the students so they are motivated to learn.



Source: Buckley. et al (1976:5)

Figure 3.1 Step By Quantitative Research

D. Variables

Sugiyono (2006: 38) explained that variable is something that may various of difference to be learned to get information and conclusion. Function of variable research can be seen from its values. There are Independent Variable, Dependent Variable, Moderating Variable, and Intervening Variable. From this research, the researcher got two terms of them, those are Independent and Dependent Variable while Independent Variable means that variable which can influence or which being the cause of the change or come. Meanwhile Dependent Variable is variable which is being influenced or being affected because of the Independent Variable.

Based on the explanation above, the writer, with the title “*The Effect of Pictures in Increasing Students’ Reading Ability at the Second Year of SMPN 6 Bekasi*”, has variables as follows:

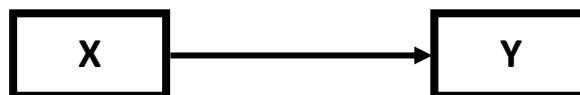


Figure 3.2 Relation of Variables

Explanation:

Variable X : Students’ Reading Ability With Picture

Variable Y : Reading Subject

With variable X as Dependent Variable and variable Y as Independent Variable.

Because of its function, Dependent and Independent Variables, Variable X and Variable Y, it can be said that Students' Reading Ability With Picture is variable which is being influenced or being effected because of Reading Subject, while Reading Subject itself which influence the students' ability.

E. Instrument

In any scientific research, instrument for collecting data was absolutely important. The accuracy of the result of research was mostly dependent on how accurate the use of instrument. Before research carried out, the instrument for the data collection should be well prepared.

There were four kinds of instruments used to get the data in this research. They are observation, test form, documents, and literature. Documents and literature were used to get qualitative data, and to obtain quantitative data, observation and test form were used. Two both research methods were applied to support each other. Both methods can be used together or combined (Sugiyono, 2008: 27).

1. Observation

Observation is a research instrument which has special character among other research instruments. It observes not only about the person, but also the environment. Observation sheet was used as the first research instrument. This way, the researcher as only an observer. Because the researcher took a nonparticipant observation. The observer was not involved and only as an independent observer.

2. Test

Written test was used to collect data in this way. The purpose of this way was to measure students' understanding of reading skill ability, also to obtain the quantitative data. Tasks are proposed as useful vehicles for applying these principles.

3. Documents

The documents were gotten from the value of respondents' test. After giving them the test, the result of their score could be calculated to get the concrete data whether this research would find the point of the research or not.

4. Literature

This one was qualitative data which had been described on previous chapter of this paper which was marked with there were some citation from the experts to support the writer's research.

Sugiyono (2006:119) pointed out that research instrument is equipment which is used to measure natural or social phenomenon which is observed. The instrument used in this research in an objective test and the writer used type of objective test, which is multiple choice type. This objective test is used to measure the students reading skill. Multiple choice type can be score objectively and can measure learning outcome directly. In this research, the test consists of 20 per each items of written text and pictures with four alternatives. The alternatives include one correct answer and three wrong answers.

In this test, the material of the test is taken from English book which related to their subject and basis on junior high school curriculum of the year. The writer gave the test to the sample choosen also from 8 classes to check the validity of the test.

Table 3.3 Criteria Assessment for Comparing between Text and Picture Test

No.	Criteria Test	Description	Standardization		
			Low	Standard	High
1	Doing	The reader responds physically to a command	65	75	100
2	Choosing	The reader selects from alternatives posed orally or in reading	65	75	100
3	Answering	The reader answers questions about the passage	65	75	100
4	Condensing	The reader outlines or takes notes on a passage	65	75	100
5	Duplicating	The reader translates the message into the native language or copies it	65	75	100
6	Modeling	The reader puts together a toy. for examples. after reading directions for assembly	65	75	100
7	Conversing	The reader engages in a conversation that indicates appropriate processing of information	65	75	100

Source: Brown (2000: 316)

F. Technique of the Data Analysis

The writer intends to explain her technique of her research with describing her respondents which are important to the research due to data analysis. The thing that would be analyze towards respondent, that is their gender with using descriptive statistic.

The data which had been gotten from the document of the source, could be calculated with formulas as below:

$$F(\%) = \frac{f(abs) \times 100\%}{n}$$

After getting their gender data. distribution of frequency can be calculated to be analyzed in order to get the concrete data, to know degree of value distribution, degree of data spreading based on result test score of respondents. Here are some ways to count it:

1. Make sequence of result score, from the lowest value to the highest value.
2. Count value range with subtract the lowest value from the highest value.

$$r = \text{highest value} - \text{lowest value}$$

3. Determine amount of class interval with *Sturges Formula*:

$$K = 1 + (3.3) \times \log n$$

With;

K : Amount of Class Interval

n : Total Samples

4. Calculate long of class interval with formula:

$$P = \frac{r}{K}$$

With;

P : Long of class interval

r : Range

K : Amount of Class Interval

5. Determine lower end of first class interval. Usually taken from the lowest data.
6. First class interval can be calculated with:

$$\text{Lower End Class} + P - 1$$

7. Input the result data which already counted to distribution frequency table or absolute distribution frequency table.
8. For relative distribution frequency table, the value of frequency can be written in percentage (%) with symbol $f(\%)$ or $f(\text{rel})$, with formula as follows:

$$F(\%) = \frac{f(\text{abs}) \times 100\%}{n}$$

9. Last table is cumulative distribution frequency table. This is an ordinary distribution frequency table which value of cumulative frequency can be gotten with adding frequency by frequency. There are two columns, there are cumulative less than and cumulative more than.
10. After all of the ways already finished. then display it into diagrams. Data which has been taken from the sample analyzed by using statistic of t-test formula. The **test formula** with degree of significance 0.05. According to Sugiyono (2009 : 264). the formula is as follows:

$$t_o = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2 \cdot r \left[\frac{S_1}{\sqrt{N_1}} \right] + \left[\frac{S_2}{\sqrt{N_2}} \right]}}$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{gab} \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Explanation:

\bar{X}_1 = the sum of average of gained score of experiment class

\bar{X}_2 = the sum of average of gained score of non experiment class

S_1 = standard deviation in experiment class $\sqrt{\frac{\sum (x_i - \bar{X})^2}{n-1}}$

S_2 = standard deviation in non experiment class

$$S_{gab}^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

S_1^2 = variant in experiment class

S_2^2 = variant in non experimental class

N_1 = number of students of experimental class

N_2 = number of students of control class

r = correlation score between experimental class and control class

while looking for or counting r according to sugiyono (2006:2008)

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

df (degree of freedom) = $(N_1 + N_2)$

Explanation:

r = one way correlation

x = cause variable / influence / independent

y = effect variable / influence / dependent

$\sum XY$ = sum of times y and totally counted from all respondents

$\sum X^2$ = it is sum total of x^2

$\sum Y^2 =$ it is sum total of y^2

Determining test criteria of t-test according to Ridwan (2005: 181)

- a. Determining significance point, it is $\alpha = 0.05$
- b. Determining test criteria of t :

$$t_{observed} = r \sqrt{\frac{n-2}{1-r^2}}$$

If $t_{observed} \geq t_{table}$. it is significant

If $t_{observed} \leq t_{table}$. it is not significant

If $t_{table} \leq t_{observed} \leq t_{table}$. so H_0 is accepted and H_a is rejected

determining the significance point. it is $\alpha = 0.05$

- c. Degree of freedom (df) = $n - 2$ with significance 0.05
- d. Comparing r
- e. Making conclusion

G. Procedure of the Research

After understanding the role systematical and arranged steps of the research, it comes to the produce of the research. The steps as follows:

1. Preparation

At the beginning. the problem of the research was formulated based on well-known theory. The objective, methodology, and research techniques to collect the data were followed.

2. Implementation

In this way, the test of picture and written text reading was constructed and distributed to the samples chosen. Once the data were collected, the process of analyzing data begun.

3. Finishing

a. Data Interpretation

Based on the result of data analysis, it was compared with the hypothesis whether it was well or badly fit the hypothesis. After that, the result was interpreted and conclusion of the research was made.

b. Revise the paper

There is no such thing as zero-mistake in research. This particular research also have some mistakes. Many revisions were made in order to make the paper good.

H. Hypothesis submission

According to Sugiyono (2006: 70), hypothesis is temporary answer to the research problem discussion where the problem discussion already stated in the form of interrogative sentence. It is stated as temporary answer because the answer given has just been based on the relevant theory, not based on the empiric facts gotten by collecting the data. So hypothesis can be concluded as theoretic answer to the research, not as an empiric answer.

Before deciding the result of hypothesis, it is purposed interpretation toward t_{observed} with procedure as follows:

1. Formulating the alternative hypothesis (H_a): there is a significant effect of pictures in increasing students' reading ability.
2. Formulating the null hypothesis (H_0): there is no significant effect of pictures in increasing students' reading ability.

For further information, the writer follows some assumption as below:

- a. If the result of calculation $r1(r_{observed})$ is higher than $r1(r_{table})$, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means there is an effect of pictures in increasing students' reading ability.
- b. If the result of calculation $r1(r_{observed})$ is lower than $r1(r_{table})$, so the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means there is no effect of pictures in increasing students' reading ability.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The data gained from a research field are analyzed to get the clear conclusion. The steps that are taken can be classified as the following steps: (1) The Data description; (2) Analysis of The Data; (3) The Data Interpretation; (4) The Discussion; and (5) Implication. These five steps can be classified chronologically and explained clearly as follows:

A. The Data Description

The writer got the data from test was given. The writer looked for the data from the second grade students especially 80 students chosen as the sample of the research. The students were given 20 question reading skill in text and 20 question reading skill in picture.

There are two groups, they are picture-test-takers (as treatment class) 40 student and text-test-takers (as non treatment) 40 students. The writer used the test in appropriate with their curriculum of the year. The writer gave the test with different types in one circle.

In this chapter the writer gives the responses concerning with the data description. The writer compares two groups whether there are effect between reading the text with reading the picture's ability. In the research the writer wants to know whether using picture in teaching of reading can increase their ability or not.

The data of students score of test can be seen on the table in data analysis. The writer makes the table of the student's scores of each group to know the result of test. The writer doesn't mention the student's names on their score.

1. The Result of Gender respondent

Table 4.1. Gender Respondent

Experiment Class

No.	Gender	Unit	Percentage
1	Male	18	45.00%
2	Female	22	55.00%

Source: Result of Gender Respondents, 2016

This shown that 45.00% (18 persons) are male and 55.00% (22 persons) are female. It means that the highest percentage is 55.00% for female and the lowest percentage are 45.00% for male.

Control Class

No.	Gender	Unit	Percentage
1	Male	16	40.00%
2	Female	24	60.00%

Source : Result of Gender Respondents, 2016

This shown that 40.00% (16 persons) are male and 60.00% (24 persons) are female. It means that the highest percentage is 60.00% for female and the lowest percentage are 40.00% for male.

2. Score of Test Using Picture

Table 4.2. Input Score of Variable X

65	65	65	65	70	70	70	70	70	75
75	75	75	75	75	75	75	75	75	75
75	75	75	75	75	75	75	75	75	75
75	75	80	80	85	85	85	85	85	90

Source : Input Score of Variable X from Test Using Picture, 2016

3. Reading Skill of Using Picture Frequency Distribution

Table 4.3. Using Picture

No	Scores	X	f	Fr (%)	Fk<	Fk>
1	65-68	64.5	4	10.00	0	40
2	69-72	68.5	5	12.50	4	36
3	73-76	72.5	23	57.50	9	31
4	77-80	76.5	2	5.00	32	8
5	81-84	80.5	0	0.00	34	6
6	85-88	84.5	5	12.50	39	1
7	89-92	88.5	1	2.50	40	1
Total			40	100.00	158	123

Source: Result of Tabulation Variable X, 2016

From the data, shown that English achievement using picture test, the calculation shows that there are 7 classes with 4 classes interval. From 40 respondents had been tested by the writer, 10.00% are in class 65-68, 12.50% are in class 69-72, 57.50% are in class 73-76, 5.00% are in class 77-80, 0.00% are in class 81-84, 12.50% are in class 85-88, and 2.50% are in class 89-92. The highest frequency is shown in class 73-76 with 23 respondents and the lowest frequency is in class 81-84 with 0 respondent. For clearer information, below is chart form:

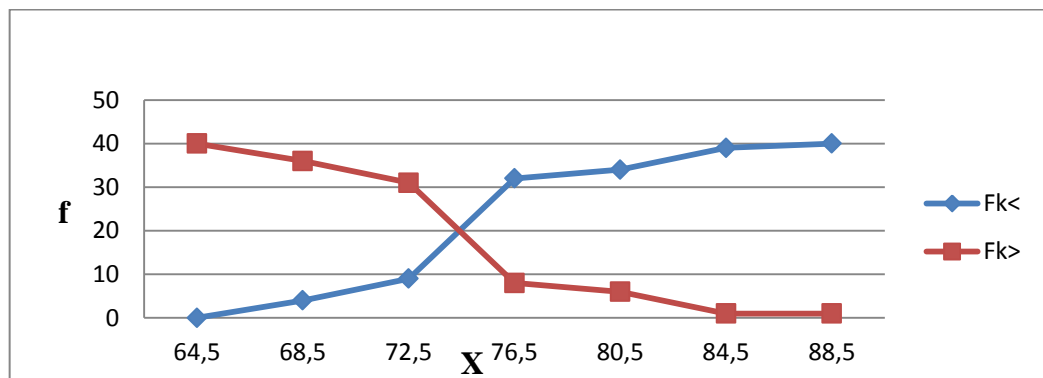


Figure 4.1. The Line Chart of Reading Skill Using Picture' Frequency Cumulative

4. Score of Test Using Text

Table 4.4. Input Score of Variable Y

55	55	60	60	60	70	70	70	70	70
70	70	70	70	70	70	70	70	70	70
70	70	70	70	70	70	70	75	75	75
75	75	80	80	80	80	80	80	80	85

Source : Input Score of Variable Y from Test Using Text, 2016

5. Reading Skill of Using Text Frequency Distribution

Table 4.5. Using Text

No	Scores	Y	f	Fr (%)	Fk<	Fk>
1	55-59	54.5	2	5.00	0	38
2	60-64	59.5	3	7.50	2	35
3	65-69	64.5	0	-	5	35
4	70-74	69.5	22	55.00	5	13
5	75-79	74.5	5	12.50	27	8
6	80-84	79.5	7	17.50	32	1
7	85-90	84.5	1	2.50	39	0
Total			40	100.00	110	130

Source: Result of Tabulation Variable Y, 2016

From the data, shown that English achievement using text test, the calculation shows that there are 7 classes with 5 classes interval. From 40 respondents had been tested by the writer, 5.00% are in class 55-59, 7.50% are in class 60-64, 00.00% are in class 65-69, 55.00% are in class 70-74,

12.50%, are in class 75-79,17.50%, are in class 80-84, and 2.50% are in class 85-90. The highest frequency is shown in class 70-74 with 22 respondents and the lowest frequency is in class 65-69 with 0 respondent. For clearer information, please check the data in chart form as follows:

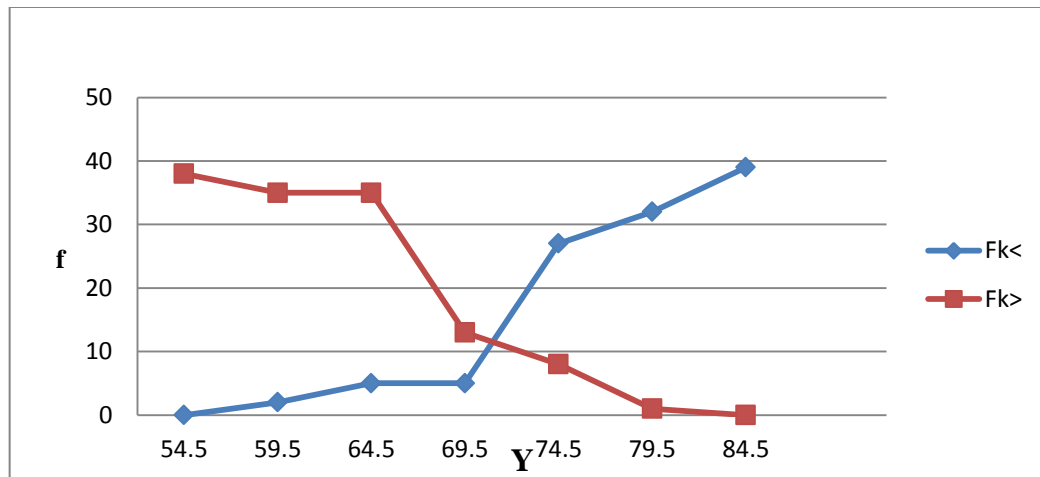


Figure 4.2. The Curve of Reading Skill Using Text' Frequency Cumulative

B. Analysis of the Data

Measuring how far the comparison between picture and text reading skill ability, the writer gave the test for 80 respondents of SMPN 6 Bekasi on the second grade. This contains 40 questions, with 20 questions for picture test and 20 questions for text test.

Analyzing data from result the test is using statistic calculation of the t-test related. To find the r , using the formula below:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{\sum 1,362.50}{\sqrt{(1,297.50)(1,737.50)}}$$

$$= \frac{\sum 1,362.50}{\sqrt{2,254,406.25}}$$

$$= \frac{\sum 1,362.50}{1,501.47}$$

$$r_{xy} = 0.907$$

Table 4.6. The Score of The Individual Students of Treatment Class

(By Using Picture)

No	Xi	(xi-X)	(xi-X) ²
1	80	4.75	22.56
2	75	(0.25)	0.06
3	65	(10.25)	105.06
4	65	(10.25)	105.06
5	75	(0.25)	0.06
6	75	(0.25)	0.06
7	65	(10.25)	105.06
8	75	(0.25)	0.06
9	75	(0.25)	0.06
10	80	4.75	22.56
11	75	(0.25)	0.06
12	75	(0.25)	0.06
13	90	14.75	217.56
14	75	(0.25)	0.06
15	75	(0.25)	0.06
16	75	(0.25)	0.06
17	70	(5.25)	27.56
18	85	9.75	95.06
19	70	(5.25)	27.56
20	70	(5.25)	27.56
21	85	9.75	95.06
22	75	(0.25)	0.06
23	75	(0.25)	0.06
24	75	(0.25)	0.06
25	75	(0.25)	0.06
26	75	(0.25)	0.06

27	85	9.75	95.06
28	75	(0.25)	0.06
29	75	(0.25)	0.06
30	75	(0.25)	0.06
31	75	(0.25)	0.06
32	65	(10.25)	105.06
33	85	9.75	95.06
34	70	(5.25)	27.56
35	70	(5.25)	27.56
36	75	(0.25)	0.06
37	85	9.75	95.06
38	75	(0.25)	0.06
39	75	(0.25)	0.06
40	75	(0.25)	0.06
N	3.010,00		1,297.50
X	75.25		

Source : Result of Tabulation Data, 2016

The sources of data are from the result of students score to count the sum of Average of gained score class:

$$\bar{X} = \frac{\sum X_i}{n} = \frac{3,010.00}{40} = 75.25$$

$$S = \sqrt{\frac{\sum (X_i - \bar{X})^2}{n-1}}$$

$$= \sqrt{\frac{1,297.50}{40 - 1}}$$

$$= \sqrt{\frac{1,297.50}{39}}$$

$$S = \sqrt{33.269}$$

$$S_1 = 5.768$$

Table 4.7. The Score of The Individual Students of Control Class

(By Using Text)

No	Yi	(yi-Y)	(yi-Y) ²
1	85	9.75	95.06
2	55	(20.25)	410.06
3	60	(15.25)	232.56
4	80	4.75	22.56
5	70	(5.25)	27.56
6	60	(15.25)	232.56
7	70	(5.25)	27.56
8	80	4.75	22.56
9	70	(5.25)	27.56
10	70	(5.25)	27.56
11	80	4.75	22.56
12	70	(5.25)	27.56
13	70	(5.25)	27.56
14	70	(5.25)	27.56
15	70	(5.25)	27.56
16	70	(5.25)	27.56
17	70	(5.25)	27.56
18	80	4.75	22.56
19	75	(0.25)	0.06
20	75	(0.25)	0.06
21	60	(15.25)	232.56
22	55	(20.25)	410.06
23	70	(5.25)	27.56
24	80	4.75	22.56
25	70	(5.25)	27.56
26	75	(0.25)	0.06
27	70	(5.25)	27.56
28	70	(5.25)	27.56
29	70	(5.25)	27.56
30	80	4.75	22.56
31	70	(5.25)	27.56
32	70	(5.25)	27.56
33	70	(5.25)	27.56
34	70	(5.25)	27.56
35	80	4.75	22.56
36	75	(0.25)	0.06
37	70	(5.25)	27.56
38	70	(5.25)	27.56
39	70	(5.25)	27.56

40	75	(0.25)	0.06
N	2,850.00		2,377.50
X	71.25		

Source : Result of Tabulation Data, 2016

The sources of data are from the result of students score to count the sum of Average of gained score class:

$$\bar{X} = \frac{\sum X_1}{n} = \frac{2,850.00}{40} = 71.25$$

$$S = \sqrt{\frac{\sum (x_i - \bar{X})^2}{n-1}}$$

$$= \sqrt{\frac{2,377.50}{40 - 1}}$$

$$= \sqrt{\frac{2,377.50}{39}}$$

$$S = \sqrt{60.961}$$

$$S^2 = 7.807$$

Table 4.8. The Comparison Score of Each Student between Treatment Class and Control Class

Resp.	Xi	Yi	(xi-X)	(Yi-Ŷ)	x²	y²	XY
No			x	Y			
1	65.00	55.00	-10.25	-16.25	105.06	264.06	166.56
2	65.00	55.00	-10.25	-16.25	105.06	264.06	166.56
3	65.00	60.00	-10.25	-11.25	105.06	126.56	115.31
4	65.00	60.00	-10.25	-11.25	105.06	126.56	115.31
5	70.00	60.00	-5.25	-11.25	27.56	126.56	59.06
6	70.00	70.00	-5.25	-1.25	27.56	1.56	6.56
7	70.00	70.00	-5.25	-1.25	27.56	1.56	6.56
8	70.00	70.00	-5.25	-1.25	27.56	1.56	6.56
9	70.00	70.00	-5.25	-1.25	27.56	1.56	6.56
10	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
11	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31

12	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
13	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
14	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
15	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
16	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
17	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
18	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
19	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
20	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
21	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
22	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
23	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
24	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
25	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
26	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
27	75.00	70.00	-0.25	-1.25	0.06	1.56	0.31
28	75.00	75.00	-0.25	3.75	0.06	14.06	-0.94
29	75.00	75.00	-0.25	3.75	0.06	14.06	-0.94
30	75.00	75.00	-0.25	3.75	0.06	14.06	-0.94
31	75.00	75.00	-0.25	3.75	0.06	14.06	-0.94
32	75.00	75.00	-0.25	3.75	0.06	14.06	-0.94
33	80.00	80.00	4.75	8.75	22.56	76.56	41.56
34	80.00	80.00	4.75	8.75	22.56	76.56	41.56
35	85.00	80.00	9.75	8.75	95.06	76.56	85.31
36	85.00	80.00	9.75	8.75	95.06	76.56	85.31
37	85.00	80.00	9.75	8.75	95.06	76.56	85.31
38	85.00	80.00	9.75	8.75	95.06	76.56	85.31
39	85.00	80.00	9.75	8.75	95.06	76.56	85.31
40	90.00	85.00	14.75	13.75	217.56	189.06	202.81
	3,010.00	2,850.00					
	X =75.25	Ŷ =71.25			1,297.50	1,737.50	1,362.50

Source : Result of Tabulation Data, 2016

1. Hypothesis in sentences

H_a : There is an effect of using picture towards reading skill ability

H_o : There is no effect of using picture towards reading skill ability

Hypothesis statistic:

$$H_a : N_1 = N_2$$

$$H_o : N_1 = N_2$$

2. Count Deviation Standard, Varian, Average

$$\text{a. } \bar{X}_1 = 75.25 \quad \bar{X}_2 = 71.25$$

$$\text{b. } S_1 = 5.77 \quad S_2 = 7.81$$

$$\text{c. } S_1^2 = 33.27 \quad S_2^2 = 60.92$$

$$\text{d. } r = 0.91$$

$$\text{e. } N_1 = 40 \quad N_2 = 40$$

$$\begin{aligned} 3. \quad t_0 &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2r \left[\frac{S_1}{\sqrt{N_1}} \right] + \left[\frac{S_2}{\sqrt{N_2}} \right]}} \\ &= \frac{75.25 - 71.25}{\sqrt{\frac{33.27}{40} + \frac{60.92}{40} - 2 \cdot 0.91 \left[\frac{5.77}{\sqrt{40}} \right] + \left[\frac{7.81}{\sqrt{40}} \right]}} \\ &= \frac{75.25 - 71.25}{\sqrt{0.83 + 1.52 - 1.82 [0.92] + [1.25]}} \\ &= \frac{4}{\sqrt{2.35 - 3.95}} \\ &= \frac{4}{\sqrt{-1.6}} \\ &= \frac{4}{1.26} \\ &= 3.175 \end{aligned}$$

4. Count $t_{table} =$

Degree freedom (df) with $\alpha = 0.05$

n is amount of respondents = 40

$$df = n - 2, \text{ so } 40 - 2 = 38$$

$$\text{with } \alpha = 0.05 \longrightarrow t_{table} = 2.024$$

5. According Ridwan (2005: 181), if $-t_{table} \leq t_{count} \leq t_{table}$, H_0 is accepted and H_a is rejected, then the result is not significant. However, the results of the statistic calculation is 3.175, so based on the hypotheses of $-t_{table} < t_{count} > t_{table}$ shows that $-2.024 < 3.175 > 2.024$. Therefore, H_0 is rejected and H_a is accepted. It means that the research test is significant.
6. From the result data that H_a is accepted, it can be concluded that there is an effect of using picture to increase reading skill ability for the second grade students in SMPN 6 Bekasi.

C. The Data Interpretation

The writer has collected, processed, and counted all data from test result, the test is started method is given to measure reading skill between using picture and text. From the data analysis above, it is interpreted that there is an effect between learning with picture and text or treatment class and non treatment class. It is was shown from test score and strengthened by using statistic of test formula.

The sum of average of gained score of treatment class ($\bar{X}_1 = 75.25$) and the sum of average of gained score of non treatment class ($\bar{X}_2 = 71.25$) the result of related test formula the writer found the value of t_{count} 3.175. The writer concludes that the use of pictures in treatment class get higher scores

than the score of the students who use the text in control class. It means that reading skill with picture is proven increased to be learnt as their ability.

Furthermore, from the result of the calculation also showed that there is positive relationship in strong level correlation. It can be seen on the table below:

Table 4.9. Data Range of Correlation Level

Coefficient Interval	Correlation Level
0.80 - 1.000	Very Strong
0.60 - 0.799	Strong
0.40 - 0.599	Strong Enough
0.20 - 0.399	Low
0.00 - 0.199	Very Low

Source : Ridwan (2008: 138)

After proven with counting data, the writer also provides proven with some theories which have been explained in earlier chapter. There are some relation between the research with it based on title.

Reading that people know is not only text but also picture. In that way, could be researched whether there are difference in absorbing and receiving the information, also in teaching. As Brown (2003: 189) stated that:

“Different methods have been found to be effective in teaching text comprehension. Teachers can use combinations of the following: Co-operative or group learning; Graphic organizers (e.g. flow charts, word webs); Asking and answering questions; Story structure; Summarizing; Focusing on vocabulary.”

Graphic organizers can be included as reading besides written text, that is picture because reading written text is categorized into conventional way.

It is same statement with Harmer (2007: 178) who said that teachers have always used pictures or graphics - whether drawn, taken from books, newspapers and magazines, or photographed - to facilitate learning. Can be said that picture takes a good choice to get students interest to read.

D. The Discussion

The improvement of the score from test, as can be seen on table 4.9., it is shown that picture is effective in teaching reading to increase their ability process than by using conventional method or text. There are many factors why using text made their score lower, such as, the students still have no enrichment in vocabulary, limited support from their environment to read much more, text is more boring to read, their school has limited facilities to support English lesson, such as limited books in the library, they don't have laboratory of language yet, school also has limited cooperation with other institutions for increasing their student's quality and their teacher who sometimes teaches English by using conventional method, lack of time and motivation, so they feel English is very difficult, bore and they underestimate about the lesson. After using the treatment, the student's got better score.

Based on the analysis and the hypothesis data, it is clear that there is an effect using picture towards reading skill achievement. It can be seen from the difference score between test by text and test by picture of the total sample is

80 respondents by using statistical calculation from the result of related test formula in chapter IV, the writer found the value of t_{count} 3.175, the degree of freedom (df) is 38 in the table of degree of significant $\alpha = 0.05$, so the value of t_{table} is 2.024. It shown that $-t_{table} < t_{count} > t_{table}$ ($-2.024 < 3.175 > 2.024$) which means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

E. Implication

The use of picture can help the teaching and learning process run well. The students are able to receive the message from the information well. Picture can motivate the learners to read more and more, because it attracts their interest and help them understand the message easily and acquire information and overcome the limitation of time, size and space. The teacher will be easier in explaining the material as the picture helps her to integrate the materials and make the students understand.

The use of picture in the teaching and learning process is very important. The students can understand easily what is happening in the pictures. The pictures can also improve the students' idea in making some ideas into their creation from their imagination just see to the picture. It can also motivate the students to give more attention to the lesson, as it is an interesting object for them. So, by using the pictures, it is hoped that the teaching and learning process especially in the reading class will be more effective. Therefore, the improvement of the students' reading skill can be achieved effectively.

In the teaching and learning process, the teacher has to use the target language all the time, as it is to reinforce the students to study hard. If the students have some difficulties in finding the meaning of the difficult words, they can consult to the teacher for the synonym of the word or they can open the dictionary. The students with high motivation will be motivated in learning, as they have to study more seriously. They have to master many words in the target language which will be used in the learning process.

The right techniques used to teach reading can make the process of teaching and learning more alive and conducive. It can be known from their motivation to study. If the students enjoy the class, they will be motivated to learn; hence it can improve their learning achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

The discussion of the finding has been presented in the previous chapter. This chapter presents the conclusion and suggestion.

A. Conclusion

Based on the explanation of the research can be concluded that pictures have an effect toward reading skill achievement. Learning English in SMPN 6 Bekasi must get a lot of attention from school because English is crucial recently. There are many factors why students have limited studying in English in the class. There are: English meeting just one time on a week, and facility of school to support English lesson is still limited. Besides, limited there are only books in the library, and limited support from their parents. The students are still unwilling when the teacher asked them to buy English book, and the environment also influences their interesting in learning foreign language especially English.

B. Suggestion

It is necessary to have other investigations as follow up to the research which has been done. Replication of the similar study will reinforce the findings. Some suggestions for school, teachers, students, and future researchers can be listed as follows:

1. For school:

School should provides facilities to support learning process and to add the time for English lesson, must be cooperated with institution to increase student's quality, must pay attention about conditions of their students and environment, should give motivation for their teachers and students, must give moral message for the students, and must cooperate with parents of students to talk about student's daily need.

2. For the teachers

The suitable choice of teaching technique can make the teaching and learning process run well. The students will enjoy their class if the learning process is not boring. If the learning process is enjoyable, the students will understand the material more easily. If the students understand the material, the purpose of teaching and learning will be gained. Surely, it is one of the objectives of teachers in teaching. Teachers must be clever in choosing the techniques for the teaching and learning process in the classroom.

3. For the students

Both of using picture and translation are not the only problem solving technique used to overcome students' problem in learning reading. Yet, it can be said, that using picture series is included as one of good strategies to overcome the students' problem in improving the English reading.

4. For the future researchers

A replication of this research design using picture and translation as teaching techniques as the treatment for teaching reading can be done with some revision, a similar research with different population characteristic is also possible, and it maybe also useful to have research with different students' condition like students' habit or interest.

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BIOGRAPHY



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She has ever worked in PT Nirmala Pangan Sejahtera, Bekasi as an Admin (January 2012-December 2012), PT Precision Tools Service Indonesia, Jababeka II as an Inside Marketing (April 2014-October 2014), PT Keihin Indonesia, MM2100 as an Export Sales (November 2014-April 2015), and PT USUI International Indonesia, GIIC as a Sales-Marketing Support (June 2015-May 2016).