

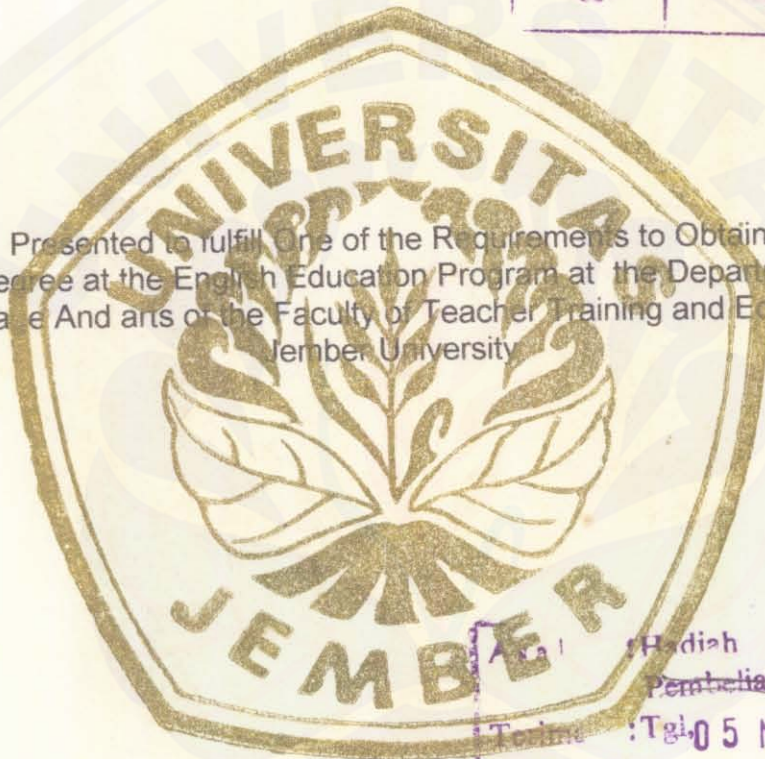
A DESCRIPTIVE STUDY OF THE FIRST YEAR STUDENTS'  
LITERAL READING COMPREHENSION SKILL  
OF TEXTS WITH PICTURES AT SLTPN 2 JEMBER  
IN THE 2001/2002 ACADEMIC YEAR

THESIS



Milik UPT Perpustakaan  
UNIVERSITAS JEMBER

Presented to fulfill One of the Requirements to Obtain  
S-I Degree at the English Education Program at the Department of  
Language And arts of the Faculty of Teacher Training and Education  
Jember University



By :

Khusnul Khotimah  
NIM. 960210401110

Acad. : Hadiah  
Pembelias  
Tgl. : Tgl. 05 MAR 2003  
No. Induk : SRS

S  
Klass  
428.4  
RHO  
d  
e.1

ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
JANUARY, 2003

**A DESCRIPTIVE STUDY OF THE FIRST YEAR STUDENTS' LITERAL  
READING COMPREHENSION SKILL OF TEXTS WITH PICTURES  
AT SLTPN 2 JEMBER IN THE 2001/ 2002 ACADEMIC YEAR**

**THESIS**

Presented as One of the Requirements to Obtain the S-1 Degree at the English  
Education Program of the Department of Language and Art,  
The Faculty of Teacher Training and Education,  
Jember University

By

**KHUSNUL KHOTIMAH  
NIM 960210401110**

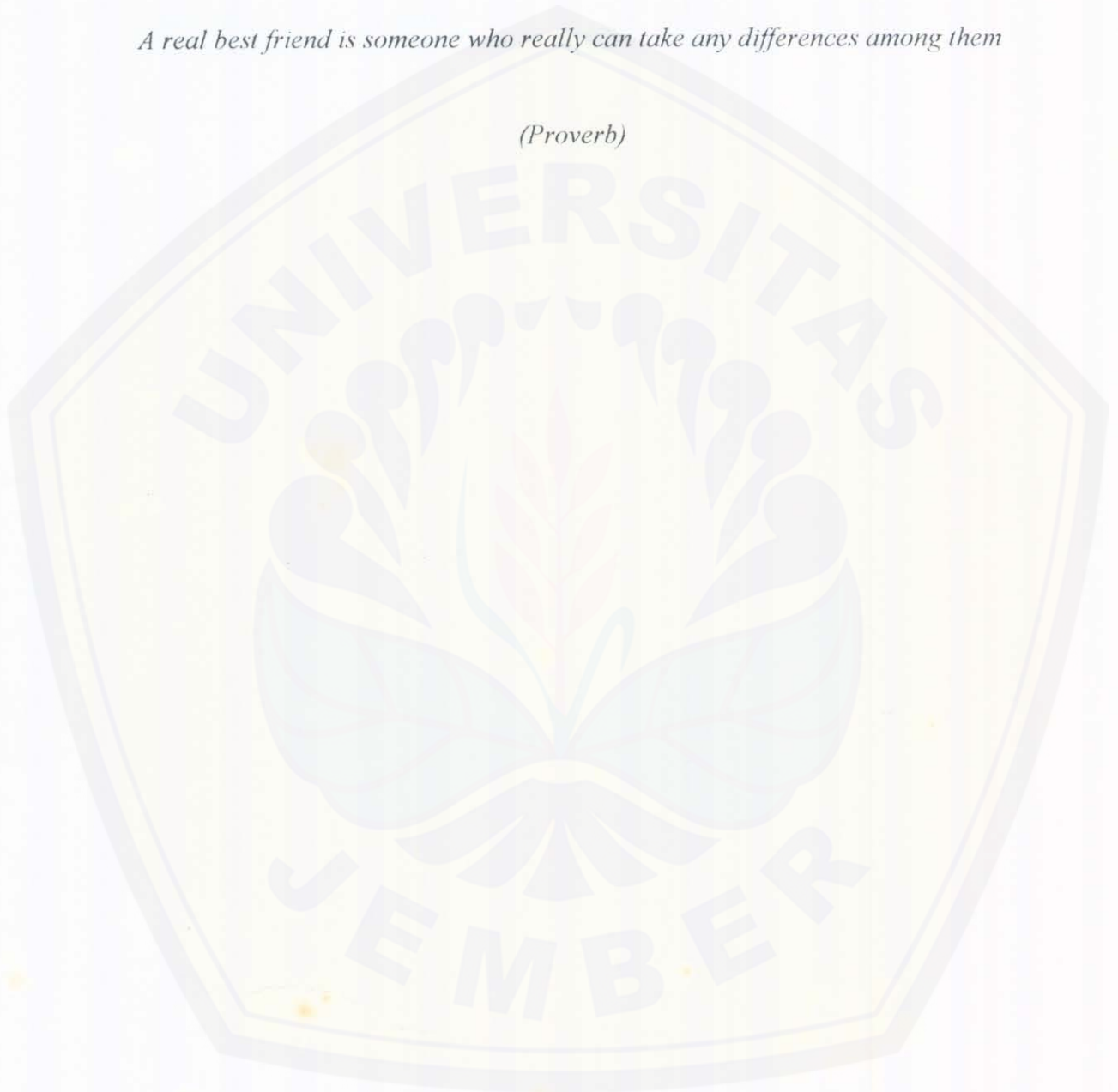
**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2001/2002**

**MOTTO :**

*A real best friend is someone who really can take any differences among them*

*(Proverb)*



## DEDICATION

*This thesis is honorably devoted to:*

1. My beloved father and mother. *Nothing compared to what you have given to me. Thanks for everything.*
2. My beloved brothers and sister. *I hope we will always take care each other*
3. My true love, Sandi Suwardi Hasan. *Thanks for inspiring me with love, hope, and spirit. Hopefully, you'll accompany me till the end of my life. I love you so much*
4. My mother in law, *thanks for the love and praying.*
5. My faithful Friends in the 96 level (Ime, Endang, Tedy, Dewi, Wahyu). *Thanks for our beautiful friendship.*

May God Bless You All

CONSULTANT APPROVAL

A DESCRIPTIVE STUDY OF THE FIRST YEAR STUDENTS' LITERAL  
READING COMPREHENSION SKILL OF TEXTS WITH PICTURES  
AT SLTPN 2 JEMBER IN THE 2001/2002 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain S-1 Degree at the English Education  
Program of the Department of Language And Arts,  
the Faculty of Teacher Training and Education,  
Jember University

By:

Name : Khusnul Khotimah  
Identification Number : 960210401110  
Level : 1996  
Place of Birth : Jember  
Date of Birth : June, 04<sup>th</sup> 1977  
Department : Language and Arts  
Program : English Education


Approved by:

The First Consultant



Dra. Siti Sundari, MA  
NIP. 131 759 842

The Second Consultant



Dra. Made Adi Andayani T., M.Ed  
NIP. 131 832 325

**APPROVAL OF THE EXAMINATION COMMITTEE**

This thesis is approved and received by the examination committee of the Teacher Training and Education Faculty, Jember University.

On : 09.00

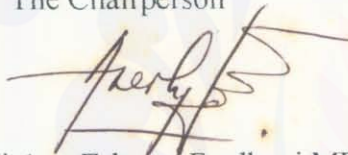
Day : Friday

Date : 31<sup>st</sup> January 2003

Place : Faculty of Teacher Training and Education, Jember University

**Examiner Team**

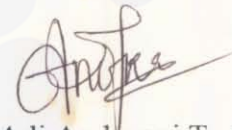
The Chairperson



Dra Hj Aan Erlyana Fardhani, MPd

NIP. 131 832 295

The Secretary



Dra. Made Adi Andayani T., M.Ed

NIP. 131 832 325

The Members :

1. Dra. Zakiyah Tasnim, M A

NIP. 131 660 789

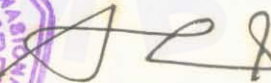
2. Dra. Siti Sundari, M A

NIP. 131 759 842

(.....)

(.....)

The Dean



Drs. Dwi Suparno, M.Hum

NIP. 131 274 727

## ACKNOWLEDGEMENT

First, I would like to express my greatest gratitude to Allah SWT who always gives me mercy, invaluable guidance and blessing to finish this thesis. I am also deeply grateful to the following persons:

1. The Dean of the Faculty of Teacher Training and Education, Jember University, Drs. Dwi Suparno, M.Hum,
2. The Chairperson of the Language and Arts Department, Dra. Suhartiningsih, MPd,
3. The Chairperson of the English Education Program, Drs. I Putu Sukma antara, M.Ed,
4. My first consultant who has encouraged and guided me how to write a good thesis, Dra. Siti Sundari, MA,
5. My second consultant who has guided me during the process of finishing this thesis, Dra. Made Adi AT, M.Ed,
6. All the lecturers of the English Education Program of the Faculty of Teacher Training and Education.
7. The principal of SLTPN 2 Jember, the English teacher, the administration staff and the students who helped me obtain the research data.
8. All who helped me finish this thesis.

At last, I realize that this thesis is still far from being perfect, however, it is expected to be useful either for the readers or myself. Besides, I always hope constructive criticism and suggestions from the readers to improve the writing of this thesis.

Jember, January 2003

Writer

TABLE OF CONTENTS

<b>TITLE</b> .....	i
<b>MOTTO</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>CONSULTANTS' APPROVAL SHEET</b> .....	iv
<b>APPROVAL SHEET</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>THE LIST OF TABLES</b> .....	x
<b>ABSTRACT</b> .....	xi
<b>I. INTRODUCTION</b>	
1.1 Background of the Research.....	1
1.2 Problem Formulation of the Research.....	3
1.3 Operational Definition of the Research .....	3
1.4 Objectives of the Research .....	4
1.5 Significances of the Research.....	4
<b>II. REVIEW OF RELATED LITERATURE</b>	
2.1 Definition of Reading Comprehension .....	6
2.2 Levels of Reading Comprehension .....	7
2.3. Literal Reading Comprehension Skill of Texts with Pictures .....	7
2.3.1 Finding General Information of Texts with Pictures .....	8
2.3.2 Finding Specific Information of Texts with Pictures.....	9
2.4 The Factors Affecting Reading Comprehension Skill .....	11
2.5 Pictures .....	13
2.5.1 Kinds of Pictures.....	14
2.5.2 The Role of Pictures and Understanding Texts with Pictures....	16



**III. RESEARCH METHODS**

3.1 Research Design .....	17
3.2 Area Determination Method.....	17
3.3 Respondent Determination Method.....	18
3.4 Data Collection Methods .....	19
3.4.1 Test .....	19
3.4.2 Interview .....	21
3.4.3 Documentation.....	22
3.5 Data Analysis Method.....	22

**IV. RESULTS AND DISCUSSION**

4.1 Primary Data.....	24
4.1.1 Results of Test.....	24
4.2 Supporting Data .....	28
4.2.1 Results of Interview .....	28
4.2.2 Results of Documentation.....	28
4.3 Discussion .....	29

**V. CONCLUSIONS AND SUGGESTIONS**

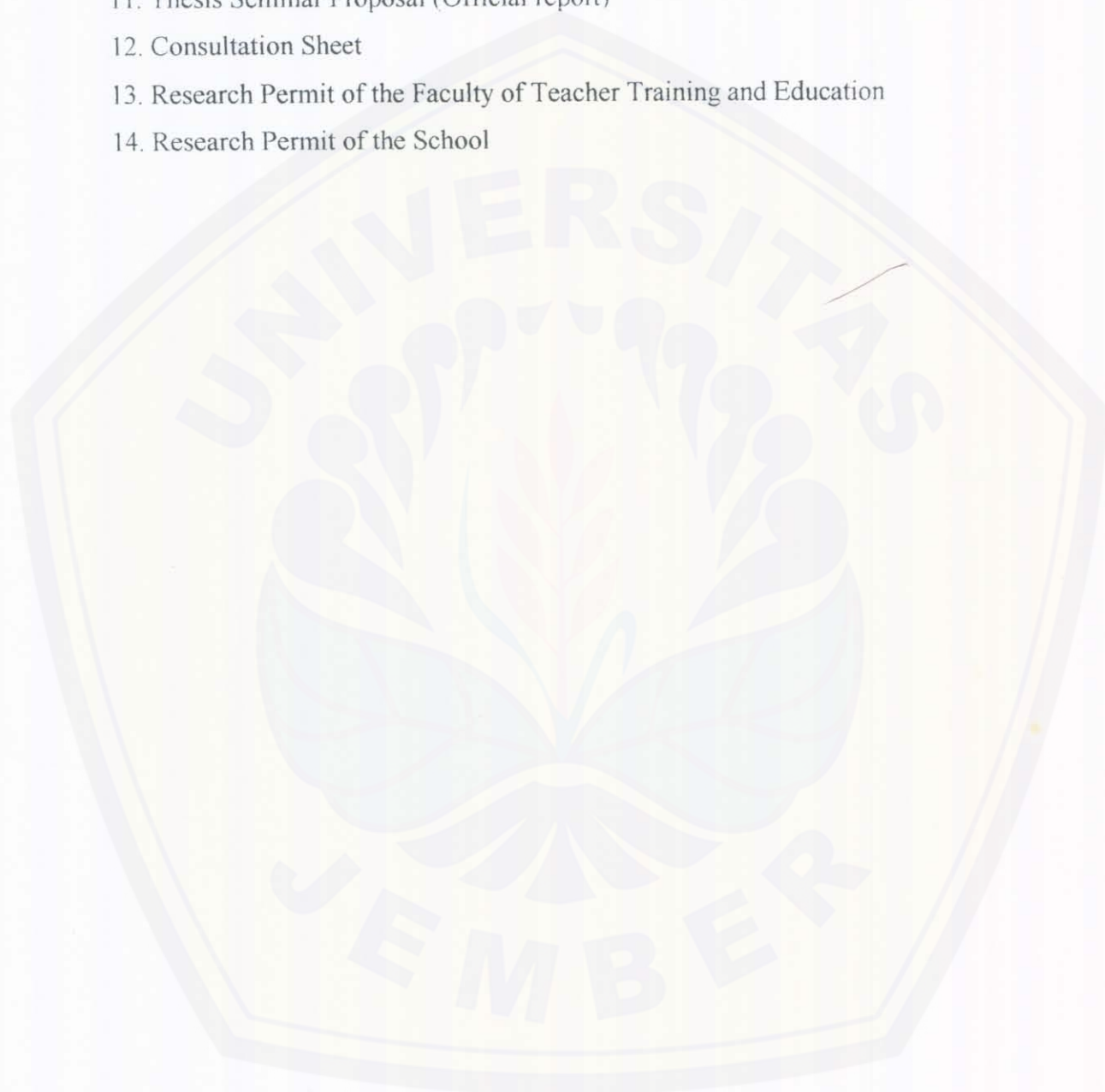
5.1 Conclusions.....	31
5.2 Suggestions.....	31

**BIBLIOGRAPHY**

**APPENDICES:**

1. Research Matrix
2. Supporting Data Instruments: Interview guide, Documentation guide.
3. The Results and Data Analysis of the Homogeneity Test of the English Scores of the First Year Students
4. Reading Comprehension Test
5. The Answer Key of Test
6. The test map
7. The Students' worksheet

8. The English Curriculum (Supplement)
9. The List of Respondents
10. The list of Personnel of SLTPN 2 Jember
11. Thesis Seminar Proposal (Official report)
12. Consultation Sheet
13. Research Permit of the Faculty of Teacher Training and Education
14. Research Permit of the School



THE LIST OF TABLES

Table Number	Names of Tables	Page
1.	The Classification of Score Levels	21
2.	The Scores of The First Year Students' Literal Reading Comprehension Skill of Texts with Pictures	22
3.	The Mean Score and Classification of Each Indicator of the Students' Literal Reading Comprehension Skill of Texts with Pictures	26
4.	Frequencies and Category of the Score Level of Each Indicator	27
5.	The Results and Data Analysis of The Homogeneity Test of The English Score of The First Year Students	Appendix 3
6.	The Data Analysis Variant	Appendix 3

## ABSTRACT

**Khusnul Khotimah, 1996. A Descriptive Study of The First Year students' Literal Reading Comprehension Skill of Texts with Pictures at SLTPN 2 Jember in the 2001/2002 Academic Year.**

Thesis, English Education Program, Language and Arts Department, Teacher Training and Education Faculty, Jember University.

Consultants: 1. Dra. Siti Sundari M.A  
2. Dra. Made Adi Andayani T. MEd.

Key Words: Literal Reading Comprehension Skill, General Information and Specific Information of texts, Pictures

Based on the Basic Course Outline in the 1994 English Curriculum (GBPP) for SLTP, Reading Comprehension skill is one of the English language skills that must be mastered by the SLTP students. In general, this research was aimed at describing the students' literal reading comprehension skills of texts with pictures. Specifically, it was intended to describe the students' skill in finding general information of texts with pictures and to describe their skill in finding specific information of texts with pictures. The research design used was descriptive. The respondents were the first year students of SLTPN 2 Jember in the 2001/2002 academic year which were determined by using proportional random sampling. The main data were collected by using reading comprehension test, while the supporting data were obtained from interview and documentation. The collected main data were analyzed statistically in the percentage and descriptively. The research results showed that on the average the students' literal reading comprehension skill of texts with pictures was categorized as more than enough (M= 70,12%). Specifically, on the average, the students' skill in finding general information of texts with pictures was bad (M= 53,78%); and their skill in finding specific information of texts with pictures was very good (M= 86,47%). Based on the results, the English teacher is suggested to give the students a lot of exercises of literal reading comprehension skill, mainly in finding the general information of texts to develop their reading comprehension skill.

## I. INTRODUCTION

### 1.1 Background of the Research

English is an international language that is widely used as a means of communication in the world. It cannot be denied that the mastery of a foreign language such as English is very important. Since many scientific books are written in English, English is very important to be learnt to broaden knowledge. In Indonesia, English is the first foreign language that is taught at schools. Furthermore, the government has put English as a compulsory subject for the students at Junior High School and Senior High School.

Based on the Basic Course Outline (GBPP) in the 1994 English curriculum, the English subject given at SLTP covers reading, listening, speaking and writing skills which are presented integrately, with the main focus on the reading skill (Depdikbud, 1995:3). The statement shows that the reading skill is quite important to lead to the other skills i.e. listening, speaking and writing in achieving the English ability.

Concerning with the reading activity, Harris and Smith (1972:80) state that hopefully, the reader receives information from the writer. In this case, when the students read English text, they should understand what they have read. In other words, understanding what has been read is reading with comprehension. Reading with comprehension is an active thinking process that depends not only on the students' comprehension skill but also on their experiences and prior knowledge (Kustaryo, 1988:1).

In The Basic Course Outline of the teaching of English at SLTP (GBPP), it is stated that the aims of reading are to find the idea of the text, to get general figure about the content of the text, to find main ideas, to find supporting details, to make inferences, to interpret word meaning, phrases and sentences related to the text, and to get enjoyment (Depdikbud, 1995:10). This means that the English instruction given by the teacher must cover all the aims above. The students should have the ability to comprehend the text in order that they are able to extract the information or message from the text.

## Digital Repository Universitas Jember

As a matter of fact, at SLTP there are still many students who have problems in comprehending the text. They do not know what the text tells about, that is, they do not understand the content of the text they have read (based on the information from the English teacher).

According to Wright's (1989: 136), pictures have a major role to play in the students' development in reading skill. He also adds that:

“ Pictures have been used for centuries to help students understand various aspects of foreign languages. The pictures have motivated the students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture”.

Furthermore, Kreidler (in Willy Sugiarto, 1994: 29) says that by looking at the pictures, students can learn new words. Pictures are particularly useful for presenting new words, since they can depict frozen actions. It would be impossible for the teacher to jump in order to demonstrate “I am jumping”. However, a picture of a person who is jumping can make it possible to hold or freeze an action that would be completed quickly if it is performed by the teacher. In other words, pictures are effective as teaching aids that can be used during the English teaching learning process.

At SLTPN 2 Jember, the English teacher has taught reading text accompanied by pictures for about 5 years to make the students comprehend the texts more easily. The reading texts are taken from the English books used. This information is the result of interview with the English teacher as a preliminary study before the research was conducted.

Dealing with the improvement of the Reading Comprehension skill, pictures can be used as teaching aids of reading texts to teach and to test Reading Comprehension. It means that pictures can accompany reading texts in order to make the students comprehend the content of the reading texts more easily. Based on the descriptions above, it is necessary to conduct a research entitled “ A Descriptive Study on the First Year Students' Literal Reading Comprehension Skill of Texts with Pictures at SLTPN 2 Jember in the 2001/2002 Academic Year” to describe their literal reading comprehension skill.

## 1.2 Problem Formulation

Based on the background of the research above, the problems can be formulated into the general problem and the specific problems.

### 1.2.1 The General Problem

The general problem is formulated as follows:

“ How is the first year students’ literal reading comprehension skill of texts with pictures at SLTPN 2 Jember in the 2001/2002 academic year ”

### 1.2.2 The Specific Problems

The specific problems of this research are as follows:

- a. How is the first year students’ skill in finding the general information of reading texts with pictures at SLTPN 2 Jember in the 2001/2002 academic year?
- b. How is the first year students’ skill in finding the specific information of reading texts with pictures at SLTPN 2 Jember in the 2001/2002 academic year?

## 1.3 Operational Definition of the Terms

In this research, it is necessary to define the terms used in the title operationally to avoid misunderstanding between the writer and the readers. The terms that are necessary to be defined operationally are the students’ literal reading comprehension skill and pictures.

- 1.3.1 The students’ literal reading comprehension skill means the students’ skill in comprehending the reading texts deal with the information that is explicitly stated in the texts.
- 1.3.2 General Information of texts means the information that deals with the main point of the reading text
- 1.3.3 Specific Information of texts means the information that deals with the supporting ideas of the reading text.
- 1.3.4 Pictures mean the media that are used with texts for testing the students’ literal reading comprehension skill. The pictures used are composite

# Digital Repository Universitas Jember

pictures. A Composite picture mean a large single picture, which shows a scene (hospital, beach, canteen, railway station, and street) (Yunus, 1981:49). Here, the pictures are used as the media to help the students understand the texts more easily.

## **1.4 Research Objectives**

Based on the problems, the objectives of the research cover the general and specific objectives.

### **1.4.1 The General Objective**

The General Objective of this research is to describe the first year students' literal reading comprehension skill of texts with pictures at SLTPN 2 Jember in the 2001/2002 academic year.

### **1.4.2 The Specific Objectives**

Based on the specific problems, the specific objectives are as follow

- 1.4.2.1** to describe the first year students' skill in finding general information of the texts with pictures at SLTPN 2 Jember.
- 1.4.2.2** to describe the first year students' skill in finding specific information of the texts with pictures at SLTPN 2 Jember.

## **1.5 Significances of the Research**

By conducting this research, the results are expected to be useful for the English teacher, the students and other researchers.

### **1.5.1 The English teacher**

The results of this research are useful for the English teacher as information to know the students' literal reading comprehension skill of texts with pictures. Furthermore, they can encourage the English teacher to apply the teaching aids, especially pictures in teaching reading and testing the reading comprehension skill.

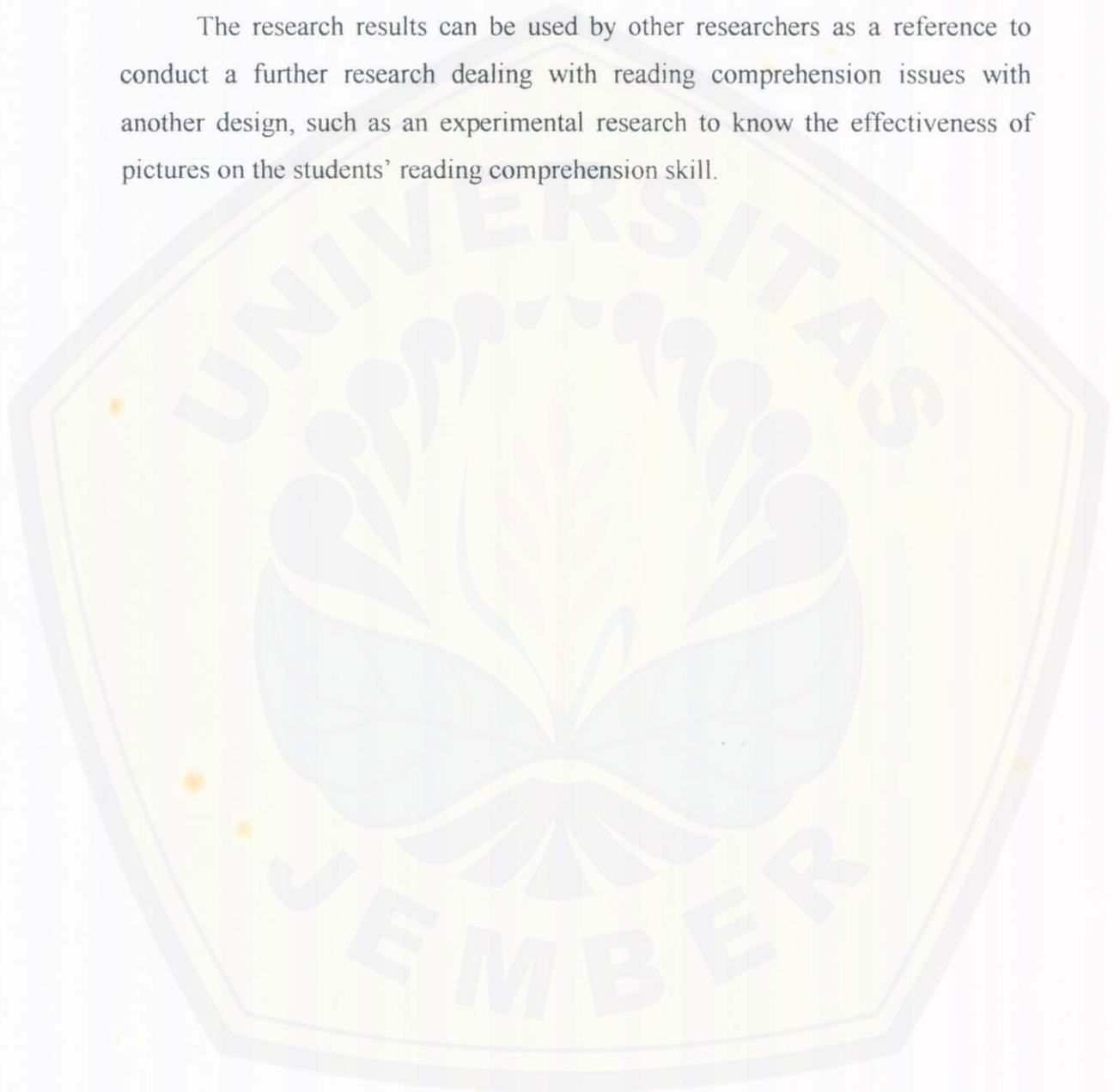


## 1.5.2 The students

The results of the test given are useful for the students as information to know their literal reading comprehension skills of text with pictures, so they will be motivated to improve their reading comprehension skill.

## 1.5.3 The Other Researchers

The research results can be used by other researchers as a reference to conduct a further research dealing with reading comprehension issues with another design, such as an experimental research to know the effectiveness of pictures on the students' reading comprehension skill.



## II. REVIEW OF RELATED LITERATURE

This chapter presents the literature related to the research problems. The theories discussed are Definition of Reading Comprehension, Level of Reading Comprehension, Literal Reading Comprehension Skill of Text with Pictures, The Factors Affecting Reading Comprehension, Theory of Pictures.

### 2.1 Definitions of Reading Comprehension

There are many definitions of reading comprehension. Some experts have given their opinions dealing with reading comprehension. Hornby (1995: 968) defines reading as the action of one who looks at and understands the meaning of written or printed words or symbols. Reinking and Scheiner (in Kustaryo, 1988:2) defines reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Further, reading is a complex activity in which we need both our eyes to see the printed words and our comprehension to grasp the meaning.

As stated by Grellet (1996:3), understanding a written text means extracting the required information from it as efficiently as possible. Meanwhile Kustaryo (1996: 11-12) says that reading maybe defined as the meaningful interpretation of printed or written verbal symbols. For the beginners, reading is concerned mainly with learning to recognize the printed symbols that represent the language and to respond intellectually and emotionally when being asked about the content of the text he has read. Moreover, she states that it is an active thinking process that depends not only on the comprehension skill, but also on the students' prior knowledge and experiences. It is supported by Harris and Sipay (1980:8) that say reading comprehension is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skill and knowledge of the world. In this process, the reader tries to recreate the meanings intended by the writer. Further, Smith and Johnson (1973:132) state that no comprehension occurs until the ideas that are newly encountered are fitted into the reader's existing framework, organization or storehouse of knowledge.



# Digital Repository Universitas Jember

In this research, reading comprehension is limited to general information and specific information of the text with pictures. It means that the students read the text with pictures. From the material, the students are tested to find the general information and specific information of the texts with pictures.

## 2.2 Levels of Reading Comprehension

According to Fairgrain and Winch (1996:14-16), there are three levels of comprehension. The first comprehension is literal comprehension. It is the ability of the readers to interpret the explicit meaning. The second comprehension is inferential comprehension. It is the ability of the readers to grasp to the implied meaning through what is literally stated in the text. Last, the third comprehension is evaluative comprehension. It is the ability of the readers to evaluate or criticize what they are reading. Before the readers evaluate or criticize the texts, they must be sure that they have understood what the author is trying to say.

Dealing with the reading comprehension skill, Nurhadi (1989:58-60) has divided three levels of reading comprehension skills, there are (1) literal reading comprehension, (2) critical reading comprehension, and (3) creative reading comprehension. Meanwhile, Kustaryo (1988:12) states that in a broader sense comprehension could be divided into three levels of skills: (1) literal comprehension, (2) inferential comprehension, (3) critical comprehension.

As mentioned above, generally, all the experts agree that there are three levels of reading comprehension, (1) literal comprehension, (2) inferential comprehension (reading between the lines), and (3) critical comprehension (reading beyond the lines). Based on the ideas, this research discusses only one level of reading comprehension, that is literal reading comprehension. This level is chosen because it is considered as the easiest level of reading comprehension. Further, it is to know the students' skill from the easiest level.

## 2.3 Literal Reading Comprehension Skill

Kustaryo (1988:12) says that literal reading comprehension refers to the ideas and facts that are directly stated on the printed page, so the readers can go

## Digital Repository Universitas Jember

back and underline the information desired. Further, she claims that literal reading is the base to all reading skills because a reader must first understand what the author said before he could draw an inference or make an evaluation. For that reason, literal reading comprehension is considered as the easiest level of reading comprehension. Meanwhile, Nurhadi (1989:12) states that literal reading is the ability of the readers to recognize and gain the explicit message or reading the lines.

Based on the ideas above, in this research, the literal reading comprehension skill means the abilities of the readers to recognize the explicit message or ideas stated in the text. In this case, the term “ literal reading comprehension “ is used because in the test, the students are asked to read the text given and they can answer the questions based on the explicit information stated.

### **2.3.1 Finding General Information of Texts with Pictures**

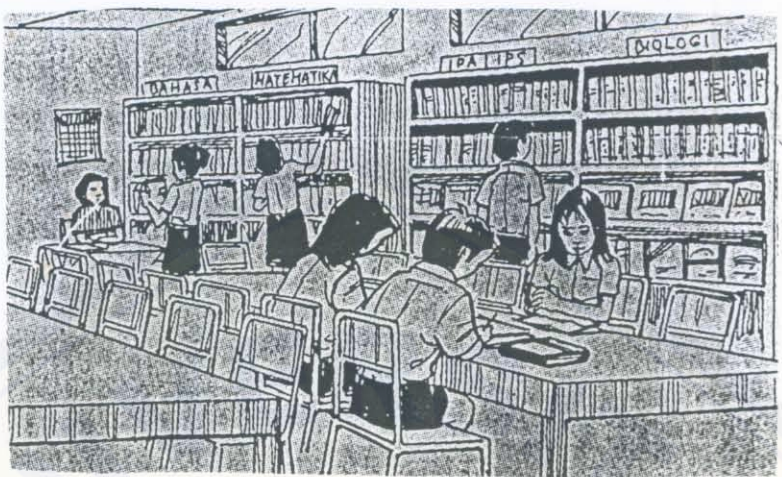
Dealing with General Information, general information of the text deals with the main idea of each paragraph, the title of the text, and the topic of the text. It can also be said as the general idea of the text. The main idea itself means the essence of the paragraph (Kustaryo, 1988:13). It is supported by Harmer (1989:144) that the skill of getting the general information, then, it is concerned with rapidly assessing the main point of a text and not paying attention to the irrelevance or detail.

Dealing with general information of the text with pictures, the general information of the text with pictures means the students can find the answers related to the general information of texts with pictures. The answers of the questions are stated explicitly in the text. By adding pictures as teaching aids, students comprehend the text easier. This is because pictures can represent the content of the text. Further, it is supported by Kreidler (in Willy Sugiarto, 1994:36) that:says:

“Pictures can represent real situation, which would be impossible to create in any other way. Because the actions which can take place in a classroom and the objects which can be introduced there are limited”.

To make clearer, some examples are given below.

- Instruction: Answer the questions completely based on the text given



During the break, I usually go to the library. The library is as wide as the classroom. There are a lot of books that we can read or borrow. To borrow books, we must have a member card. We can borrow two books at the same time for three days. If we return the books late, we will be fined for Rp 100,00 each.

We may not make noise in the library. Noise will disturb the students who are reading. There is a notice on the wall. It says, "Keep silent". It doesn't mean that we must not speak. We may speak but slowly, not loudly.

(Adapted from Comprehensive English for SLTP 1, Cempaka Putih)

1. What is the main idea of the first paragraph?

*Answer:* The main idea of the first paragraph is My school is big and clean

2. What is the title of the text above?

*Answer:* The title of text above is School Library

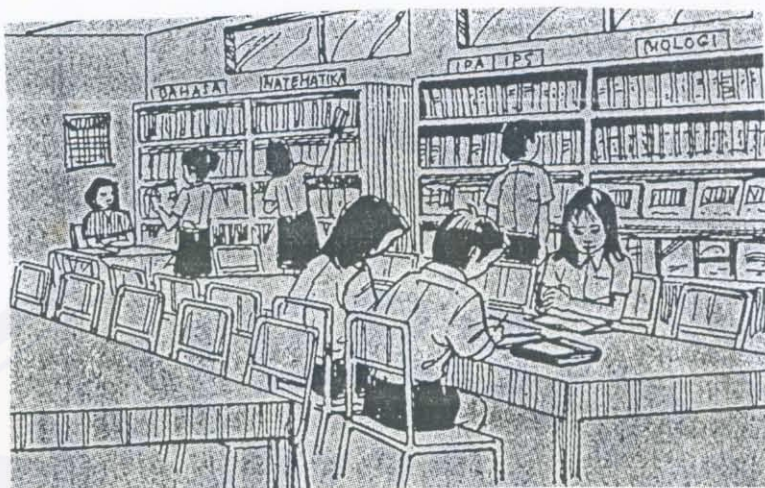
### 2.3.2 Finding Specific Information of Texts with Pictures

Dealing with Specific Information, Specific Information of the text deals with the supporting ideas of the texts. Further, finding specific information of the texts with pictures means the students are asked to comprehend the texts given that is added by pictures and finding the specific information that is stated explicitly in the text. By adding pictures as teaching aids, students are hoped comprehend the text easier.

## Digital Repository Universitas Jember

To make clearer, the examples are given below:

- Instruction: Answer the questions completely based on the text given



During the break, I usually go to the library. The library is as wide as the classroom. There are a lot of books that we can read or borrow. To borrow books, we must have a member card. We can borrow two books at the same time for three days. If we return the books late, we will be fined for Rp 100,00 each.

We may not make noise in the library. Noise will disturb the students who are reading. There is a notice on the wall. It says, "Keep silent". It doesn't mean that we must not speak. We may speak but slowly, not loudly.

(Adapted from Comprehensive English for SLTP 1, Cempaka Putih)

1. What do we usually do during the break?

*Answer:* We usually go to the library during the break

2. How many books can you find in the library?

*Answer:* We can find a lot of books in the library

### 2.4 The Factors Affecting Reading Comprehension Skill

Sometimes after reading a text, a student does not know what the topic of the text is. Kustaryo (1988:15) states that in order to understand the paragraph a student must have appropriate meaning for the key words. Even, it is easier if he understands the meaning of all words and their relationship within the paragraph.

Further she claims that most of the students face difficulty in the reading skill, as they lack prior knowledge which covers word recognition, new word recognition, and the language system. In addition, the student himself and the teacher might be the other factors that weaken the students in learning language. Those factors are explained in the following section.

## **2.4.1 Prior Knowledge**

Kustaryo (1988:15) states that prior knowledge is a very important foundation in getting the gist of the paragraph. The prior knowledge itself covers word recognition, new word recognition, the language system and other factors. Further, they will be discussed in detail dealing with those factors.

### **2.4.1.1 Word Recognition**

The students face difficulties when trying to recognize words of the target language. These difficulties are caused by these two languages, English and Indonesian which have different syntactical patterns such as word-ordering to express equivalent ideas. There is more consistency between the pronunciation and spelling in Indonesian, while there is a difference between the pronunciation and spelling in English. There are also some irregularities in language and various forms of derivations, such as those found in derivational nouns, verbs, adjectives and adverbs which are most irregularly formed.

Word recognition is an important component in understanding a target language or native language. Students differ in their word recognition skill in their own native language and the target language. It is impossible for an Indonesian student to become more adaptive at word recognition in the target language than he is in his native language.

### **2.4.1.2 New Word Recognition**

New words and words which have been learned are two aspects which might cause difficulties in the learning of vocabulary. Learning new words, words which are introduced for the first time to the students, is greatly influenced by their prior knowledge about words. This can be seen by the fact that a student would be able to produce the word 'prediction' with prior understanding of the word 'predict'. He would remember that a suffix- ion should be added to the word

'predict' to form the noun 'prediction'. Conversely, words like 'behaviour' and 'signature' are not easy to recognize because their forms are complex. The students sometimes do not know that there is a connection between the word 'behaviour' and the word 'behave', between the word 'signature' and the word 'sign'. There are still other forms of words which are difficult to master because of their complexity.

Teacher, therefore, should note the role of memory when selecting materials and deciding methods for teaching Lexis (Kustaryo, 1988:17). She also adds that memory is a component that should be applied by the language teacher to facilitate the process and retention of lexical items.

### **2.4.1.3 The Language System**

Another factor which influences the students when learning vocabulary is the language system (Kustaryo, 1988:16). The language system itself involves vocabulary and structure, vocabulary and sound system, and vocabulary and spelling.

### **2.4.2 The student**

One of the factors that influences the student when learning a language is the student himself. It means that the students' attitudes towards the target language should be positive. He should always concentrate on the language learned so that he will quickly master it. In other words, the majority of the class should have a great interest in learning the language. Further, motivation is an aspect that is also important in learning a language beside attitude. These two aspects, motivation and attitude influence the success or the failure of the student's study.

### **2.4.3 The Teacher**

A teacher is important in learning situation. His skill and personality are instruments that create the condition for learning (Kustaryo, 1988:22). His teaching skill depends on both his language proficiency and his knowledge of methods and techniques of language teaching.

In addition, a teacher is the principle model for the students, even, with the modern teaching aids. In this case, Kustaryo (1988:22) says that a teacher should



## Digital Repository Universitas Jember

be able to speak fluently, for it is necessary to demonstrate a command of the spoken language. A teacher should be well trained to apply suitable materials that he has to present in the classroom. Other aspects, such as his preparation, his skill of using teaching media and his pedagogical skills, contribute to a smooth and lively teaching situation. On the other hand, a teacher who has limited knowledge of the target language will not be able to teach competently. Thus, he might cause more problems. In conclusion, a teacher has an important role in the teaching learning process.

### 2.5 Pictures

Wright (1989:2) says that pictures are not just an aspect of method but through their representation of places, objects and people, they are an essential part of the overall experiences. It is supported by Gerlach, et al (1980:273), stated that a picture may not only be worth a thousand words, it may also be worth a thousand years or a thousand miles. Through pictures, learners can be shown people, places, and things from areas far outside their own experiences. Besides, pictures can represent image from ancient time or portray the future.

Based on the ideas above, pictures as one of the teaching aids are useful to express the facts or actions, and provides a near real type of experience when it is impossible to take the children or students to field trips or bring objects into the classroom. Moreover, pictures create much more real and concrete impression than words may do.

In relation to the Reading Comprehension skill, pictures are helpful for the students to comprehend reading texts. It means that pictures can represent the information of the text.

#### 2.5.1 Kinds of Pictures

Yunus (1981:49-50) divides pictures into three kinds as follows:

##### 2.5.1.1 Individual Pictures

Individual pictures are single pictures of objects, persons or activities. They vary in size from small newspaper picture and full-page magazine pictures

to poster sized pictures, and can be mounted singly. Their function can help the students to comprehend the material that is taught by the teacher.

In teaching reading comprehension the teachers may use individual pictures to explain the reading texts. Moreover, every teacher should develop the habit of cutting out any individual picture that might be used in the classroom since the objects can not be brought there (Yunus, 1981:50). Below are some examples of Individual pictures.

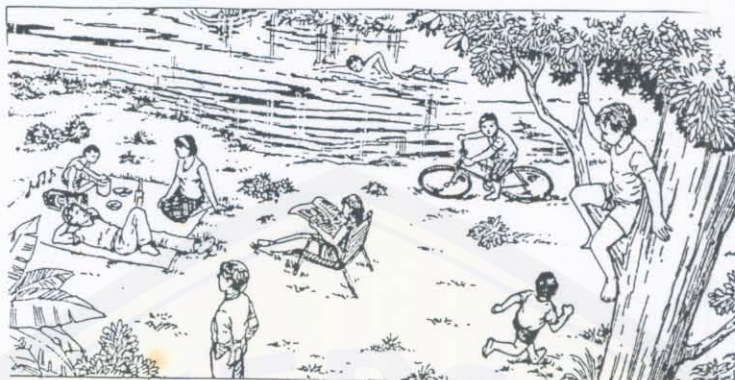


### 2.5.1.2 Composite Pictures

Yunus (1981:49) says that a Composite picture is a large single picture which shows a scene (hospital, beach, canteen, railway station, street). This picture can show a number of people doing things. It means that a composite picture can give different activities of information in the picture. The Composite pictures may be copied from textbooks, calendars, tourist posters or textbooks.

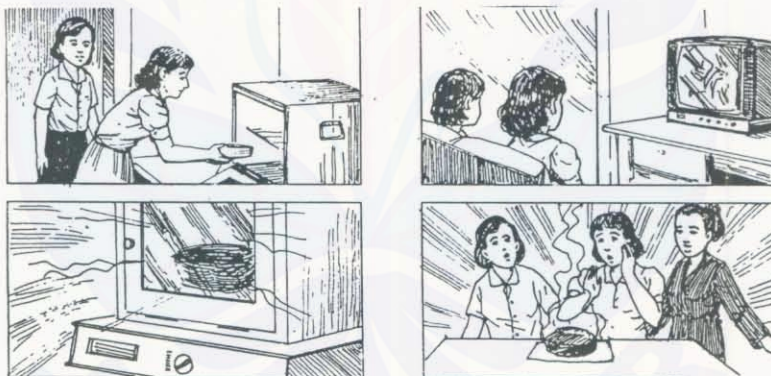
In this research, composite pictures are used as teaching aids of reading texts. In this case, the students are tested to read and comprehend the text with composite pictures for literal reading comprehension skill. It means that by giving the text with pictures given, the students are tested to answer the questions related to the literal reading comprehension. The answers deal with general information and specific information.

The following is the example of a composite picture.



### 2.5.1.3 Picture in series

Picture in series is a number of related composite pictures linked to form a series or sequence (Yunus, 1981:50). It means that picture in series consists of more than one pictures which show related activities. In teaching reading comprehension the teachers may use picture in series to explain a story or events chronologically. An example of Picture in series is as follows:



### 2.5.2 The Role of Pictures and Understanding Texts with Pictures

According to Gerlach, et al (1980:277), there are seven advantages of using pictures in the teaching learning process. They are as follows:

1. Pictures are inexpensive and widely available
2. They provide common experiences for an entire group

## Digital Repository Universitas Jember

3. The visual detail makes it possible to study subjects which otherwise be impossible.
4. Pictures can help prevent and correct misconceptions
5. They offer a stimulus to a further study, reading, and research. Visual evidence is a powerful tool
6. They help to focus attention and develop critical judgment
7. They are easily manipulated

From the ideas above, Wright (1989: 29) says that pictures have a major role to play in the students' development in reading comprehension skill. He also added that:

“Pictures have been used for centuries to help students understand various aspects of foreign languages. The pictures have motivated the students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture”.

Based on the ideas above, pictures are useful and advantageous and can help the teacher focus attention in the English teaching including the teaching and evaluating of reading and help the students develop their critical judgement.

Dealing with the teaching and evaluating of reading comprehension, pictures can be used as a way out to solve the students' difficulties in learning reading because words are not enough to explain the text and the students might be unable to image the meaning of the words verbally. The secondary students, as the beginners, might experience difficulties to understand an English text. In other words, they might have unfamiliar words since reading activities include comprehending words meanings, sentences, and paragraphs.

In this research, composite pictures are used as teaching aids of the reading texts to test the students' literal reading comprehension skill in finding general information and specific information of the text.

## III. RESEARCH METHODS

### 3.1 The Research Design

This research dealt with quantitative data in the form of the students' scores of literal reading comprehension of texts with pictures. Thus, the design of this research was descriptive quantitative. It was not intended to prove a hypothesis, but it was aimed at describing the students' literal reading comprehension skill of texts with pictures quantitatively in the percentage, especially dealing with their literal reading comprehension skill that covered general information and specific information.

The procedures of this research design were as follows:

1. Determining the respondents by proportional random sampling.
2. Giving Reading Comprehension test with pictures to the respondents to collect the primary data.
3. Analyzing the collected primary data quantitatively in the percentage.
4. Classifying the results of the data analysis qualitatively based on the classification of the score levels.
5. Concluding the research results to answer the research problems.

### 3.2 Area Determination Method

The research used purposive method to determine the research area which means that the research took subjects based on certain intention. It was conducted at SLTPN 2 Jember. This school was chosen based on the consideration that the English teacher of SLTPN 2 Jember has often used pictures as the teaching aids in the teaching of reading comprehension. In addition, the school is a good school in terms of most students who have been accepted at the school have high Danem scores (the students' final score before entering the higher level of school). Besides, the researcher once did the teaching practice at the school, so it was easier to get permission to conduct the research.

### 3.3 Respondent Determination Method

Arikunto (1996:114) states that respondents are persons who are able to respond or answer the researcher's questions either in the oral or written form. The population of this research was all the first year students of SLTPN 2 Jember in the 2001/2002 academic year. Further, she states that if the number of population is more than a hundred persons, it is better to take 10 % - 15 % or 20 % - 25 % of the population as the sample.

Since the number of the population was more than a hundred students (4 classes), the researcher determined to take 25 % of the number of population by using proportional random sampling. Proportional random sampling was used because every member of the population had an equal chance to become a research sample; so the samples were more representative.

Before the respondents were taken by using proportional random sampling, the homogeneity test of the population was done by using the first year students' English scores of the first cawu. These scores were analyzed by using F test. F test was used to measure the homogeneity of the existing classes (population). The data analysis of F test was enclosed on Appendix 3.

The result of the homogeneity test showed that the population (the four classes of the first year students) was homogeneous ( $F= 0,063$ ). After being known that the population was homogeneous, the respondents were taken 25 % of the population that were 44 students proportionally at random from 180 students by lottery. The formula used to take the respondents were as follows:

$$Ps = \frac{n}{N} \times E$$

Notes:

Ps	: Proportional number
n	: The number of each sub-population
N	: The number of population
E	: The number of required sample

(Adapted from Arikunto, 1996:120)

### 3.4 Data Collection Methods

There were two kinds of data in this research. They were primary data and supporting data. The primary data dealt with the students' literal reading comprehension skill of texts with pictures. The supporting data dealt with the teaching of reading comprehension in the second year students of SLTPN 2 Jember, the school personnel and the names of the respondents. The methods used to collect the data were test, interview and documentation. The following parts discuss those methods.

#### 3.4.1 Test

Test is a set of questions or exercises or other instruments used to measure the skill, knowledge, intelligence, or aptitude of an individual or a group (Arikunto, 1996:138).

Dealing with test, Hughes (1989:9) states that there are four kinds of test, they are proficiency test, diagnostic test, achievement test and placement test. Proficiency test is designed to measure people's ability in a language regardless of any training they may had in that language. Diagnostic test is used to identify students' strengths and weaknesses that is intended primarily to ascertain what further teaching is necessary. Achievement test is directly related to language courses, to know how successful individual students or groups achieved the objectives. Placement test is given to provide information which help to place students at the stage of teaching program most appropriate to their abilities. Further, he claims that achievement test is directly related to language courses; the purpose is to establish how far individual students, groups of students, or the courses themselves can achieve the teaching objective. Based on the idea above, in this research, achievement test was used as the instrument to collect the primary data about the students' skill of literal reading of texts with pictures.

Based on the way of scoring, test is divided into subjective and objective test. According to Saukah et.al. (1997:78), subjective test is a test in which the scorer should make judgement about the correctness of the response based on his/her interpretation of the searching criteria, while objective test is a test in

which the scorer does not make any judgement or consideration based on his/ her interpretation. Further, Objective test is divided into 4 kinds, namely: multiple choice, true and false, matching test, and short answer (completion) test ( Saukah et. al. 1997:91).

From the ideas above, in this research, objective test in the form of true and false, and subjective test in the form of complete answers were chosen. Those forms of the test were chosen based on some considerations. Objective test was chosen based on some considerations; first, they were fast to score, second, to avoid the students' doubt, or free from ambiguity and irrelevant clues (Saukah, et.al. 1997:106). The Subjective test in the form of complete answers was chosen based on the consideration that the correctness of grammar and content of the answer were scored too. By considering those two aspects, it related to the scoring system. This means when the student is correct in content but wrong in grammar, he still gets score from the answer written.

Dealing with the test, there are two requirements of a good test, namely validity and reliability. The valid test measures what is intended to measure and the reliable test can give consistency result of the test. This research concentrated on content validity since the research objective is to measure students' achievement on the material given. Supporting this idea, Hughes (1994:22) says that a test is said to have content validity if its content constitutes a representative sample of the language skill which is to be measured. In relation to the reliability, Hughes (1994:29) defines that reliability refers to the test result consistency. Further, a valid test must provide consistency accurate measurement (Hughes, 1994:42). Since the test was valid based on the content, it was also reliable. Therefore, the test of reliability was not used in this research.

Based on the ideas, the tests were constructed based on the indicators used namely: the general information of the texts and the specific information of the texts. In addition, the test material were constructed by considering the 1994 English Curriculum for SLTP, and it was also showed to the English teacher to ask whether it could be tested to the respondents.



Dealing with the test items, the test consisted of 30 items that were divided into two indicators; the items dealing with general information (10 items), the items dealing with specific information (20 items). Each correct item dealing with general information was scored 3, and each correct item dealing with specific information was scored 2. So, the total score of the test items was 70. Dealing with the subjective test, to score the students' mistakes in grammar or incomplete answer, each item was scored 1 up to 2. In detailed: when the student was correct in content but wrong in grammar, he got 2. On the other hand, when the student was correct in grammar but he put incomplete answer, he got 1. This was the scoring guide of the students' skill in finding general information of the text, while the scoring system of the students' skill in finding specific information was different. When the student was correct in content but wrong in grammar, he got 1,5. On the other hand, when the student was correct in grammar but he put incomplete answer he got 1. This criterion is related to the correctness of the students to put the explicit information from the text. To score the students results of the test items was by using the percentage formula. The scores obtained by the students divided by the total score of the test times 100%.

### **3.4.2 Interview**

According to Arikunto (1996:144), interview is a dialogue between an interviewer and an interviewee to get information needed. Further, she says that interview is used by the researcher to measure someone's condition, such as to gain the data about the students' background, parents, education, etc. Moreover, she divides interview into three kinds, namely free structured interview, structured interview and unstructured interview.

In this research, free structured interview was used by preparing a list of questions, and they were developed to get the specific information needed while interviewing. The interview was conducted with the English teacher to get the supporting data about the teaching of the reading comprehension skill to the first year students of SLTPN 2 Jember, and the English books used by the teacher in teaching English.

### 3.4.3 Documentation

In this research, Documentation was needed to complete the primary data or to get the supporting data about the reading material for the first year students at the second cawu stated in the 1994 English Curriculum, the names of respondents, and the school personnel. They were collected from written documents at the school.

### 3.5 Data Analysis Method

Data analysis method is a way of analyzing the data obtained. From the results of the data analysis, the conclusion of the research can be described. The data analysis method was divided into two kinds; they were statistical and non-statistical analysis methods. This research dealt with quantitative data in the form of the students' scores of reading test. Therefore, descriptive statistical analysis was used to analyze the data about the students' scores of the reading comprehension test. This method was aimed at calculating the percentage of the students' literal reading comprehension of texts with pictures covering general information and specific information by using the following formula:

$$E = \frac{n}{N} \times 100 \%$$

Notes:

E = The students' literal reading comprehension achievement of each indicator

n = The students' obtained scores of each indicator

N = The total score of the test items of each indicator

(Adapted from Ali, 1993:186)

Then, the results of the data analysis were classified based on the classification of the score levels presented in Table 1 below.

The steps of analyzing the data were as follows:

1. Scoring the students' results of the literal reading comprehension test.
2. Analyzing the collected primary data quantitatively in the percentage

3. Classifying the results qualitatively based on the classification of the score levels presented in Table 1.
4. Describing the results of the data analysis to answer the research problems.

Table 1

## The Classification of the Score Levels

Range ( % )	Category
96 %– 100 %	Excellent
86 %– 95%	Very good
76 %– 85%	Good
66 %–75%	More than enough
56 %– 65%	Enough
36 %– 55%	Poor/ Bad
< 35	Failed

(Adapted from Depdikbud, 1995:10)

## IV. RESULTS AND DISCUSSION

This chapter presents the results of the research covering the primary data and supporting data. The primary data were collected by using reading comprehension test, while the supporting data were collected by documentation and interview.

### 4.1 The Primary Data

#### 4.1.1 Results of Test

The Reading test was given to the respondents to obtain the primary data about the first year students' literal reading comprehension skill in finding general information and specific information. The test was given on February 27, 2002. The results of the test are presented in the following Table.

**Table 2. Data Analysis of the First Year Students' Scores of Reading Comprehension Test Based on Each Indicator**

NR	The Scores of GIT			The Scores of SIT			The Scores of LRCS		
	n	N	%	n	N	%	n	N	%
1.	19	30	63	39	40	97	58	70	82,85
2.	24	30	80	34	40	85	58	70	82,85
3.	4	30	13	24	40	60	28	70	40
4.	8	30	26	36	40	90	34	70	48,57
5.	11	30	37	31	40	77	42	70	60
6.	14	30	46	23	40	58	37	70	52,85
7.	15	30	50	27	40	68	42	70	60
8.	17	30	57	33	40	82	50	70	71,42
9.	18	30	60	38	40	95	56	70	80
10.	18	30	60	38	40	95	56	70	80
11.	24	30	80	40	40	100	64	70	91,42
12.	16	30	53	36	40	90	52	70	74,28
13.	24	30	80	38	40	95	62	70	88,57

## Digital Repository Universitas Jember

14.	16	30	53	32	40	80	48	70	68,57
15.	8	30	27	32	40	80	40	70	57,14
16.	13	30	43	34	40	85	47	70	67,14
17.	8	30	27	27	40	68	35	70	50
18.	13	30	43	34	40	85	47	70	67,14
19.	25	30	83	36	40	68	61	70	87,14
20.	13	30	43	32	40	80	45	70	64,28
21.	18	30	60	33	40	82	51	70	72,85
22.	26	30	87	38	40	95	64	70	91,42
23.	11	30	37	35	40	87	46	70	65,71
24.	8	30	26	32	40	80	40	70	57,14
25.	13	30	43	33	40	82	46	70	65,71
26.	14	30	46	35	40	87	49	70	70
27.	9	30	30	35	40	87	44	70	62,85
28.	20	30	67	38	40	95	58	70	82,85
29.	12	30	40	37	40	92	49	70	70
30.	24	30	80	35	40	87	59	70	84,28
31.	17	30	57	36	40	90	53	70	75,71
32.	13	30	43	32	40	80	45	70	64,28
33.	18	30	60	40	40	100	58	70	82,85
34.	20	30	67	36	40	90	56	70	80
35.	24	30	80	37	40	92	61	70	87,14
36.	22	30	73	38	40	97	61	70	87,14
37.	18	30	60	35	40	87	53	70	75,71
38.	8	30	27	38	40	95	46	70	65,71
39.	24	30	80	36	40	90	60	70	85,71
40.	13	30	43	36	40	90	49	70	70
41.	20	30	67	38	40	95	58	70	82,85
42.	16	30	53	36	40	90	52	70	74,28
43.	17	30	57	32	40	80	49	70	70
44.	17	30	57	36	40	90	53	70	75,71
<b>Total</b>	<b>710</b>	<b>1320</b>	<b>2304</b>	<b>1522</b>	<b>1760</b>	<b>3800</b>	<b>2172</b>	<b>3080</b>	<b>3174,12</b>

Notes: GIT : General Information of Texts  
 SIT : Specific Information of Texts  
 LRCS : Literal Reading Comprehension Skill

Based on the results as presented in Table 2 above, the mean score of each indicator of the students' Literal Reading Comprehension skill can be calculated and classified Qualitatively. The results are presented in Table 3 below.

**Table 3. The Mean Score and Classification of Each Indicator of the Students' Literal Reading Comprehension Skill of Texts with Pictures.**

No	Indicators	The students' Total score	M (%)	Range Score	Classification
1.	Finding the General Information of texts	710	53,78	36 – 55	Bad
2.	Finding the Specific Information of texts	1522	86,47	86 – 95	Very Good
The Students' Literal Reading Comprehension Skill		2232	70,12	66 – 75	More than enough

Based on the results of the reading test, it could be calculated the frequency and the category of the students' score levels as presented in Table 4 below.

Table 4. Frequencies and the Categories of the Students' Score Levels

Indicators	Frequencies	%	Range Scores	Category
1.General Information	-	-	96% -100%	Excellent
	1	( 2 % )	86% - 95%	Very good
	7	( 16 % )	76% - 85%	Good
	4	(9%)	66% - 75%	More than enough
	10	(22%)	56% - 65%	Enough
	15	(34%)	36% - 55%	Bad
	7	(16%)	< 35	Failed
2.Specific Information	4	(9%)	96% -100%	Excellent
	22	(50%)	86% - 95%	Very good
	13	(29%)	76% - 85%	Good
	3	(7%)	66% - 75%	More than enough
	2	(4%)	56% - 65%	Enough
	-	-	36% - 55%	Bad
	-	-	< 35	Failed

From the calculation as presented in Table 4 above, it showed that the students felt more difficult to find general information than specific information of the texts with pictures. The Table above showed that there were 15 students or 34% of the respondents and 7 students or 16% of the respondents who were categorized as bad and failed in finding general information of the texts with pictures. On the other hand, there was none of the students who was categorized as bad and failed in finding specific information of the texts with pictures. The Table showed that there were 4 students or 9% of the respondents and 22 students or 50% of the respondents who were categorized as excellent and very good in finding specific information of the texts with pictures. It could be concluded that the students' mistakes occurred more frequently on the skill of finding general information of the texts with pictures.

## 4.2 Supporting Data

### 4.2.1 Results of Interview

Based on the interview with the teacher, in teaching English, the teacher applied Communicative or Meaningfulness approach based on the 1994 English Curriculum (GBPP). The English teaching covered four skills namely; reading, writing, listening and speaking. The four skills were taught integratedly with the main focus on Reading. The English components, such as Structure, Vocabulary, and Pronunciation were taught integratedly with the English skills, such as reading and writing.

In teaching Reading, the teacher often used pictures as the teaching media to make clearer what the content of the text was about. The English books used by the English teacher were "English for Communication" for SLTP by Brendan Heasley and "Let's learn English1" by Edumedia. The books were used because the contents of the books were based on the 1994 English Curriculum for Junior High School. In evaluating the students' reading comprehension skill, the teacher usually uses written test by giving reading texts accompanied by pictures. From the reading text given, the students should answer based on it in order to know how far they understand the reading texts with pictures. In addition, the teacher sometimes tests the students by reading the text to know their fluency of reading English texts.

### 4.2.2 Results of Documentation

SLTPN 2 Jember is located at Jl. P.B Sudirman No.26. The school has 12 classes and it is divided into 4 classes of the first grade, 4 classes of the second grade, and 4 classes of the third grade. Each class consists of 45 students. The number of the school personnel is 44 persons. The detailed information about the school personnel is enclosed on Appendix 8.

Dealing with the respondents, the research respondents were the first year students of SLTPN 2 Jember with the number of 44 students who were taken by using proportional random sampling. The information about the names of the respondents could be seen on Appendix 7.



### 4.3 Discussion

From the results of the data analysis, it was known that on the average, the students' literal reading comprehension skill was categorized as more than enough (M= 70,12). This was supported by the results of each indicator of literal reading as follows: On the average, the students' skill in finding the general information was categorized as bad (M= 53,78), while, their skill in finding specific information was categorized as very good (M= 86,47).

The results showed that in general, the students could do the test items dealing with specific information better than those dealing with general information. This means that finding specific information in the texts with pictures was easier for the students to do than finding general information.

Based on the results, the students still had difficulties in finding the general information. It was proved by the mean score of finding general information, which was lower than the other indicator. The students felt difficult to find the general information because they felt ambiguous of the differences between the topics and the main ideas of the texts (based on the interview with the English teacher). In finding general information of the texts, they had to read the whole passage to know the content. Besides, although they had been taught about main ideas and topics of the texts, they were often confused when they were doing the test. In finding specific information of the texts, it was easier for them because they just need to see the keywords of the questions from the texts provided and they can answer them easily.

Related to the pictures that were used as media to accompany the texts, it seemed that pictures only visually described the real situation of the topics of the texts. Pictures could not explain or describe the whole passage. This argument was supported by Kreidler (in Willy Sugiarto, 1994: 36) that says:

Pictures can represent real situation, which would be impossible to create in any other way. Because the actions which can take place in a classroom and the objects which can be introduced there are limited.

Therefore, the use of pictures with reading texts was not really effective to find the information from the texts especially dealing with general information of

## Digital Repository Universitas Jember

texts. Consequently, the students should often practice their skill to find general information of texts by given a lot of exercises to improve their literal reading comprehension skill.



## V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions.

### 5.1 Conclusions

Based on the results of the data analysis and discussion, it could be concluded that in general, the first year students' literal reading comprehension skill of texts with pictures at SLTPN 2 Jember in the 2001/ 2002 academic year was categorized as more than enough ( $M = 70,12$ ).

The result was supported by the results of the data analysis of the students' literal reading comprehension skill of each indicator as follows:

- a. On the average, the students' skill in finding general information was bad ( $M = 53,58\%$ )
- b. On the average, the students' skill in finding specific information was good ( $M = 86,47\%$ )

### 5.2 Suggestions

Based on the research results, some suggestions are given to the English teacher, the students, and the other researchers.

#### 5.2.1 The English Teacher

The English teacher is suggested to use pictures as the English teaching aids in teaching Reading so that the students can comprehend the reading material easily. In addition, he/ she is suggested to give more exercises to find general information of texts to improve their skill in finding general information of texts.

#### 5.2.2 The students

The students are suggested to read and study the reading texts regularly and do the exercises of reading texts with pictures given by the teacher especially dealing with literal reading skill.



### 5.2.3 The Other Researchers

The other researchers are suggested to conduct a further research dealing with reading comprehension issues by using another designs, such as an experimental research or a classroom research to know the effectiveness of the use of texts with pictures on the students' reading comprehension skill.



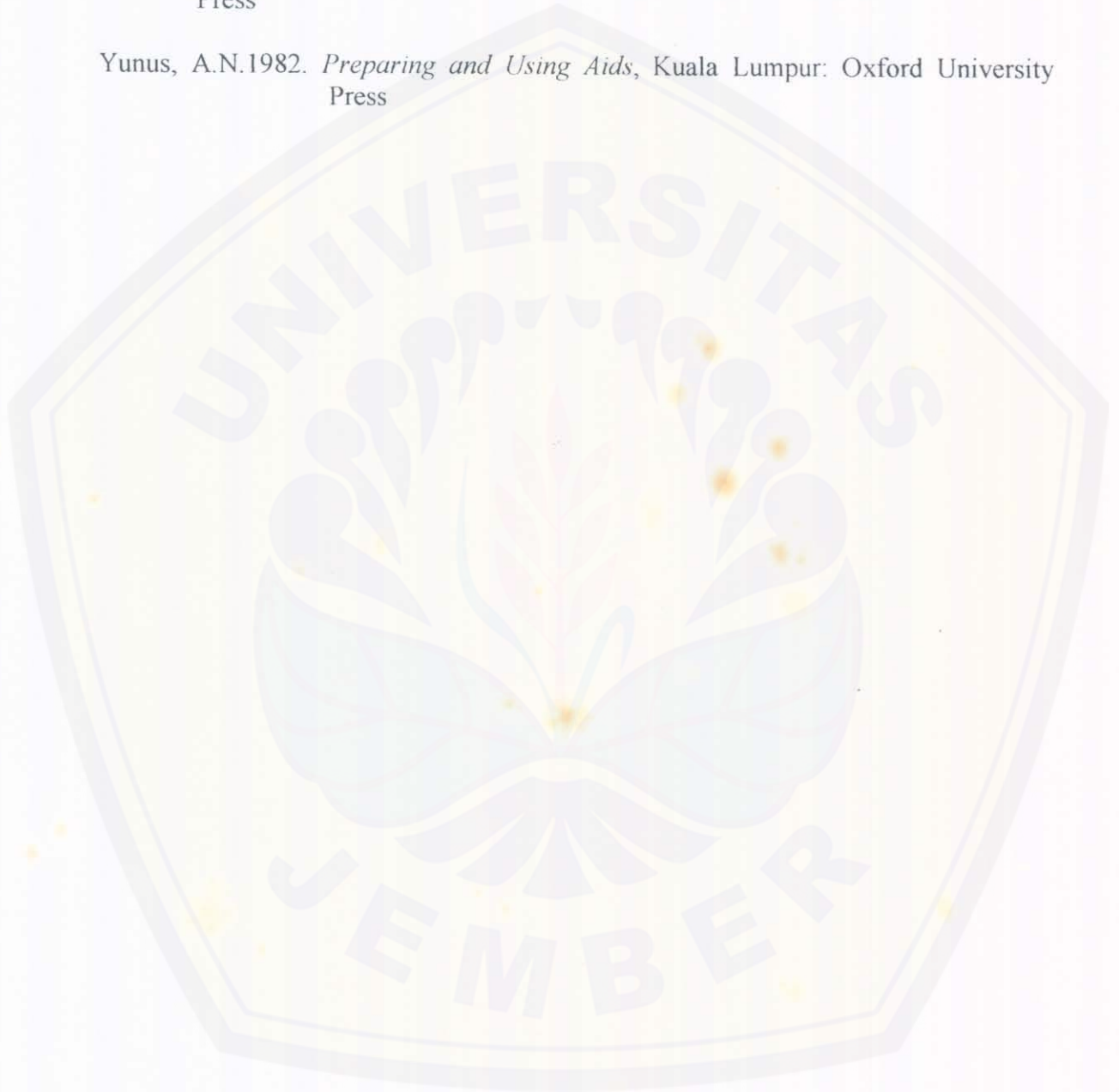
## BIBLIOGRAPHY

- Ali, M.1987. *Penelitian Kependidikan*, Bandung: Angkasa. ✓
- Arikunto, Suharsimi. 1996. *Prosedur Penelitian*, Jakarta: Rineka Cipta. ✓
- Butler, C.1985. *Statistics in Linguistics*. New York: Basil Blackwell Inc.
- Depdikbud. 1994. *Kurikulum Pendidikan Dasar: Garis-garis Besar Program Pengajaran SLTP, Mata Pelajaran Bahasa Inggris*, Jakarta: Depdikbud.
- Fairbairn,Gavin J, Winch C. 1996. *Reading, Writing & Reasoning, Philadelpia* : ✓  
Open University Press.
- Gerlach, S.V & Ely, P.D.1980. *Teaching and Media*, New Jersey : Prentice Hall Inc.
- Grellet, F. 1996. *Developing Reading Skill*, Cambridge Language Teaching Library ✓
- Harmer, Jeremy. 1983. *The Practice of English Language Teaching*, New York: Longman Inc.
- Harris, J.A and Sipay, R.E.1980. *How to Increase Reading Ability*, New York: Longman Inc
- Hornby, AS. 1987. *Oxford Advanced Learners Dictionary*, Great Britain: Oxford ✓  
University Press
- Hughes,A. 1989. *Testing for Language Teachers*, London: Cambridge University ✓  
press
- Kustaryo, S. 1988. *Reading Techniques for College students*, Jakarta: Depdikbud RI
- Nurhadi, 1989. *Bagaimana Meningkatkan Kemampuan Membaca*, Bandung: Sinar Baru.
- Saukah, et al. 1997. *Evaluasi Hasil Pengajaran Bahasa Inggris*, Jakarta: Universitas Terbuka.
- Smith, J.R and Johnson, DD. 1980. *Teaching Children to read*, Madison: Addison Wesley Publishing Company.

Sugiarto, Willy. 1994. *The Use of Visual Media in the Teaching of English in Public Junior High School in Kodya Malang*, Malang, English Department of IKIP Malang.

Wright, A.1989. *Pictures for language Learning*, New York: Cambridge University Press

Yunus, A.N.1982. *Preparing and Using Aids*, Kuala Lumpur: Oxford University Press



Appendix 1

Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Method
<p>A Descriptive Study on the First Year Students' Literal Reading Comprehension Skill of Texts with Pictures at SLTPN 2 Jember in the 2001/2002 Academic Year.</p>	<p>General problem : How is the first year students' literal Reading Comprehension Skill of texts with Pictures at SLTPN 2 Jember in the 2001/2002 Academic Year? Specific problems: a. How is the first year students' skill in finding general information of texts with pictures? b. How is the first year students' skill in finding specific information of texts with pictures?</p>	<p>The students' literal Reading Comprehension Skill of texts with pictures at SLTPN 2 Jember in the 2001/2002 Academic Year</p>	<p>1. Literal Reading Comprehension Skill: - Finding General Information of texts with pictures - Finding Specific Information of texts with pictures 2. Pictures : - Composite Pictures</p>	<p>1. Respondents - The first year students of SLTPN 2 Jember in the 2001/2002 Academic Year 2. Informant - The English Teacher 3. Documents</p>	<p>1. Research Design - Descriptive Research 2. Area Determination - Purposive Method 3. Respondent Determination Method - Proportional Random sampling 4. Data Collection Methods 4.1 Primary Data - Reading Comprehension Test 4.2 Supporting Data - Interview - Documentation 5. Data Analysis Method <math>E = \frac{n}{N} \times 100 \%</math> E= The percentage of the students' literal Reading Comprehension skill of each indicator n = The scores of each indicator obtained by the students N= The total score of the test items of each indicator (Adapted from Ali, 1993 :184)</p>

## Appendix 2

### Supporting Data Instruments

#### Interview Guide

No	Questions	Data Resource
1.	What curriculum do you use in teaching English ?	The English Teacher
2.	What English skills do you teach to the first year students ?	
3.	Have you ever used teaching aids and what kind of teaching aids do you use in teaching Reading Comprehension ?	
4.	How do you evaluate the students' reading comprehension achievement ?	
5.	Would you please explain to me about the English books used in teaching the first year students ? Why do you use the books ?	

#### Documentation

No	Supporting Data Taken	Data Resources
1.	The names of respondents at SLTPN 2 Jember	Document
2.	The list of the personnel of SLTPN 2 Jember	Document
3.	The reading material for the first year students at the second cawu in the 1994 English curriculum	Document



## Appendix 3

### THE RESULTS AND DATA ANALYSIS OF THE HOMOGENEITY TEST OF THE ENGLISH SCORES OF THE FIRST YEAR STUDENTS

**Table 5 : The Students' English Scores in the First Cawu and Data Analysis**

No	I A		I B		I C		I D	
	XA	XA <sup>2</sup>	XB	XB <sup>2</sup>	XC	XC <sup>2</sup>	XD	XD <sup>2</sup>
1.	99	9801	80	6400	84	7056	83	6889
2.	99	9801	74	5476	85	7225	79	6241
3.	65	4225	85	7225	79	6241	88	7744
4.	77	5929	96	9216	75	5625	83	6889
5.	69	4761	77	5929	86	7396	80	6400
6.	83	6889	79	6241	85	7225	80	6400
7.	83	6889	86	7396	84	7056	93	8649
8.	76	5776	85	7225	84	7056	81	6561
9.	97	9409	81	6561	76	5776	90	8100
10.	75	5625	83	6889	88	7744	90	8100
11.	74	5476	80	6400	81	6561	89	7921
12.	83	6889	90	8100	77	5929	83	6889
13.	82	6724	83	6889	81	6561	81	6561
14.	94	8836	93	8649	90	8100	88	7744
15.	84	7056	75	5625	66	4356	79	6241
16.	94	8836	79	6241	86	7396	75	5625
17.	76	5776	79	6241	85	7225	77	5929
18.	89	7921	95	9025	89	7921	73	5329
19.	79	6241	77	5929	75	5625	81	6561
20.	78	6084	85	7225	85	7225	94	8836
21.	84	7056	84	7056	78	6084	95	9025
22.	66	4336	91	8281	85	7225	75	5625
23.	80	6400	79	6241	77	5929	84	7056
24.	92	8461	85	7225	83	6889	80	6400
25.	77	5929	88	7744	80	6400	87	7569
26.	72	5184	91	8281	82	6724	83	6889
27.	84	7056	79	6241	72	5184	90	8100
28.	91	8281	94	8836	94	8836	76	5776
29.	79	6241	94	8836	87	7569	84	7056
30.	84	7056	82	6724	87	7569	80	6400
31.	92	8464	93	8649	76	5776	97	9409
32.	68	4624	76	5776	79	6241	79	6241
33.	89	7921	75	5625	79	6241	94	8836

34.	75	5625	89	7921	81	6561	82	6724
35.	82	6724	77	5929	79	6241	95	9025
36.	94	8836	79	6241	83	6889	98	9604
37.	85	7225	89	7921	70	4900	88	7744
38.	92	8464	85	7225	78	6084	83	6889
39.	78	6084	79	6241	75	5625	77	5929
40.	81	6061	73	5329	82	6724	88	7744
41.	81	6561	95	9025	85	7225	73	5329
42.	91	8281	65	4225	85	7225	92	8464
43.	87	7569	95	9025	84	7056	80	6400
44.	79	6241	88	7744	85	7225	75	5625
45.	83	6889	90	8100	79	6241	86	7396

Notes:

- XA: The Students' English Scores of class I A
- XB: The Students' English Scores of class I B
- XC: The Students' English Scores of class I C
- XD: The Students' English Scores of class I D

Based on the results of the data analysis above, it can be calculated below. The analysis variant as presented in Table 6

**Table 6**

### The Analysis Variant Computation

	I A	I B	I C	I D	Total
N	45	45	45	45	180
$\Sigma X$	3722	3777	3671	3698	14868
$\Sigma X^2$	311036	319323	298517	319,519	1248395
$\bar{x}$	82,71	83,93	81,57	82,17	-

Notes:

- N: Number of Respondents
- X: The Homogeneity Scores
- x: Mean of Group

The Students' score of English were analyzed by applying ANOVA formula to know the homogeneity of the population. In addition, the following was the formula of ANOVA:

$$F = \frac{S^2_b}{S^2_w}$$

Groups where:

- F : Total Variance Estimate
- SS<sub>t</sub> : Total Sum of Square
- SS<sub>b</sub> : Sum of Square between Groups
- SS<sub>w</sub> : Sum of Square within Groups
- S<sup>2</sup><sub>b</sub> : Variance Estimate between Groups
- S<sup>2</sup><sub>w</sub> : Variance Estimate within Groups

$$\begin{aligned} 1. \quad SS_t &= \sum x^2 - \frac{(\sum x)^2}{N} \\ &= 1.248,395 - \frac{(14868)^2}{180} \\ &= 1248395 - \frac{221037424}{180} \\ &= 1248395 - 1.228.096,8 \\ &= 20298,2 \end{aligned}$$

$$\begin{aligned} 2. \quad SS_b &= \left[ \frac{(\sum x A)^2}{N_A} + \frac{(\sum x B)^2}{N_B} + \frac{(\sum x C)^2}{N_C} + \frac{(\sum x D)^2}{N_D} \right] - \frac{(\sum x)^2}{N} \\ &= \left[ \frac{(3722)^2}{45} + \frac{(3777)^2}{45} + \frac{(3671)^2}{45} + \frac{(3698)^2}{45} \right] - \frac{(14868)^2}{180} \\ &= [307850,75 + 317016,2 + 299472,02 + 303893,43] - 1228096,8 \\ &= 1228232,39 - 1228096,8 \\ &= 135,59 \end{aligned}$$

$$\begin{aligned} 3. \quad SS_w &= SS_t - SS_b \\ &= 20298,2 - 135,59 \\ &= 20162,61 \end{aligned}$$

$$4. \quad S^2_b = \frac{SS_b}{K-1}$$

$$\begin{aligned} &= \frac{135,59}{4-1} \\ &= 45,19 \end{aligned}$$

$$\begin{aligned} S_w^2 &= \frac{SS_w}{N - K} \\ &= \frac{20162,61}{180 - 4} \\ &= 114560 \end{aligned}$$

$$\begin{aligned} 5. \text{ dfb} &= 4 - 1 \\ &= 3 \end{aligned}$$

$$\begin{aligned} 6. \text{ dfw} &= N - K \\ &= 180 - 4 \\ &= 176 \end{aligned}$$

$$\begin{aligned} \text{So, } F &= \frac{S^2_b}{S^2_w} \\ &= \frac{45,19}{114560} \\ &= 0,063 \end{aligned}$$

The results of the data analysis showed that the value of  $F$  was 0,063, whereas the  $F$ - table with the significance level of 5 % and  $\text{dfb}$  of 3 and  $\text{dfw}$  of 176 was 2,60. Therefore, the value of  $F$ - test was less than that of  $F$ - table. This means that there was no significant difference of the English capabilities among the four classes of the first year students of SLTPN 2 Jember in the 2001/ 2002 Academic Year.

In other words, the four classes or the population was homogeneous. Since the population was homogeneous, the sample could be taken from the four classes proportionally at random by lottery.

**Reading Test**

**Level/ Cawu : I/II**

**Year : 2001/2002**

**Time : 90 minutes**

- I. Read the text carefully and answer the questions based on it!**  
**(The list of words below the text may help you)**

Miss Hill is our class teacher. She took us for a trip to Bogor last Sunday. Bogor is a large town south of Jakarta. It is sixty kilometers away. We took two hours to get there by coach.

Bogor is famous for its Botanical garden. It is the largest garden in Southeast Asia. Many tourists come to visit it from all parts of the world.



As we walked along in the garden, we often stopped to listen to the singing birds, or to look at the beautiful flowers. And particularly we were interested in the tall trees that grew all over the garden.

The trees grew very close with their thick leaves high overhead. In some places the trees tops made such a thick roof of leaves that they shut out the sun.

After an hour's walk in the woods, we came to a large meadow. The meadow was very flat like a carpet. Miss Hill sat to take rest in the shade, while we played a ball game. We shouted and laughed and ran here and there. We had a very happy day.

trip	: perjalanan	meadow	: padang rumput
coach	: kereta	carpet	: hampan
botanical garden:	kebun tanaman (raya)	shade	: naungan (Tpt teduh)
thick	: tebal	particularly	: terutama sekali
roof	: atap	leaf (Leaves)	: daun

*( Sumber: New Standard English Readers.  
 Children's book Publisher, Singapore- Jakarta)*

**A. Answer the questions completely.**

For example: X: Where does Arman's family go this holiday?  
 Y: *Arman's family goes to Bali this holiday.*

1. What is the topic of the text above? .....
2. What is the appropriate title of the text above? .....
3. What is Miss Hill? .....
4. Where did they go last Sunday? .....
5. What does the second paragraph tell about? .....

B. Circle T for the correct answer and F for the wrong one based on the text above.

1. It took three hours to get Bogor T/ F
2. Bogor is famous for its Botanical Garden T/ F
3. Many tourists come to visit Bogor Botanical Garden T/ F
4. The students did not have a happy day in the Botanical Garden T/ F
5. Bogor Botanical Garden is the largest garden in the Southeast Asia T/ F

II. Read the text carefully!



On Sunday Nina and her mother go to the market. Her mother wants to buy various foods. Her grandmother is coming to celebrate her mother's birthday. Nina likes to help her mother. There are some fruits, namely oranges, pineapples, bananas, and grapes. They also buy some melons. They are nice, sweet and juicy fruit. Then they go to the other parts to buy some meat, chicken, fish, lobster, and vegetables. Her mother buys one kilogram of onion, potatoes leek, celery, carrots, eggplants, cucumbers, and chilies. They leave the market at nine o'clock.

(Sumber: English for SLTP 1- Penerbit Bina Pustaka Tama, Surabaya)

A. Answer the questions completely based on the text above.

For example: X: Where does she study?

Y: She studies at SLTPN 2 Jember.

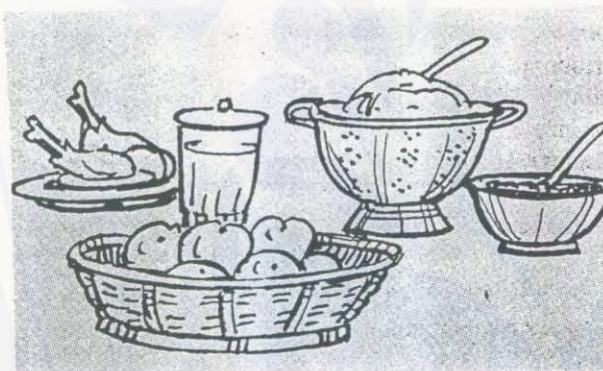
1. What is the main idea of the text above? .....
2. What is the title of the text above? .....
3. Why does Nina's mother want to go to the market? .....
4. Why does Nina go to the market with her mother? .....
5. Why is Nina's grandmother coming? .....

**B. Circle T if the statement is true or F if the statement is false based on the text given!**

- |  |      |
|--|------|
| 1. Grandmother goes to the market to buy various foods | T/ F |
| 2. It is Nina's birthday                               | T/ F |
| 3. Mother buys a kilogram of onion and chilies         | T/ F |
| 4. Mother does not buy chicken and meat                | T/ F |
| 5. They leave the market at nine o'clock               | T/ F |

**III. Read the text carefully and answer the questions!**

**FOOD**



Food is essential to our lives. Every human being needs food to survive. Food makes us grow and strong. Food contains nutrition is useful for our body. It keeps our body healthy.

The food we eat must be clean and healthy. It should consist of substances needed by our body. Those substances can be found not only in delicious and expensive food, but also in simple and cheap foodstuffs.

We usually eat three times a day. In Indonesia, we usually eat a plate of rice, a variety of side dishes such as vegetables, a slice of meat, egg, soybean curd, etc.

Besides food, we also need fruit and milk. Our country is so fertile. Fruit and vegetable can grow well. We can buy them cheaply.

*(Sumber: Comprehensive English for SLTP 1-Cempaka Putih- Solo)*

**A. Answer the questions completely!**

1. What does the picture tell about? .....
2. What is the topic of the text above? .....
3. What does the first paragraph tell about? .....
4. What does the second paragraph tell about? .....
5. What does the last paragraph tell about? .....

## B. Circle T if it is True or F if it is False!

1. Food is very important to humanbeings T/ F
2. Food does not keep our body healthy. T/ F
3. We only need rice, meat, and egg to eat. T/ F
4. The food we eat must be clean and healthy. T/ F
5. Fruit and vegetable can grow well in our country. T/ F





**I. A TRIP TO BOGOR****A.**

1. The topic of the text above is Bogor Botanical Garden.
2. The title of the text is A trip to Bogor Botanical Garden.
3. Miss Hill is their class teacher.
4. They went to Bogor Botanical Garden last Sunday.
5. The second paragraph tells us about Bogor is famous for its Botanical garden.

**B.**

1. F                    3. T
2. T                    4. F                    5. T

**II. SHOPPING****A.**

1. The main idea of the text is On Sunday Nina and her mother go to the market.
2. The title of the text above is Shopping at the market.
3. She wants to go to the market because she wants to buy various foods.
4. Nina goes to the market because Nina likes to help her mother.
5. Nina's grandmother is coming to celebrate Nina's mother birthday.

**B.**

1. F                    3. T
2. F                    4. F                    5. T

**III. FOOD****A.**

1. The picture tells about kinds of food.
2. The topic of the text is food.
3. The first paragraph tells about the usefulness of food for our body.
4. The second paragraph tells about the food we eat must be clean and healthy.
5. The last paragraph tells about we need fruit and milk beside food.

**B.**

1. T
2. F
3. F
4. T
5. T

1. GENERAL INFORMATION :

I: Part A number 1,2,5

II: Part A number 1,2

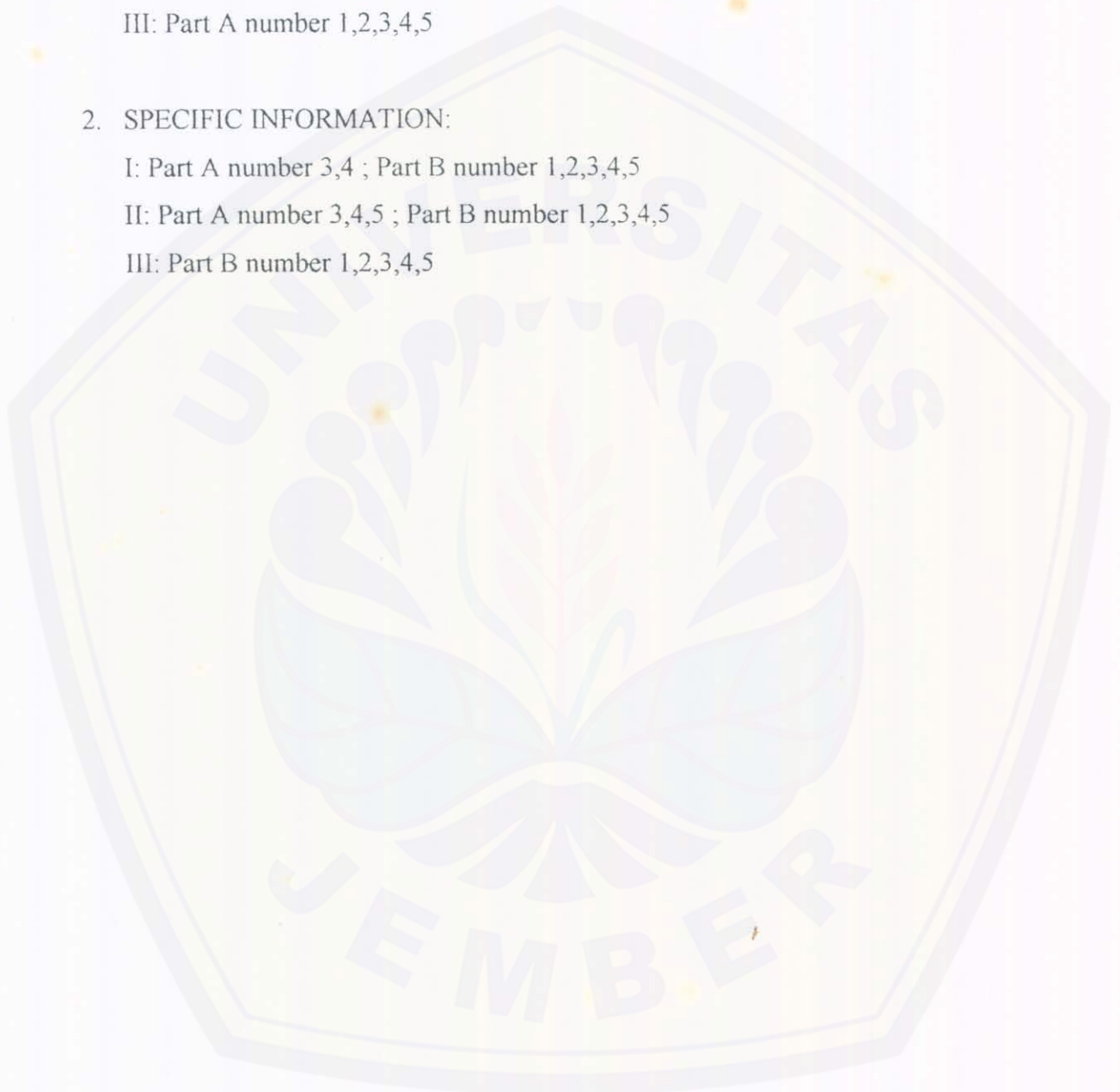
III: Part A number 1,2,3,4,5

2. SPECIFIC INFORMATION:

I: Part A number 3,4 ; Part B number 1,2,3,4,5

II: Part A number 3,4,5 ; Part B number 1,2,3,4,5

III: Part B number 1,2,3,4,5



Reading Test

Kelas : I A/12

Level/ Cawu : I/II

Year : 2001/2002

Time : 90 minutes

58

- I. Read the text carefully and answer the questions based on it!  
(The list of words below the text may help you)

Miss Hill is our class teacher. She took us for a trip to Bogor last Sunday. Bogor is a large town south of Jakarta. It is sixty kilometers away. We took two hours to get there by coach.

Bogor is famous for its Botanical garden. It is the largest garden in Southeast Asia. Many tourists come to visit it from all parts of the world.



As we walked along in the garden, we often stopped to listen to the singing birds, or to look at the beautiful flowers. And particularly we were interested in the tall trees that grew all over the garden.

The trees grew very close with their thick leaves high overhead. In some places the trees tops made such a thick roof of leaves that they shut out the sun.

After an hour's walk in the woods, we came to a large meadow. The meadow was very flat like a carpet. Miss Hill sat to take rest in the shade, while we played a ball game. We shouted and laughed and ran here and there. We had a very happy day.

trip	: perjalanan	meadow	: padang rumput
coach	: kereta	carpet	: hampan
botanical garden:	kebun tanaman (raya)	shade	: naungan (Tpt teduh)
thick	: tebal	particularly	: terutama sekali
roof	: atap	leaf (Leaves)	: daun

( Sumber: New Standard English Readers.  
Children's book Publisher, Singapore- Jakarta)

A. Answer the questions completely.

For example: X: Where does Arman's family go this holiday?  
Y: Arman's family goes to Bali this holiday.

1  
2  
2  
3

1. What is the topic of the text above? *The topic of the text above is going to Bogor with a teacher*
2. What is the appropriate title of the text above? *The appropriate title of text above is ~~visit to~~ Bogor Bot*
3. What is Miss Hill? *Miss Hill is our class teacher*
4. Where did they go last Sunday? *They went to Bogor Botanical Garden last Sunday. Gard*
5. What does the second paragraph tell about? *The second paragraph tells about Bogor is fa for its Botanical Garden.*

B. Circle T for the correct answer and F for the wrong one based on the text above.

1. It took three hours to get Bogor T/F
2. Bogor is famous for its Botanical Garden T/F
3. Many tourists come to visit Bogor Botanical Garden T/F
4. The students did not have a happy day in the Botanical Garden T/F
5. Bogor Botanical Garden is the largest garden in the Southeast Asia T/F

II. Read the text carefully!



On Sunday Nina and her mother go to the market. Her mother wants to buy various foods. Her grandmother is coming to celebrate her mother's birthday. Nina likes to help her mother. There are some fruits, namely oranges, pineapples, bananas, and grapes. They also buy some melons. They are nice, sweet and juicy fruit. Then they go to the other parts to buy some meat, chicken, fish, lobster, and vegetables. Her mother buys one kilogram of onion, potatoes leek, celery, carrots, eggplants, cucumbers, and chilies. They leave the market at nine o'clock.

(Sumber: English for SLTP 1- Penerbit Bina Pustaka Tama, Surabaya)

A. Answer the questions completely based on the text above.

For example: X: Where does she study?

Y: She studies at SLTPN 2 Jember.

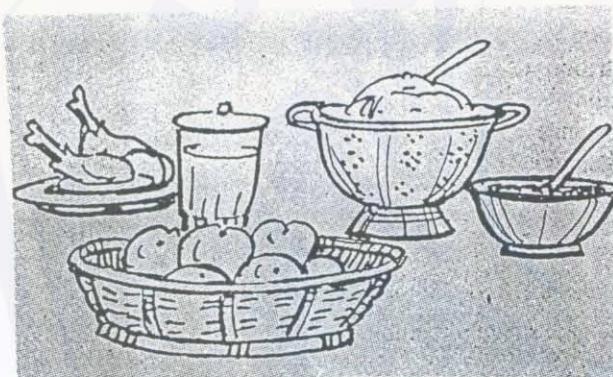
1. What is the main idea of the text above? .....
1. What is the title of the text above? *The title of the text above is shopping.*
3. Why does Nina's mother want to go to the market? .....
4. Why does Nina go to the market with her mother? .....
2. Why is Nina's grandmother coming? *Nina's grandmother coming because to celebrate her mother's birthday.*

B. Circle T if the statement is true or F if the statement is false based on the text given!

1. Grandmother goes to the market to buy various foods T/ F
2. It is Nina's birthday T/ F
3. Mother buys a kilogram of onion and chilies  T / F
4. Mother does not buy chicken and meat T/ F
5. They leave the market at nine o'clock  T / F

III. Read the text carefully and answer the questions!

### FOOD



Food is essential to our lives. Every human being needs food to survive. Food makes us grow and strong. Food contains nutrition is useful for our body. It keeps our body healthy.

The food we eat must be clean and healthy. It should consist of substances needed by our body. Those substances can be found not only in delicious and expensive food, but also in simple and cheap foodstuffs.

We usually eat three times a day. In Indonesia, we usually eat a plate of rice, a variety of side dishes such as vegetables, a slice of meat, egg, soybean curd, etc.

Besides food, we also need fruit and milk. Our country is so fertile. Fruit and vegetable can grow well. We can buy them cheaply.

(Sumber: Comprehensive English for SLTP 1-Cempaka Putih-Solo)

A. Answer the questions completely!

2. 1. What does the picture tell about? *The picture tell about foods*
3. 2. What is the topic of the text above? *The topic of the text above is food.*
3. 3. What does the first paragraph tell about? *The first paragraph tells about the ~~importance~~ essential of food for our body*
3. 4. What does the second paragraph tell about? *The second paragraph tells food must be clean healthy*
3. 5. What does the last paragraph tell about? *Our country is fertile.*

3. Nina's mother want to go to the market because she wants to buy various food.

B. Circle T if it is True or F if it is False!

- 60
1. Food is very important to humanbeings
  2. Food does not keep our body healthy.
  3. We only need rice, meat, and egg to eat.
  4. The food we eat must be clean and healthy.
  5. Fruit and vegetable can grow well in our country.

T / F  
 T /  F  
 T /  F  
 T / F  
 T / F





PENYEMPURNAAN/PENYESUAIAN  
KURIKULUM 1994  
( SUPLEMEN GBPP )

MATA PELAJARAN: BAHASA INGGRIS  
SATUAN PENDIDIKAN: SLTP/MTs

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN  
JAKARTA, 1999

II. PROGRAM PENGAJARAN

KELAS I (136 Jam Pelajaran)

Tujuan Pembelajaran Umum	Daftar Tema	Keterampilan Fungsional	Contoh Ungkapan Komunikatif	Kegiatan Pembelajaran
<p>1 Dengan penguasaan kosakata awal lebih kurang 500 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah dikuasai, siswa dapat memiliki keterampilan berbahasa sebagai berikut.</p> <p>1. <b>Membaca</b> Siswa dapat membaca teks yang berbentuk narasi, deskripsi, percakapan, dan berbentuk khusus seperti petunjuk, jadwal dan formulir yang panjangnya sampai kira-kira 100 kata dengan keterampilan sebagai berikut:</p> <ol style="list-style-type: none"> <li>1) menemukan informasi tertentu;</li> <li>2) mendapatkan gambaran umum tentang isi bacaan;</li> <li>3) menemukan pikiran utama yang tersirat;</li> <li>4) menemukan pikiran utama yang tersurat;</li> <li>5) menemukan semua informasi rinci yang tersurat;</li> <li>6) mendapatkan informasi yang tersirat;</li> <li>7) menafsirkan makna kata, frasa, dan kalimat berdasarkan</li> </ol>	<p>2</p> <p>Caturwulan I</p> <ul style="list-style-type: none"> <li>• <i>Jati diri</i> <ul style="list-style-type: none"> <li>- Perkenalan</li> <li>- Gambaran fisik seseorang</li> <li>- Gambaran sifat seseorang</li> </ul> </li> </ul>	<p>3</p> <p>Ungkapan perkenalan diri sendiri.</p> <p>Ungkapan perkenalan seseorang kepada orang lain.</p> <p>Ungkapan salam pada waktu bertemu/minta diri.</p> <p>Ungkapan terima kasih.</p> <p>Ungkapan permintaan maaf.</p> <p>Ungkapan perintah.</p>	<p>4</p> <ul style="list-style-type: none"> <li>• Hello, I'm Liiza Prijadi</li> <li>• What's your name?</li> <li>• How do you do? My name's Kosman Siregar. I live in Cijantung.</li> <li>• This is Tuti.</li> <li>• Rusli, meet Anwar.</li> <li>• "Hi, Ali! How are things?"</li> <li>• "Good morning, sir. How are you?"</li> <li>• "Morning, Toni! How's life?"</li> <li>• "Well, I can't stay. Bye-bye."</li> <li>• "See you tomorrow!"</li> <li>• Thank you/Thank you, Susi.</li> <li>• Thanks a lot</li> <li>• Sorry!</li> <li>• I'm very sorry.</li> <li>• That's alright.</li> <li>• Sit here!</li> <li>• Be quiet!</li> <li>• Look at me!</li> </ul>	<p>5</p> <p>a. <b>Membaca</b></p> <ul style="list-style-type: none"> <li>• Membaca sekilas untuk mendapatkan gambaran umum tentang teks.</li> <li>• Menjodohkan gambar dengan kata/frasa yang sesuai.</li> <li>• Mencocokkan data dalam tabel dengan gambar.</li> <li>• Memilih diagram atau ilustrasi yang cocok dengan isi teks.</li> <li>• Membaca bersuara kata-kata yang tertulis pada gambar dengan tekanan yang tepat.</li> <li>• Membaca kalimat dengan lafal yang baik dengan memperhatikan ucapan, jeda dan intonasi.</li> <li>• Mencari sinonim dan antonim kata yang ada dalam teks.</li> <li>• Memilih diagram atau ilustrasi yang mengungkapkan isi teks bacaan.</li> <li>• Memilih satu judul dari sejumlah judul yang tersedia untuk teks terkait.</li> <li>• Memberi judul suatu teks.</li> <li>• Menentukan pernyataan yang sesuai dengan informasi yang terkandung dalam teks dari sejumlah pernyataan dalam bahasa Indonesia yang disediakan.</li> <li>• Menjawab pertanyaan berdasarkan</li> </ul>



<p>konteks. 8) Mendapatkan rasa senang. Catatan: Rumusan tujuan butir 8 dimaksudkan untuk mendorong guru dan penulis buku menciptakan rasa senang siswa dalam kegiatan membaca.</p>	<ul style="list-style-type: none"> <li>- Di kantin</li> <li>- Di laboratorium</li> <li>- Kebun sekolah</li> <li>- Kegiatan sekolah</li> <li>- Kegiatan Pramuka</li> <li>- Tata tertib sekolah</li> </ul>	<p>informasi dalam teks. Membuat kesimpulan dari bacaan sederhana yang tersedia. Mengelompokkan kata-kata yang berkaitan dari segi makna (jaringan kosakata). Menentukan pernyataan benar-salah. Mencari informasi tentang hal tertentu dalam bacaan. Membaca suatu teks dalam buku, majalah, atau koran yang memuat suatu peristiwa dan kemudian mencari bila dan dimana peristiwa tersebut terjadi. Menggunakan kamus untuk mendapatkan informasi tentang makna kata dan idiom. Menerka arti kata, frasa, atau kalimat berdasarkan konteksnya. Menentukan apakah suatu teks berisi bujukan, peringatan, undangan, informasi, arahan, and sebagainya.</p>	<p>Mr. Hartu can speak English well. I can't swim. Do you have any rulers? I have two dictionaries. Whose book is that? That's Amir's book. That's not my book. I need a pen and a ruler. My brother and I go to the same school. These are my sisters. Mr. Bob has two children. Women usually like cooking. Who are these boys? They are my brothers. Are they students? Yes, they are.</p>	<p>Ungkapan kemampuan/kehidupan. Ungkapan kepemilikan. Ungkapan hubungan kesecijajaran. Keterangan orang, objek dan peristiwa yang jumlahnya lebih dari satu. Ungkapan tentang informasi faktual (mengidentifikasi, menanyakan, menguraikan, dan menceritakan). Ungkapan kebiasaan melakukan sesuatu. Ungkapan tentang keinginan.</p>	<p>Menyimak Mengidentifikasi benda-benda yang disebutkan guru dengan menunjukkan gambar. Melakukan perintah yang diberikan secara lisan. Mengisi tabel berdasarkan informasi yang ada di dalam teks lisan pendek (percakapan, narasi, dan deskripsi). Menjawab pertanyaan-pertanyaan.</p>
<p>Menyimak 1) Mengidentifikasi benda-benda yang namanya disebutkan oleh guru; 2) Melaksanakan perintah yang diberikan secara lisan; 3) Memperoleh informasi tertentu dari teks lisan pendek (percakapan, narasi, deskripsi).</p>	<ul style="list-style-type: none"> <li>• Lingkungan kelidungan keluarga</li> <li>- Anggota keluarga</li> <li>- Rumah dan perlengkapannya</li> <li>- Kegiatan keluarga</li> <li>- Kegiatan sehari-hari</li> <li>- Tetangga</li> <li>- Binatang peliharaan</li> <li>- Harta milik</li> </ul>	<p>Menyimak Mengidentifikasi benda-benda yang disebutkan guru dengan menunjukkan gambar. Melakukan perintah yang diberikan secara lisan. Mengisi tabel berdasarkan informasi yang ada di dalam teks lisan pendek (percakapan, narasi, dan deskripsi). Menjawab pertanyaan-pertanyaan.</p>	<p>We always have breakfast at 7. My father usually goes to the office by bus. I sometimes help my mother in the kitchen. I want a cup of tea. I'd like an ice-cream.</p>	<p>Ungkapan tentang keinginan.</p>	<p>Caturwulan 2 Kebudayaan sehari-hari</p>
<p>Berbicara 1) Mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang telah dipelajari; 2) Bertanya dan menjawab pertanyaan secara sederhana; 3) Melakukan percakapan pendek dan sederhana dengan lancar.</p>	<p>Caturwulan 2 Kebudayaan sehari-hari</p>	<p>Menyimak Mengidentifikasi benda-benda yang disebutkan guru dengan menunjukkan gambar. Melakukan perintah yang diberikan secara lisan. Mengisi tabel berdasarkan informasi yang ada di dalam teks lisan pendek (percakapan, narasi, dan deskripsi). Menjawab pertanyaan-pertanyaan.</p>	<p>Menyimak Mengidentifikasi benda-benda yang disebutkan guru dengan menunjukkan gambar. Melakukan perintah yang diberikan secara lisan. Mengisi tabel berdasarkan informasi yang ada di dalam teks lisan pendek (percakapan, narasi, dan deskripsi). Menjawab pertanyaan-pertanyaan.</p>	<p>Ungkapan tentang keinginan.</p>	<p>Caturwulan 2 Kebudayaan sehari-hari</p>

<p>2) Menulis kalimat sederhana yang diilustrasikan.          3) Melengkapi percakapan sederhana dan singkat (paling banyak 2 pertukaran peran, 4 baris), atau paragraf pendek yang berbentuk narasi dan deskripsi.          4) Membuat kalimat sederhana.</p>	<p>- Makanan dan minuman          - Pakcajian          - Rekreasi</p> <p>• <i>Pekerjaan</i>          - Di tempat kerja          - Jenis pekerjaan          - Suasana pekerjaan</p> <p>• <i>Berbelanja</i>          - Di pasar          - Di toko/swalayan          - Barang dagangan</p>	<p>Ungkapan tentang kebutuhan.</p> <p>Ungkapan rasa suka/tidak suka</p> <p>Ungkapan tentang profesi seseorang.</p> <p>Ungkapan tentang keberadaan sesuatu/seseorang.</p> <p>Ungkapan tentang kejadian/kegiatan/pertistiwa pada waktu lampau.</p> <p>Ungkapan tentang kejadian yang akan datang</p> <p>Ungkapan yang menyatakan jumlah benda/orang.</p>	<ul style="list-style-type: none"> <li>• I <u>need</u> thick clothes.</li> <li>• I <u>like</u> orange juice</li> <li>• I <u>don't like</u> milk</li> <li>• I <u>enjoy</u> fishing</li> <li>• I <u>hate</u> fish and never eat any</li> <li>• Tom's father is a <u>doctor</u>.</li> <li>• I'm a <u>student</u>.</li> <li>• <u>There are</u> about 5 doctors in the public health service.</li> <li>• <u>Is there</u> a secretary in the office?</li> <li>• <u>There are not any</u> typists in the room.</li> <li>• The clerk was late <u>this morning</u>.</li> <li>• Our teacher <u>entered</u> the room <u>just now</u>.</li> <li>• The manager <u>left</u> the office at 5 p.m <u>yesterday</u>.</li> <li>• Mother <u>will go</u> shopping <u>this evening</u>.</li> <li>• I <u>will buy</u> some fruits <u>tomorrow</u>.</li> <li>• There are a <u>lot of</u> people in the market.</li> <li>• I need a <u>few</u> Australian apples.</li> </ul>	<p>yang diajukan guru atau lawan bicara.</p> <ul style="list-style-type: none"> <li>• Mendengarkan iklan/teks pendek dan menuliskan jawabansingkat atas pertanyaan yang berkaitan dengan iklan tersebut.</li> </ul> <p>c. <i>Berbicara</i></p> <ul style="list-style-type: none"> <li>• Melakukan dengan tepat kata-kata kunci yang berkaitan dengan tema tertentu.</li> <li>• Melakukan dengan ucapan, jeda, dan intonasi yang tepat kalimat yang berkaitan dengan tema tertentu.</li> <li>• Mencari informasi pribadi dari sejumlah tema yang mempunyai pilihan, minat, atau kesukaan yang sama.</li> <li>• Melakukan tanya-jawab tentang kegemaran, minat, umur, keluarga</li> <li>• Membandingkan suatu pilihan dengan pilihan orang lain yang sama atau tidak sama berdasarkan gambar yang diberikan.</li> <li>• Melakukan tanya-jwab untuk melengkapi tabel tentang nama-nama orang yang bertugas dalam keluarga, misalnya siapa yang berbe-lanja.</li> <li>• Tukar-menukar informasi tentang keluarga, misalnya mengenai jumlah anggota keluarga, tempat tinggal mereka, kapan dan dimana mereka bertemu.</li> <li>• Melaporkan informasi tentang</li> </ul>
--	--	--	--	---

• keadaan ~~keberya~~ seseorang kepala seluruh kelas.

• Ber cerita tentang suatu gambar/ foto yang menunjukkan kepada seseorang.

• Tanya-jawab berdasarkan bacaan, gambar/fotodiagram tertulis.

• Melakukan tanya-jawab tentang kegiatan yang disenang/tidak disenangi dan daftar yang dibetulkan.

• Bermain peran: (1) sebagai tuu yang menyatakan arah suatu tempat, misalnya menyatakan tempat berbelanja yang terdekat; (2) dalam menyapaikan salam dan berpamitan; (3) dalam berterima kasih; dan (4) dalam berkenalan.

d. *Menulis*

• Menyalin paragraf pendek yang bermemtuk narasi atau deskripsi.

• Menuliskan jawaban-jawaban atas pertanyaan pemahaman teks.

• Menuliskan kalimat yang dituliskan dengan cian yang benar-benar, dilengkapi percakapan, formulir, atau teks pendek.

• There was a little money left in my purse

• You must pay for the goods before leaving.

• A: "Can I have some fruits?"  
B: "Oh, you must go to the green grocer."

• A: "Which game do you like to play, modern or traditional one?"  
B: "Traditional one, please."

• X: "Which one do you want?"  
Y: "The red one, please."

• "Is Nyoman playing marbles?"  
"Yes, he is."  
"Are children playing hide and seek?"  
"Yes, they are."  
"What are the boys doing?"  
"They are playing scrabbles."

• Mother needs a bottle of cooking oil.  
• I need two glasses of water to boil the eggs.  
• Can you give me a piece of cheese?  
• Do you have any milk?  
• I don't have any milk. I have some creamer.

Ungkapan yang menyatakan keharusan.

Ungkapan yang menyatakan pilihan.

Pernyataan tentang kejadian/ kegiatan yang sedang berlangsung.

Ungkapan yang menyatakan kuantitas benda yang tidak dapat dihitung.

Caturwulan 3

- Permainan modern
- Permainan tradisional
- Permainan anak-anak

*Kegemaran/hoobi*

- Berkebun
- Koleksi perangko
- Berkemah
- Membaca
- Memasak
- Glah raga
- Seni

Appendix 9

The Names of the Respondents

No	Name	Class
1.	Diajeng Putri Kinanti	IA
2.	Aisyah Hadi Ramadani	IA
3.	Andy Fauzi Saleh	IA
4.	Arfiani Meikalinda	IA
5.	Aya Viginsha	IA
6.	Dessy Amalia Rahayu	IA
7.		IA
8.	Dotti Inggrianita	IA
9.	Fadhila Imaniar	IA
10.	Ferdy Kanz Zamani	IA
11.	Hafan Zulus Budianto	IA
12.	Indra Gunawan	IB
13.	Aang Hadi Waluyo	IB
14.	Andik Himawan	IB
15.	Arie Sandi H	IB
16.	Cynthia Meisa	IB
17.	Deka Bagus	IB
18.	Dimitra Levina hartono	IB
19.	Dini Pangastuti	IB
20.	Endiki Surya WP	IB
21.	Farianto Basil P	IB
22.	Gama Wisnu F	IB
23.	Hardaning Tyas W	IC
24.	Yoko Yogiswara	IC
25.	Tri Wulandari	IC
26.	Rizky Kurnia	IC
27.	Soelistyo	IC
28.	Hadi Subroto	IC
29.	Rifqa Dwi Amalia	IC
30.	Rahmat Harjo Saputra	IC
31.	Ukik Prabo Kuncoro	IC
32.	Oktabriatno Indrajit	IC
33.	Penitaliasih Dwi Astuti	IC
34.	Wahyuning Kurnia Putri	ID
35.	Dwi Bismoko	ID
36.	Endika SVP	ID
37.	Indra wahyu Baskoro	ID
38.	Jemmy Putra H	ID
39.	Lona Putri R	ID
40.	Lutfian Katiara	ID

41.	Mahbub el M	ID
42.	Ronggo Wiyono S	ID
43.	Sukma	ID
44.	Sandika Cipta B Saharia Nuraini	ID



## Appendix 10

### The list of personnel at SLTPN 2 Jember

No	Name	Subject
1.	H. Achmad Ghozi, A.Md	Religion (Islam)
2.	Drs. M. Hisyam	PPKn
3.	Himajatun Nufus, SPd	Indonesian
4.	Tohak, Amd	Indonesian
5.	Sri Hayati, A.Md	Indonesian
6.	M. Nadjib	Indonesian
7.	Teguh Budiyanto, SPd	Mathematics
8.	Agus Riani Dwiana	Mathematics
9.	Wida Wardani, A.Md	Mathematics
10.	Bambang Widarbo	Mathematics
11.	Damiyati, SPd	Science
12.	Dra. W. Purnamaningsih	Science
13.	Kustantini, SPd	Science
14.	Suhartati	Social
15.	Dra. Suyani	Social
16.	Drs. Suhadi	Social
17.	Christina TB, SPd	English
18.	Agus Veriyanto, SPd	English
19.	Fauzi, SPd	English
20.	Dra. Pontjo Retnaningsih	Javanese
21.	Sulistyowati	Accounting
22.	Rucky Sri Yuanita	Accounting
23.	Dra. Christina HW	Counseling
24.	Dra, Ine Setyarti	Counseling
25.	Dra. Sumarlinah	Counseling
26.	Widya	Religion ( Christian)
27.	Drs. Yohanes Samidi	Religion ( Catholic)
28.	Ida Bagus Oka	Religion (Hindu)
29.	Slamet Widodo	Kertakes
30.	Ika Hindarti, SPd	Physics/ Biology
31.	Harianto	Computer
32.	Edi Santoso	Sports
33.	Sri Nurul Syamsiah	History
34.	Henny Srikandi	Administrative staff
35.	Siti Zubaidah	Administrative staff
36.	Ratnoto	Administrative staff
37.	Teni Sugianto	Administrative staff
38.	Slamet Ganefo	Administrative staff
39.	Hermanto	Librarian
40.	Bambang Suprpto	Administrative/ gardener

## Digital Repository Universitas Jember

41.	Saati Murni	Administrative chief
42.	Hermin Wati	Administrative staff
43.	Koewat santoso	Administrative staff
44.	Misnan	Security





Nomor **2253** /J25.1.5/PP.7/2000

**24** AUG 2001

Lampiran : 1 (satu) bendel

Perihal : **SEMINAR PROPOSAL SKRIPSI**

Kepada : Yth. ....

Dosen FKIP. Universitas Jember

di-

J E M B E R

Bersama ini kami mengharap dengan hormat kehadiran Bapak/Ibu besok pada :

Hari / Tanggal : Sabtu / 25 Agustus 2001

J a m : 10.30 WIB

A c a r a : Ujian Seminar Proposal Skripsi

An. Kusumal Khotimah

NIM. 960210401110

Jurusan/Prog. : Pend. Bahasa & Seni / Bahasa Inggris

J u d u l : A Descriptive Study on the first year

students' Literal Reading Comprehension

Achievement through pictures at SLTPN 2

Jember in the 2000/2001 Academic Year.

T e m p a t : Ruang Micro Teaching Gedung III

Demikian atas perhatian dan kehadirannyadisampaikan terima kasih.

An. D E K A N  
Pembantu Dekan I  
Kabag. Tata Usaha,



Drs SUBAHAB IMAM FADILLAH  
NIP. 130 261 669.

Tembusan Kepada Yth. :

1. Ketua Jurusan FKIP UNEJ
2. Ketua Program FKIP UNEJ
3. Dosen Pembimbing I dan II



DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

## LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : KHUSNUL KHOTIMAH  
 NIM/Angkatan : 960210401110/ 1996  
 Jurusan/Program Studi : PENDIDIKAN BAHASA& SENI/ BAHASA INGGRIS  
 Judul Skripsi : A DESCRIPTIVE STUDY OF THE FIRST YEAR STUDENTS'  
 LITERAL READING COMPREHENSION SKILL OF TEXTS WITH  
 PICTURES IN THE 2001/2002 ACADEMIC YEAR  
 Pembimbing I : Dra siti gundari, MA  
 Pembimbing II : Dra Made Adi Andayani T, MEd

## KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu /16 - Februari 2001	Matrix & Bab I	
2.	Kamis /24 Februari 2001	Bab I	
3.	Jum'at /3 Maret 2001	Bab II	
4.	Sabtu /18 Maret 2001	Bab II	
5.	Senin /27 Maret 2001	Bab II	
6.	Selasa /4 April 2001	Bab II	
7.	Jum'at /26 Mei 2001	Bab III	
8.	Jum'at /4 Agustus 2001	Bab III	
9.	Rabu /23 Agustus 2001	Bab III	
10.	Selasa /9 April 2002	Bab IV	
11.	Rabu /17 April 2002	Bab IV & V	
12.	Senin /22 Juli 2002	Bab IV & V	
13.	Rabu /17 November 2002	Bab IV & V	
14.	Sabtu /30 November 2002	Bab IV & V	
15.	Sabtu /11 Januari 2003	Bab IV & V	

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

N a m a : **KHUSNUL KHOTIMAH**

NIM/Angkatan : **960210401110 / 1996**










Jurusan/Program Studi : **PENDIDIKAN BAHASA DAN SENI/ BAHASA INGGRIS**

Judul Skripsi : **A DESCRIPTIVE STUDY OF THE FIRST YEAR STUDENTS' LITERAL READING COMPREHENSION SKILL OF TEXTS WITH PICTURES IN THE 2001/ 2002 ACADEMIC YEAR**

Pembimbing I : **dra siti gundari, MA**

Pembimbing II : **dra made asi andayani, MEd**

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin / 5 - Maret - 2001	Bab I	
2.	Selasa / 15 - Mei - 2001	Bab I, II, III	
3.	Senin / 20 - Agustus 2001	Bab III & Instrumen	
4.	Jumat / 24 - Agustus - 2001	Bab III & Instrumen	
5.	Rabu / 20 - Februari 2002	Bab III & Instrumen	
6.	Sabtu / 30 - November 2001	Bab IV & V	
7.	Senin / 16 Desember 2002	Bab IV & V	
8.	Sabtu / 11 Januari 2002	Bab IV & V	
9.	Senin 20 Januari 2002	Bab W & U	
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi



DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegayuboro Kotak Pos 162 Telp / Fax (0331) 334988 Jember 68121

Nomor : 0394 /J25.1 5/PL5/2001  
Lampiran : Proposal  
Perihal : Ijin Penelitian

Jember, 21 Februari.....2002

Kepada : Yth. Sdr. KEPALA SLIPEN 2  
.....  
JEMBER  
di -  
.....  
JEMBER

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : KHUSNUL KHOTIMAH  
Nim : 96-1110  
Jurusan/Program : PENDIDIKAN BHS DAN SENI/ BAHASA INGGRIS

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A DESCRIPTIVE STUDY OF THE FIRST YEAR STUDENTS LITERAL READING COMPREHENSION SKILL OF TEXT WITH PICTURES AT SLIPEN 2 JEMBER IN 2001/ 2002 ACADEMIC YEAR.

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya. Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan  
.....  
Bantuan Dekan I,  
  
ILMISNO AL, M.Pd  
NIP. 130 937 191



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN

SLTP NEGERI 2 JEMBER

Alamat : Jl. P.B. sudirman No. 26 Telepon (0331) 484878- JEMBER

SURAT KETERANGAN

Yang bertandatangan dibawah ini, Kepala SLTP Negeri 2 jember menerangkan bahwa :

Nama : KHUSNUL KHOTIMAH  
 NIM : 960210401110  
 Tempat/ Tgl Lahir : Jember, 4 Juni 1977  
 Program : Bahasa Inggris  
 Fakultas : KIP Universitas Jember  
 Alamat : Jl. Basuki Rahmat Perum Bumi Este Muktisari N/22  
 Jember.

Yang bersangkutan telah selesai mengadakan penelitian di SLTP Negeri 2 Jember pada 27 Pebruari 2002 dengan judul " A DESCRIPTIVE STUDY ON THE FIRST YEAR STUDNTS' LITERAL READING COMPREHENSION OF TEXT WITH PICTURES IN THE 2001/2002 ACADEMIC YEAR"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 11 Mei 2002

Kepala



DIS. SINARJONO. MM  
433780078

