



**THE EFFECT OF USING COMPOSITE PICTURES ON THE EIGHTH
GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT
AT SMPN 11 JEMBER**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2016**



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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Education Department Teacher
Training and Education Faculty Jember University

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2016

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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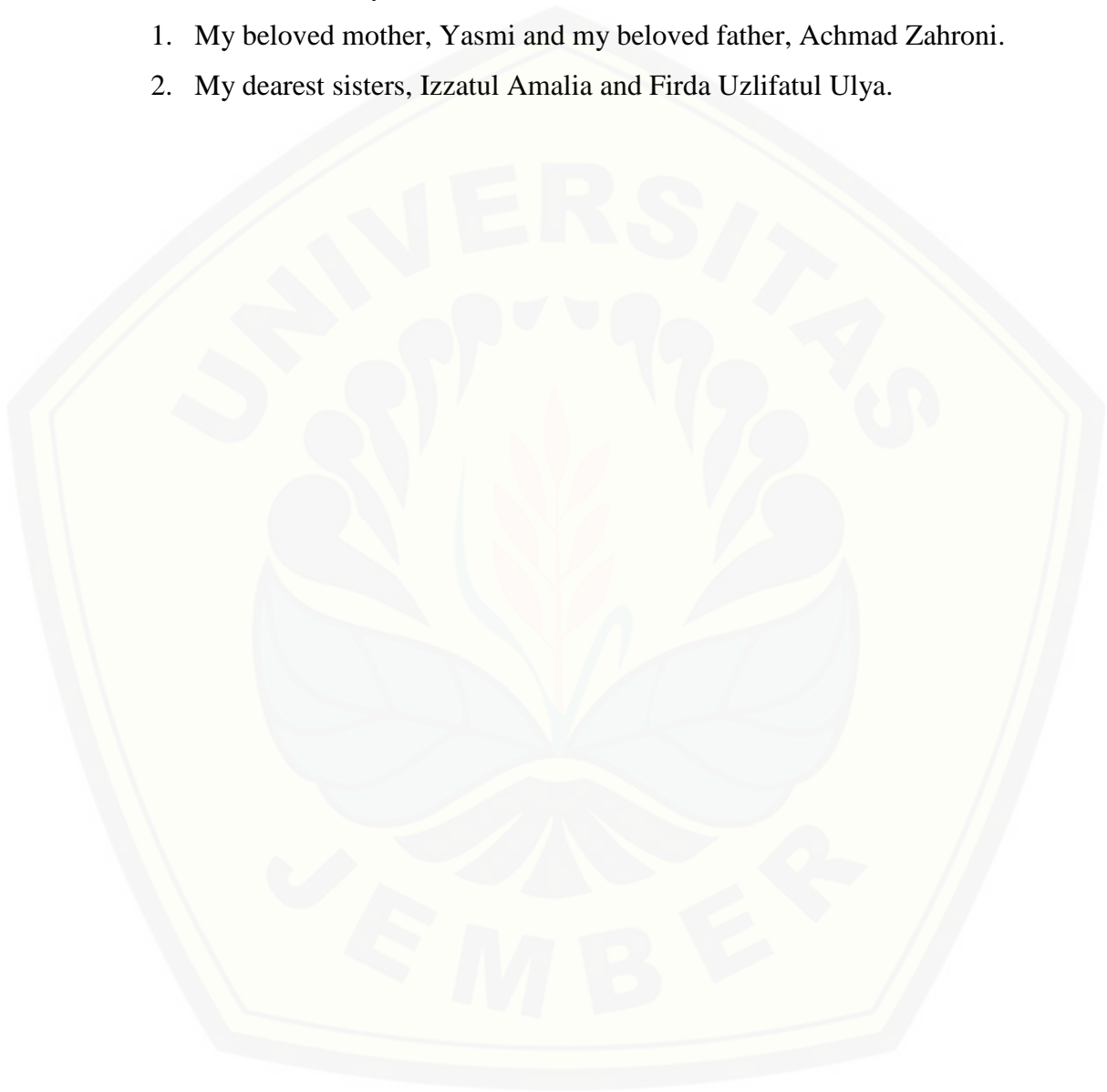
Jember, August 2016

YASITA DESTIKA RANI
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved mother, Yasmi and my beloved father, Achmad Zahroni.
2. My dearest sisters, Izzatul Amalia and Firda Uzlifatul Ulya.



MOTTO

He that loves reading has everything within his reach.

(William Godwin)

Words and pictures can work together to communicate more powerfully than either alone.

(William Albert Allard)



http://www.brainyquote.com/quotes/quotes/w/williamgod205694.html?src=t_reading

<http://www.brainyquote.com/quotes/quotes/w/williamalb164540.html>

[July 26th, 2016]

CONSULTANT APPROVAL

**The Effect of Using Composite Pictures on the Eighth Grade Students'
Reading Comprehension Achievement at SMPN 11 Jember**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education

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First of all, I would like to express my greatest thanks to Allah SWT. Because of His countless Blessing, Mercy and Grace, I was able to finish my thesis entitled “The Effect of Using Composite Pictures on the Eighth Grade Students’ Reading Comprehension Achievement at SMPN 11 Jember”.

Secondly, I also would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of Faculty of Teacher Training and Education Jember University for the approval of writing this thesis,
2. The Chairperson of the Language and Arts Department for the approval of writing this thesis,
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7. My lovely friends Linda, Sheila, Novita, Lanvi, Anan, Rahma, Heni, Mitha, Husnul, Dika, and Ari who always help and support me.

Finally, I hope this thesis will provide some advantages for its readers. Any constructive suggestions and criticism are appreciated.

Jember, August 2016

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SUMMARY

The Effect of Using Composite Pictures on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 11 Jember; Yasita Destika Rani, 110210401025; 2016; 41 pages; English Language Education Study Program; Language and Arts Department; Faculty of Teacher Training and Education; Jember University

Reading plays an essential role in English language learning that every learner needs to comprehend the English texts. Dealing with the students' comprehension, it is important to use appropriate and interesting media to motivate the students in comprehending the text. Composite picture can be an alternative media in teaching reading as it.

This research was a quasi-experimental research. The purpose of this research is to know whether or not there is a significant effect of using composite pictures on reading comprehension achievement of the eighth grade students at SMPN 11 Jember. The area of this research was SMPN 11 Jember. It was chosen purposively because the use of composite pictures as media of teaching English had never been applied in teaching learning process in the school.

The respondents of this research were the eighth grade students of SMPN 11 Jember. In determining the respondents, homogeneity analysis by using ANOVA formula was applied to know the homogeneity of the population. Based on the calculation, the condition of the eighth grade of SMPN 11 Jember was homogenous. Thus, the researcher chose two classes randomly then doing lottery to decide the control group and the experimental group.

Before giving a post-test, a try out test was conducted to know whether or not the test items were suitable for the eighth grade students' level of comprehension. In addition, from the result of the try out, it can be seen whether or not the test needed to be revised and the time allocation was sufficient.

The posttest was given to both groups after each groups received treatment twice, that was teaching reading comprehension by using composite pictures to the experimental group and teaching reading comprehension without using any media for the control group. The result of independent sample t-test analysis shows the value of significance (2-tailed) was 0.00002 which was lower than 0.05. It

means that there was a statistical difference between the mean score of the student in the experimental group and the mean score of the students in the control group.

Based on the results, it could be concluded that there was a significant effect of using composite pictures on the eighth grade students' reading comprehension achievement at SMPN 11 Jember. The research findings said that the students in the experimental group got better score than those who were in the control group. This can be seen in the result of the posttest scores.

Thus, it is recommended for the English teacher to use composite pictures as the media of teaching English especially in teaching reading comprehension skill. It is suggested that the students of SMPN 11 Jember be actively involve themselves in the teaching and learning process by practicing their English by using composite pictures as their media to help them comprehend the text more easily. Moreover, it is hoped that the result of this research can be used as a reference and information for future researchers to conduct further research dealing with similar problem by using another research design.

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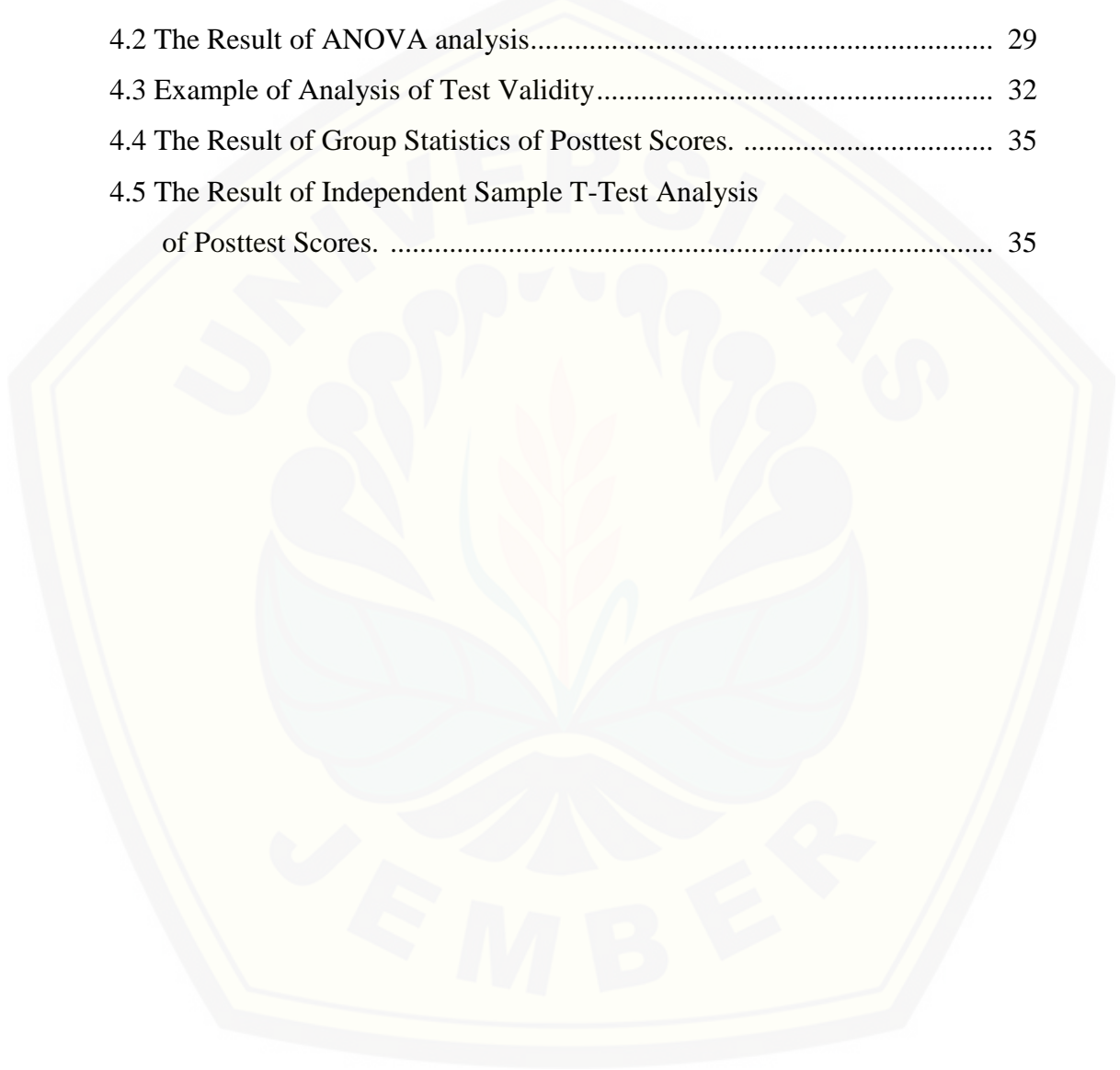
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CHAPTER 1. INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objective of the study, the significance of the study and the scope and limitation of the research.

1.1. Background of the Research

In this globalization era, English becomes a standard of communication in the world and it becomes important to everyone to learn English. Ellis (1994:220) states that English serves as a means of communication between speakers of scientific, media and arts, travel in tourism and literature.

English language Teaching (ELT) can be one of the ways to master the ability in English. In English Language Teaching (ELT), the students' English communicative competence is developed in four language skills. They are: listening, speaking, reading, and writing.

Reading is one of the language skills that has a great influence in all teaching and learning activities of English. According to Grellet (1996:8), reading is the basic skill in learning English because its activities in the classroom involve reading. Later, Grellet states that reading is a process of understanding a reading text. It is a skill which constantly involves guessing, predicting, checking, and asking oneself question. It can be said that reading is a very active process in which the readers are not only passive subjects who just read letters, words, phrases, and sentences, but also actively work on the text and comprehend the text.

Dealing with the students' comprehension, it is important to use appropriate and interesting media to motivate the students in comprehending the text. According to Arsyad (2006:15) media is one of important factors in a teaching learning process. Picture is one of visual media. Picture as visual media is very common to use in teaching language. Roe (2011) [quoted in Grunvig

(2012:19)], states that visualization helps make the content of the text clear and helps organise information. Complicated verbal text appear clearer and simpler with illustrations. In line with this idea, Lewis (2001) [quoted in Grunvig (2012:22)] states that how words and pictures interweave, making the words tell us the same story as we can read from the pictures.

There are many things which are difficult to bring into the classroom, but pictures make it possible (Wright, 1989:139). Later, he states that the use of suitable pictures in the introduction of language can speed the process by which the students assimilate the meaning. It means that pictures can make the students easier to comprehend the text. Based on Wright's idea, in teaching language, pictures contribute to the following points: (1) Interest and motivation; (2) a sense of the language; (3) a specific reference point or stimulus. Further, he also says that pictures can be used by the teachers in the classroom because they are easy to prepare, easy to recognize, interesting, meaningful, authentic, and easy to collect.

Further, Wright (1989:198) defines composite picture as a picture which has a full of information. That is why this research focused on the use of visual aids in the form of composite picture. Composite picture can make the students comprehend the reading text easily because it has a lot of information. They can see many activities in this picture. Another expert, Yunus (1981:49), confirms that composite picture enables students to see places, people and events that they would otherwise not see because of factors like distance, time, and cost. This will provide a clue to the meaning of details, either introducing it to the learners for the first time or reminding them on it.

Anggraini (2011) found that composite pictures significantly affected the seventh grade students' reading comprehension achievement at SMPN 4 Bondowoso. It is 12% more effective than teaching reading without using composite pictures.

Based on the preliminary study, the eighth grade students of SMP Negeri 11 Jember had never been taught by using composite pictures during the teaching learning process. In the interview, the teacher said that she never applies composite pictures in teaching reading recount text. The English teacher usually

uses text book and applies the conventional method during teaching and learning activities that is, asked the students to read the text, explaining, and doing some practices or exercises in worksheet.

Therefore, based on the facts found, the researcher tried to apply a new media in teaching reading in order to see whether or not there is a significant effect of using composite picture in teaching reading comprehension.

1.2. The Problem of the Research

Based on the background of the research, the problem of the research is “Is there any significant effect of using composite pictures on reading comprehension achievement of the eighth grade students at SMP Negeri 11 Jember?”

1.3. The Objective of the Research

Based on the research problem, the objective of the research is to know whether or not there is a significant effect of using composite pictures on reading comprehension achievement of the eighth grade students at SMP Negeri 11 Jember.

1.4. The Significance of the Research

The result of the research is expected to give contribution for the writer, the English teacher, students, and future researchers.

a. The English Teacher

The result of this research can be as input for the teacher in using different media by applying composite pictures in teaching reading comprehension, especially for the English teacher of SMPN 11 Jember.

b. The students

The result of this research is expected to give experience for the students in using the composite picture in comprehending reading text.

c. Future Researcher

The result of this reasearch is hopefully useful for future researcher as a reference and information to conduct further research dealing with similar problem by using another research design such as descriptive study on students' reading achievement by using composite pictures.

1.5. Scope and Limitation of The Research

This experimental research was conducted to investigate whether or not there was a significant effect of using composite pictures on reading comprehension achievement of the eighth grade students at SMP Negeri 11 Jember in 2015/2016 academic year. The research would also point out the effectiveness of using composite pictures on teaching reading comprehension on the eighth grade students. The research was based on the secondary as well as the primary data collected.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses the review of some literatures related to the variables of the research. They are reading and reading comprehension, reading comprehension achievement, word comprehension, sentence comprehension, paragraph comprehension, text comprehension, recount text definition, picture as language teaching media, composite picture as language teaching media, the stages of teaching reading by using composite picture, the strengths and weaknesses of composite picture, and hypothesis of the research.

2.1 Reading and Reading Comprehension

Reading is an activity that has a purpose. A person may read to get some information or read for enjoyment or to enhance knowledge of language being read. According to Grellet (1996:3), reading is a process of understanding written English text. It means the readers have to interact with written language to get the message from the text in order to get the information.

Comprehension is the main goal of reading process. In line with this, Hennings (1997:245) states that comprehension means interacting constructing meaning with text. In addition Fairbairn and Winch (1996:8) affirm that we read in order to gain meaning from the text. It means the reader should be able to get and understand the point what is meant of the text, and know what the idea that writer's given to the readers through their thinking process. When they are thinking the reader uses their knowledge, skills, and strategies to determine what the meaning or idea is.

2.2 Reading Comprehension Achievement

In relation with achievement, Hughes (2003:12) states that achievement is related to the test is done to discover how successful students have been in achieving the objective of the study. Grellet (1996:6) says that reading

comprehension achievement can be defined as the successful result of students' comprehension in guessing, predicting, and understanding the written text by doing such an achievement text. The focus of reading comprehension achievement in this research was the students' comprehension in word, sentence, paragraph, and text. Meanwhile, the text used in this research is recount text, under the consideration that this genre is taught to the eighth grade students of Junior High School.

2.3 Units of Reading Comprehension

Comprehension is the ultimate purpose of reading. Each experts introduces different levels of comprehension. McWhorter (1989:90) states that reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Therefore, to know the students' reading comprehension achievement can be gained by administering reading comprehension test covering the materials of word, sentence, paragraph, and text comprehension. The following sections discuss about word, sentence, paragraph, and text comprehension.

2.3.1 Word Comprehension

According to Carrel et al. (1988:14), learning to read is learning to identify or know words. It means in reading activities, the students should know the meaning of the words to understand and comprehend the text. Fairbairn and Winch (1996:9) confirm that, if we know what the individual words mean and how they are put together in our language, we know what the sentence means. In other words, to understand a reading text successfully, the students should know the meaning of the words in the text.

Here is an example of question of word comprehension:

Text extract 1 : A vacation in Jogjakarta

 Last week, My family and I spent my vacation in Jogjakarta. We went to Borobudur temple. It is one of the biggest temple in Indonesia. We went there by car.

 My family and I arrived at Borobudur Temple at 2:30 pm. I saw a lot

Line 5 of tourists there. Borobudur temple was crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist.

That was the first time I spoke English with foreign tourists. We returned at 22:30 at night. It was a very interesting holiday. My family and I were happy.

(adapted from <http://fujianto21-chikafe.blogspot.com/2013/11/5-contoh-singkat-recount-text-bahasa.html>)

Question: “My family and I were happy.” (line 8)

The underlined word has similar meaning with...

- Upset
- Glad
- Dissatisfied
- Miserable

Answer : b. Glad

2.3.2 Sentence Comprehension

Sentence comprehension means the understanding of what the sentence tells about, not only the understanding of word by word, but also the whole words to express a complete thought. This is in line with the statement from Grellet (1996:15) that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word. According to McWhorther (1989:88), the reader may consider such questions about the subject or predicates such as what, where, which, when, how, or why.

(Taken from McWhorter, 1989:88)

Here is an example of question of sentence comprehension:

Text extract 2 : A vacation in Jogjakarta

Last week, My family and I spent my vacation in Jogjakarta. We went to Borobudur temple. It is one of the biggest temple in Indonesia. We went there by car.

My family and I arrived at Borobudur Temple at 4:30 pm. I saw a lot of

Line 5 tourists there. Borobudur temple was crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist. His name is Brian. He is very friendly. That was the first time I spoke English with foreign tourists.

We returned at 22:30 at night. It was a very interesting holiday. My family and I were happy.

(adapted from <http://fujianto21-chikafe.blogspot.com/2013/11/5-contoh-singkat-recount-text-bahasa.html>)

Question: “He is very friendly.” (line 6)

What does the word “he” refer to?

- a. Me
- b. Brother
- c. Brian
- d. Dad

Answer : c. Brian

2.3.3 Paragraph Comprehension

Paragraph is a group of sentence that revolve around a single idea. According to Langan (2007:11), a paragraph is a series of sentence about one main idea. Paragraph comprehension is an important thing in reading; it refers to understanding words and sentences in a paragraph. Further, Langan states that a paragraph typically starts with a point, and the rest of the paragraph provides specific details to support and develop the point. Dealing with the statement above, Wingersky, *et al.* (1999:31) confirm that a paragraph has three parts namely a topic sentence, supporting sentence, and a concluding sentence.

Here is an example of question of paragraph comprehension:

Text extract 3 : A Vacation in Jogjakarta

Last week, My family and I spent my vacation in Jogjakarta. We went to Borobudur temple. It is one of the biggest temple in Indonesia. We went there by car.

Line 5 My family and I arrived at Borobudur Temple at 4:30 pm. I saw a lot of tourists there. Borobudur temple was crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist. His name is Brian. He is very friendly. That was the first time I spoke English with foreign tourists.

. We returned at 22:30 at night. It was a very interesting holiday. My

family and I were happy.

(adapted from <http://fujianto21-chikafe.blogspot.com/2013/11/5-contoh-singkat-recount-text-bahasa.html>)

Question: What does the paragraph 2 tell us about?

- a. Things to do in Borobudur temple.
- b. My impression of the vacation.
- c. How we get to the temple.
- d. The city where Borobudur temple located.

Answer : a. Things to do in Borobudur temple.

2.3.4 Text Comprehension

Comprehending the text means that the readers comprehend each part of the text. They are words, sentences, and paragraphs. Therefore, to get better understanding in reading, it is better for the students to know the comprehension not only from comprehending words, sentences, and paragraphs, but also comprehending the whole text. This is in line with Fairbairn and Winch's explanation (1996:12) that both general knowledge and specific knowledge about the area in which you are reading will help you to read with a greater understanding. It means that general and specific knowledge will make us reading effectively.

Here is an example of question of paragraph comprehension:

Text extract 4 : A Vacation in Jogjakarta

Last week, My family and I spent my vacation in Jogjakarta. We went to Borobudur temple. It is one of the biggest temple in Indonesia. We went there by car.

Line 5 My family and I arrived at Borobudur Temple at 4:30 pm. I saw a lot of tourists there. Borobudur temple was crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist. His name is Brian. He is very friendly. That was the first time I spoke English with foreign tourists.

. We returned at 22:30 at night. It was a very interesting holiday. My family and I were happy.

(adapted from <http://fujianto21-chikafe.blogspot.com/2013/11/5-contoh-singkat-recount-text-bahasa.html>)

Question: What is the text about?

- a. An unsatisfying vacation in Jogjakarta.
- b. A bad experience in Borobudur temple.
- c. An enjoyable trip goes bad.
- d. A nice vacation in Jogjakarta.

Answer : d. A nice vacation in Jogjakarta.

2.4 Recount Text Definition

According to Wardiman, *et al.* (2008:116), recount text is a text that tells the reader about one story, action or activity. The social function of recount text is to retell past event or something that happen in the past. According to Goatly (2000:30), the purpose of recount text is to construct past experience by retelling events and incidents in sequence in which they occurred. Derewianka (1990) divides a recount text into three types; personal recount, factual recount, and imaginative recount. First, a personal recount exposes an event in which the writer or the author involves or acts in those events, such as experiences. Second, a factual recount is a note of an event, such as history explanation, scientific experiment report, newspaper report. The last, an imaginative recount is an unreal event or story.

In this research, the researcher used personal recount. Recount text is a text that tells about personal experience that happened in the past.

The generic structures of recount text are:

1. Orientation
2. Events
3. Re-orientation.

The language features of recount text are:

1. Using action verb
For example: saw, ate, flew.
2. Using past tense
For example: They went to Bali last holiday.

3. Using conjunction

For example: and, but, after

4. Using adverbs

For example: carefully, at the beach, a week ago

The example of personal recount text:

This holiday, I spent my vacation in Sydney.

On Friday, we went to the Blue Mountain. We stayed in David and Della's house. It has a tennis court and a big garden with lots of colorful flowers.

On Saturday, we saw the "Three Sisters" movie and went to the zoo. We saw cockatoos having a shower. Then, Mom and I went shopping with Della. We went to some antique shops and tried on some old hats. We did not buy a hat but we bought a boomerang and some T-shirts.

On Sunday, we went to the scenic skyway. When we were there, it rocked. It made us scared. We rode the skyway for ten minutes. The landscape from above was very beautiful.

We ended our vacation on Monday afternoon. We were very happy and decided to go home.

Orientation

Events

Re-orientation

(Adapted from *Djuharie, 2005:36*)

2.5 Picture as Language Teaching Media

Using visual aids like a picture in the classroom is a good way to make a lesson more memorable (Brister, 2010). It focuses on the students' thought and ideas on the subject which in turn helps them understand and interpret the information being presented.

2.5.1 The Use of Picture as Teaching Media

Media is very important in teaching and learning, especially in teaching language. Hamalik (1989:12) states that media is a tool, method, and technique that can be used to get the effectiveness on interaction between teacher and

student in teaching learning process. Using the media will help the teacher to increase the students' motivation in the classroom. Further, Hamalik divides teaching media into three types, namely; visual, audio, and audio visual. Visual media includes picture photo, diagram, graphs, chart, cartoon, poster, map/globe, etc. Audio media includes radio, tape recorder, and language laboratory. Audio visual media includes film strip, video, etc.

Visual media is very useful in teaching and learning process as it can attract the students' attention. Picture is one of visual media. Picture as visual media is very common to use in teaching language. By using picture, the students can illustrate the general idea and forms of object or action, added with the clear setting and people. According to Miller (2007:4), using gestures, expressions, pictures, and realia make words and concept concrete and connection more obvious and memorable. In line with this idea, Wright (1989:4) states that picture can be used by the teachers and students whatever the emphasis of the syllabus they are following. It means that pictures are suitable media in order to make the students understand the idea or information written in the passage.

Based on Wright's idea (1989:2), in teaching language, pictures contribute to the following points: (1) Interest and motivation; (2) a sense of the language; (3) a specific reference point or stimulus. Further, he also says that pictures can be used by the teachers in the classroom because they are easy to prepare, easy to recognize, interesting, meaningful, authentic, and easy to collect.

According to Clark and Paivio (in Jalilehvand, 2012:330), it is believed that supportive pictures help explain the textual material and allow learners to build bridges between the verbal (text) and nonverbal (illustration) information. Furthermore, Jenkins and Pany (in Jalilehvand, 2012:331) confirm that since pictures in text activate readers' background knowledge, they have a positive effect on text comprehension. It means that pictures can help the students to get a lot of information of the text, and make them easier to comprehend the text.

Based on the statements above it can be concluded that pictures as visual media are useful in learning language, as it is interesting and motivating. By using picture the students will comprehend the text easier.

2.5.2 Kinds of Picture

There are some pictures that are usually used as media in teaching and learning activities such as; single picture, picture series, and composite picture.

a. Single Picture

According to Wright (1989:193), single picture is a picture of single object. It means that single picture is a picture that focuses on a simple picture such as person, an object, or an activity. In line with this, Yunus (1981:50) defines single pictures as a single pictures of an object, a person, a place, and an activity.



Source: *Wright, 1989:177*

b. Picture in Series

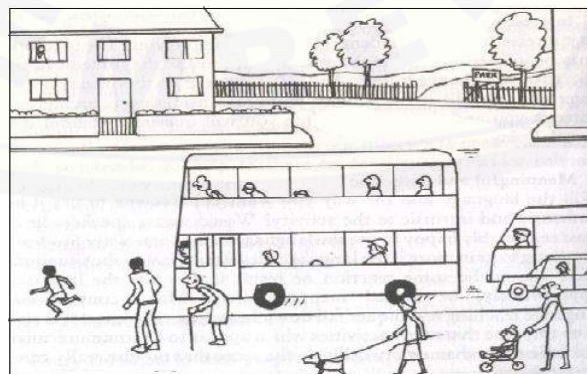
Yunus (1981:50) defines picture in series as a number of related composite pictures linked to form a series or a sequence. It means that picture in series consists of more than one picture and the pictures have relationship with each other to make sequence. In addition, Wright (1989:201) states that picture in series is a set picture that makes sequence of events. Meanwhile, the function of picture in series is to build up a story or sequence of events, because, a number of composite pictures in picture-in-series show related activities or events chronologically.



Source: grouponecall.wordpress.com

c. Composite Picture

Composite picture is a picture that has a full of information (Wright, 1989:198). It means that in this picture the students can see many activities and get more information. Yunus (1981:49) states that composite picture is large single picture which show a scene (hospital, beach, canteen, a railway station, street, etc) in which number of people doing different activities.



Source : Wright, 1989:4

In this research, the researcher used composite pictures as media in teaching reading, as it shows many activities in one scene. In the picture above, there are some people doing different activities. Thus, composite pictures are appropriate to be used in teaching recount text.

2.6 The Stages of Teaching Reading Comprehension by Using Composite Pictures

Wright (1989:160-161) points out three stages in teaching reading by using pictures such as; pre-reading, whilst reading, and post reading. The activities in each stage are described as follows:

1. Pre-reading activities

This stage should involve the students to create a sense of purpose in reading and help to focus the students' mind on the content of the text.

2. Whilst reading activities

In this stage composite picture helps the students to keep in mind the overall context, the nature, and behaviour of the characters and the situation they are in.

3. Post reading

In this last stage, the task done while reading a text can help to show what the students have understood and how they have responded to it.

(Adopted from Wright:1989)

Based on the original procedures, the researcher adapted the procedures into:

1. Pre-reading activities

- a. The researcher gave leading questions for apperception.
- b. The researcher showed a composite picture related to the topic.

2. Whilst reading activities

- a. The researcher explained about recount text to the students
- b. The researcher did a brief question and answer activity with the students while pointing on the composite pictures.
- c. The researcher distributed the recount text related to the composite picture.

- d. The researcher asked the students to read silently and used the composite picture to help them comprehend the text, underlined the difficult words and found their meanings by using dictionary.
3. Post reading
 - a. The researcher gave tasks to the students in order to check their comprehension.
 - b. The researcher asked the students to do the task.
 - c. The researcher and students discussed together about the students' answer from reading activities.
 - d. The researcher invited students to review and to draw conclusion from the material that has been discussed.

2.7 The Strengths and Weaknesses of Composite Pictures

As stated before, composite pictures can be used as useful and helpful media in teaching language, especially in reading skill. However, teachers need to be aware that composite pictures have strengths and weaknesses.

The strengths of composite pictures are:

1. Composite picture enable students to see places, people, and events that they would otherwise not see because of factors like distance, time, and cost (Yunus, 1981:49).
2. In a composite picture we can get a lot of information.
3. Provide a clue to the meaning of details, either introducing it to the learners for the first time or reminding them of it.
4. Composite pictures are one of the appropriate media for whole class because it has large size.

The weaknesses of composite pictures are:

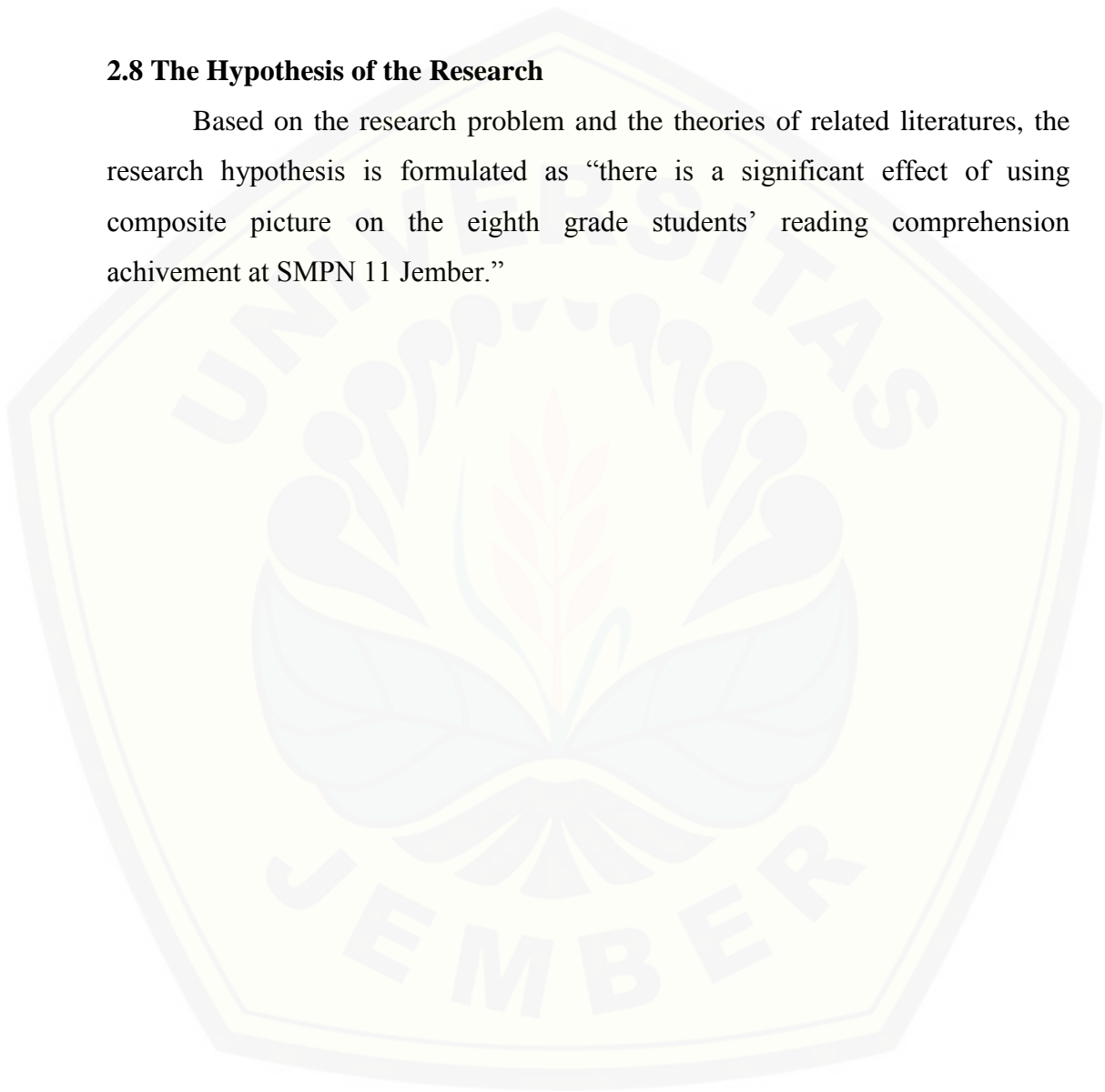
1. A limited number of appropriate composite pictures are available commercially.
2. It is too difficult to create composite pictures in large size. Thus, it will be time consuming.

Solutions:

1. The researcher drew the composite picture.
2. The composite picture was presented in a slideshow. Thus, students can see the picture clearly.

2.8 The Hypothesis of the Research

Based on the research problem and the theories of related literatures, the research hypothesis is formulated as “there is a significant effect of using composite picture on the eighth grade students’ reading comprehension achievement at SMPN 11 Jember.”



CHAPTER 3. RESEARCH METHODS

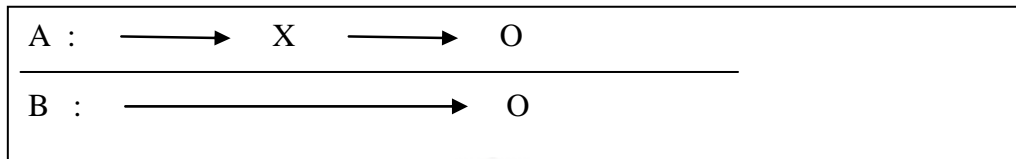
This research was an experimental research with the objective of measuring the effect of using composite picture on reading comprehension achievement. This chapter presents the research methods which are used in this research. The research methods consist of research design, area determination method, respondents determination method, data collection method, and data analysis method.

3.1 Research Design

The design of this research was quasi – experimental research with non-equivalent group posttest-only design. Quasi-experimental design was used when true experiments cannot be done such as random assignment of the respondents which are not possible to do. The sample was determined from two classes of six classes of the eighth grade students of SMPN 11 Jember by cluster random sampling technique, and they were determined as experimental group and control group by lottery. Fraenkel and Wallen (1996:284) explain that the experimental group receives treatment of some sort (such as a new textbook or different method of teaching), while the control group receives no treatment. The purpose of this research was to know whether or not there is a significant effect of using composite pictures on reading comprehension achievement of the eighth grade students at SMPN 11 Jember.

A certain treatment (teaching students' reading comprehension using composite pictures) was given only to the experimental group whereas the control group received no treatment (it was taught without using composite pictures). Then, the reading comprehension post test was given to both experimental and control group without administering the pretest

The design of this research is as follows:



Notes:

A : Experimental Group

B : Control Group

X : Treatment

O : Post Test

(McMillan, 1992:175)

The activities of the experimental research are as follows:

1. Getting the students' scores to know the homogeneity of the population.
2. Analyzing the eighth grade students' score of English test by using ANOVA formula.
3. Determining the class which belongs to the experimental group and control group by lottery.
4. Constructing lesson plans for both the experimental group and control group.
5. Applying the treatment to the experimental group that was teaching reading using composite picture. Meanwhile, the control group was taught by using conventional technique. The teaching was performed in two meetings; every meeting takes 80 minutes (2x40 minutes).
6. Conducting post-test in both experimental and control groups.
7. Finding the means score of each group then finding the differences between the two means of experimental and control group.
8. Comparing the means score of two groups and analyzing the result of the test by using t-test formula of 5% significance level.
9. Drawing conclusion based on independent sample t-test result to know whether or not there is a significant effect of using composite pictures based on the analysis.

3.2 Area Determination Method

Area determination method is one of the methods that is important to determine before the researcher undertakes the research. The research area of the research was determined by using purposive method. Arikunto (2006:145) states that purposive method is used when the researcher has some consideration in taking the research area.

The research area was at SMPN 11 Jember. There were three reasons why this school was purposively chosen. The first reason was based on the result of interview with the English teacher of class VIII that teaching reading comprehension by using composite picture had never been applied in this school by the English teacher of the eighth grade. The second reason was the research about the effect of using composite picture in reading comprehension had never been conducted at this school. The third reason was the principal and the English teacher had granted permission to conduct an experimental research in this school to know whether or not the use of composite picture in reading comprehension would be effective on the students' reading achievement. Besides those reasons, the researcher wanted to know whether or not there is a significant effect of using composite pictures on the students' reading comprehension achievement.

3.3 Respondent Determination Method

According to McMillan (1992:68), the research subject is an individual who participates in a research study or is someone from whom data are collected. The participants of this research were the eighth grade students of SMPN 11 Jember. In determining the respondents, the researcher chose two classes by lottery to decide the control group and experimental group after the homogene population is found.

3.4 Operational Definition of the Key Terms

Some operational definitions in this research are used to help the readers to understand the concepts used in this research.

3.4.1 Reading Comprehension

Reading comprehension deals with the ability of the students to understand the text. Reading comprehension in this research deals with the students' ability in finding the general information and specific information in reading text.

3.4.2 Reading Comprehension Achievement

Reading comprehension achievement in this research deals with the result (in the form of score) of the students' reading comprehension test covering finding the word, sentence, paragraph and text meaning of recount text that are achieved by the eighth grade students at SMPN 11 Jember in the 2015/2016 academic year after they are taught by using composite pictures and without any media.

3.4.3 Composite Pictures

Composite pictures are pictures that used in this research. Composite picture is a large single picture with a lot of information. In a composite picture the students can see many activities.

3.5 Data Collection Method

The data collection method is divided into primary data and supporting data. The primary data was obtained from the students' score of reading test. Meanwhile, supporting data was obtained from interview and documentation.

3.5.1 Reading Comprehension Test

Test is a method to collect data. According to Hughes (2003:8), a test is used to discover how far students have achieved the objectives of a course study. According to Arikunto (2010:198), there are two kinds of test based on the person who construct it. Those are standardized test and teacher-made-test. In this research, the researcher used teacher-made-test to measure students' reading comprehension achievement. There were 20 test items in the form of multiple choice with four options which should be done within 60 minutes. The reasons of choosing multiple choice is because it is simpler, more rapid, and more effective

than other forms of written test. There were three texts in the post test. Each text consisted of 6 to 7 items depending on the length of the text. (see Appendix D)

A good test must have validity and reliability (Hughes, 2003:26). Besides, it is also important to know how easy or difficult the particular items of the test are.

3.4.1.1 The Validity of the Test

Regarding to the validity of a test, a test is said to be valid if it measures accurately what is intended to measures (Hughes, 2003:26). Furthermore, he adds that there are four kinds of validity covering content validity, criterion-related validity, construct validity, and face validity.

In this research, the validity of the test was established via content validity. According to Hughes (2003:26), the test will have content validity if it includes a proper sample of the relevant structure. It means that content validity deals with the relevance of the test item to the skills being observed. To generate the content validity of the test, the researcher constructed the test by considering the indicators to be measured based on the 2006 Institutional-Based Curriculum (KTSP) for Junior High School which was being used by the English teacher and had a discussion with the English teacher and the supervisors before administering the test.

Tabel 3.1 The Standard Competence and Basic Competence

Standard Competence	Basic Competence	Indicator
11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.	11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i> .	<ul style="list-style-type: none"> - Finding the word meaning of recount text - Finding the sentence meaning of recount text. - Finding the paragraph meaning of recount text - Finding the text meaning of recount text.

In this research, the indicators that were measured were reading comprehension covering word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

3.4.1.2 The Reliability of the Test

Dealing with reliability of a test, Hughes (2003:36) claims that a test is said to be reliable whenever it can give consistent result of test. In other word, the reliability of the test can be seen from the test result consistency when it is given in different time.

In this research, the reliability of the test was established by administering the try out to one class which was not selected as the experimental and control group. A try out was administered since the test which was given as posttest was teacher-made-test. The purpose of try out was to check whether or not the instruction is clear, the test was suitable for eighth grade students, the test script was clear, the items were not too simple or too hard, and the data collected can be meaningfully analyzed. The researcher conducted the try out that was given to another group.

The result of the try out was analyzed by using Product Moment Correlation and continued by applying Spearman-Brown Formula (Split Half Odd-Even Technique). Djwandono (1996:101) states that split half method is a test which is administered to a particular group while the test items will be split into two (odd and even number), after that is finding the correlation between them.

The procedures of the try out are as follows:

1. Administering the first try out of the test material.
2. Splitting al the answer of the students become two parts, odd and even numbers.
3. Giving sign (X) for odd number and (Y) for the even numbers.
4. Giving the score to each item by giving 1 (one) for the correct item and 0 (zero) for the wrong item.
5. Analyzing the correlation between X and Y by using product moment formula (Pearson Correlation)

$$r_{xy} = r_{11} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X - (\sum X)^2\} \{N \sum Y - (\sum Y)^2\}}}$$

Notes:

r_{xy} = Reliability coefficient

$\sum XY$ = The total number of odd items and even items

$\sum X$ = The total number of odd items

$\sum Y$ = The total number of even items

N = The number of participants

(Sudijono, 1998:219)

6. Estimating the reliability coefficient of the test by using Spearman-Brown Formula.

$$r_{11} = \frac{2r_{\frac{11}{12}}}{1 + r_{\frac{11}{12}}}$$

Notes:

r_{11} = The reliability coefficient for the whole items

$r_{\frac{11}{12}}$ = Reliability coefficient for the half of the test items

(Sudijono, 1998:219)

7. Giving interpretation for r_{11} .

Criteria of Reliability

0.80 – 1.00	Very high
0.60 – 0.80	High
0.40 – 0.60	Moderate
0.20 – 0.40	Low
0.00 – 0.20	Very low

(Djiwandono, 1996:154)

3.4.1.3 The Difficulty Index

According to Heaton (1991:178), the good test item must be neither too difficult nor too easy because it relates to student's motivation. Djiwandono (1996:140) states that it is needed to make the items not too easy or too difficult by analyzing the test items. Thus, the researcher should also consider the index of

difficulty of the test items. Hence, the difficulty level of the test item that was used in the average level of difficulty. In this research, the result of the try out was analyzed by using the degree of the test items difficulties. The formula is:

$$FV = \frac{R}{N}$$

Notes:

FV = the difficulty index of each items

R = the number of students who answer the questions correctly

N = the number of students taking the test

The criteria of difficulty index is as follows:

0.00 – 0.29 = Difficult

0.30 – 0.70 = Sufficient

0.71 – 1.00 = Easy

(Heaton, 1991:178)

After administering the try out, the test items were categorized into the criteria of difficulty index. From the result of the try out, it can be seen whether the test needed to be revised or not.

3.4.2 Documentation

Documentation is used to get the supporting data of the research. According to Arikunto (2010:231), documentation is written documents such as transcript, agenda, books, magazines, documents, notes, rules, etc. Therefore, documents that collected in this research are the students' English final test scores of the first semester for the homogeneity analysis, the names of participants of the experimental and the control group of the eighth grade students of SMPN 11 Jember in 2015/2016 academic year, the syllabus, and the lesson plan that will be used in this research.

3.4.3 Interview

Interview is important in research. McMillan (1992) states that interview is a form of data collections in which questions are asked orally and the subjects' responses are recorded. The interview was conducted with the English teacher to get the supporting data concerned with the English teaching at the school covering the curriculum used in the school, the difficulties in teaching reading, the books and the teaching media used in by the English teacher.

3.5 Data Analysis Method

The students' posttest score as the primary data were analyzed statistically by using Independent sample t-test in SPSS (Statistical Program for Social Science) to know whether or not there is a significant effect of using composite pictures on the eighth grade students' reading comprehension achievement. The steps of using t-test are as follows:

1. Open the SPSS program.
2. Set the data editor and chose variable view.
3. Enter data in the first column and type class in name column and click values in the first column and type value for number 1 and label for experimental group then click add. Next type value for number 2 and label for control group.
4. Enter data in second column and type value in name column.
5. Set the data in data view.
6. Enter the data in data view, choose class in the first row, then click number 1 as many as 36 numbers then click number 2 as many as 36 numbers.
7. Enter the score for number 1 is experimental group and for number 2 is control group.
8. Click analysis, compare means, independents sample t-test.
9. Click score to test variable and click class to grouping variables. Then click define group, type 1 for group 1 and type 2 for group 2 then click continue.

10. Choose option and make sure confidence interval 95% and code exclude cases analysis by using analysis continue and click OK.



CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this experimental research. The suggestions are proposed to the English teacher and the future researchers.

5.1 Conclusion

Based on the results of the data analysis and the hypothesis verification discussed in the previous chapter, it can be concluded that there was a significant effect of using composite pictures on the eighth grade students' reading comprehension achievement at SMPN 11 Jember. The research findings said that the students in the experimental group got better score than those who were in the control group. The result of the data analysis showed that the statistical value of significance column was 0.00002 (lower than 0.05). It means that there was a statistical difference between the mean score of the student in the experimental group and the mean score of the students in the control group.

5.2 Suggestions

Since using composite pictures on reading comprehension has a significant effect on reading comprehension achievement, this media can be used as a consideration to improve the students' ability in comprehending the reading text. Thus, the researcher proposes some suggestions to the following people.

5.2.1 The English Teacher

It is recommended for the English teacher to use composite pictures which represent the content of the text as the media of teaching English especially in teaching reading comprehension skill. Hopefully, the English teachers will use composite pictures not only in teaching reading comprehension but also in teaching the other language skills and language components. Furthermore, it is

important for the English teacher to motivate and lead the students to cope with reading difficulties by using pictures. So it can develop the quality of English language teaching especially in teaching reading comprehension.

5.2.2 The Students

It is suggested that the students of SMPN 11 Jember be actively involve themselves in the teaching and learning process by practicing their English by using composite pictures as their media to help them comprehend the text more easily. By using this picture, they can illustrate the general idea and forms of object and action in definite setting which represent the content of the text.

5.2.3 The Future Researchers

It is hoped that the result of this research can be used as a reference and information for future researchers to conduct further research dealing with similar problem by using another research design such as descriptive study on students' reading achievement by using composite pictures.

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RESEARCH MATRIX

Title	Problems	Variables	Indicator	Data Resources	Research Method	Hypothesis
The Effect of Using Composite Picture on the Eighth Grade Students' Reading Comprehension Achievement of Recount Text at SMP Negeri 11 Jember	The General Problem Is there any significant effect of using composite picture on the eighth grade students' reading comprehension achievement of recount text at SMP Negeri 11 Jember Jember?	Independent variable The use of composite picture in teaching reading comprehension Dependent Variables a. Reading comprehension achievement	a. Teaching reading recount text by using composite picture covering: 1. Pre-reading 2. Whilst-reading 3. Post-reading b. The students' scores of reading comprehension test covering: 1. Comprehending word meaning 2. Comprehending sentence meaning 3. Comprehending paragraph meaning 4. Comprehending text meaning	Respondents: The eighth grade students of SMP Negeri 11 Jember Informant: The English teacher of the eighth grade students at SMPN 11 Jember. The school document: The names of participants	1. Research Design Quasi Experimental Research with Randomized-Groups Post-test Only Control Group Design (Adapted from Arikunto, 2000:279) 2. Research Area Purposive Sampling Area 3. Respondent Determination Method Cluster Random Sampling 4. Data Collection Method a. Reading achievement test b. Observation 5. Data Analysis Method The primary data taken from reading test are analysed by using t-test formula in SPSS.	The Alternative Hypothesis There is a significant effect of using composite picture on the eighth grade students' reading comprehension achievement of recount text at SMP Negeri 11 Jember Jember

Supporting Data Instruments

a. Interview Guide

No.	The Researcher's Questions	The English Teacher's Answer
1	What curriculum does the school apply?	The school applies KTSP 2006 Curriculum
2	How many students are there in each class of eight grade?	There are 36-38 students
3	What technique do you use in teaching reading comprehension?	I use Question and Answer technique then ask the students to do the exercise in their exercise book (the students' worksheet).
4	What kind of materials do you use to teach vocabulary?	I use materials that I get from the LKS book because the materials that have to teach must be based on the LKS book, sometimes I also use additional materials from other source such as internet.
5	What problem do you usually find in teaching English especially in teaching reading comprehension?	The most common problem is the lack of the students' motivation to learn English.
6	How is the students' ability in reading comprehension?	They still have difficulties in comprehending the reading text. Thus, they are not interested in reading because they do not know what the text is about.
7	What do you usually do to overcome those problem?	I ask the students to bring dictionary and find the difficult words in the reading text.
8	Have you ever applied composite	No, I have never applied this

	pictures as the media in teaching reading?	media.
9	Is it possible to use composite pictures in teaching reading in your classroom?	Yes, it is possible.

(Adapted from the original interview result with the English teacher and has already translated into proper English)

b. Documentation Guide

No	The Supporting Data	Data Sources
1	The total number of the eighth grade students of SMPN 11 Jember.	School documents
2	The names of the students in the experimental and control groups.	
3	The students' English final score of the odd semester.	

STUDENTS' PREVIOUS SCORE

SEKOLAH : SMPN 11 JEMBER
MATA PELAJARAN : BAHASA INGGRIS
TAHUN PELAJARAN : 2015-2016
KELAS : VIII A

NO	NIS	NAMA SISWA	NILAI
1	4122	ASPI	64
2	4164	AN	64
3	4125	AFR	66
4	4169	ADA	68
5	4145	ARA	70
6	4175	APP	62
7	4099	APR	60
8	4127	ARA	76
9	4156	ADN	74
10	4086	ANW	68
11	4154	ES	62
12	4075	FR	60
13	4155	GD	60
14	4134	JPA	68
15	4127	KAA	64
16	4165	LS	62
17	4186	LS	60
18	4147	LM	64
19	4183	MAA	74
20	4195	MAP	70
21	4172	MIS	72
22	4147	MFS	80
23	4076	MI	74
24	4082	NMJ	68
25	4175	NN	72
26	4156	NAI	88
27	4112	NAD	70
28	4124	NTA	66
29	4138	PA	62
30	4073	RMH	66
31	4002	RDA	66
32	4025	RWN	68
33	4036	RCF	66
34	4256	RSA	68
35	4128	SP	64
36	4203	VIN	68
37	4193	VSD	58

STUDENTS' PREVIOUS SCORE

SEKOLAH : SMPN 11 JEMBER
MATA PELAJARAN : BAHASA INGGRIS
TAHUN PELAJARAN : 2015-2016
SEMESTER : GANJIL
KELAS : VIII B

NO	NIS	NAMA SISWA	NILAI
1	4122	AEP	64
2	4164	AD	64
3	4125	AMK	66
4	4169	AIJ	68
5	4145	ADA	70
6	4175	ATW	62
7	4099	AW	60
8	4127	BA	76
9	4156	BE	74
10	4086	DNA	68
11	4154	DK	62
12	4075	DZ	60
13	4155	DIS	60
14	4134	EDA	68
15	4127	ED	64
16	4165	FF	62
17	4186	GR	60
18	4147	HIM	64
19	4183	IZA	74
20	4195	JPB	70
21	4172	KES	72
22	4147	MA	80
23	4076	ONL	74
24	4082	PMA	68
25	4175	POR	72
26	4156	RF	88
27	4112	RR	70
28	4124	RAS	66
29	4138	RA	62
30	4073	RDP	66
31	4002	RAP	66
32	4025	SMA	68
33	4036	SOS	66
34	4256	SYK	68
35	4128	SA	64
36	4203	SND	68
37	4193	VAP	58
38	4216	WM	64

STUDENTS' PREVIOUS SCORE

SEKOLAH : SMPN 11 JEMBER
MATA PELAJARAN : BAHASA INGGRIS
TAHUN PELAJARAN : 2015-2016
SEMESTER : GANJIL
KELAS : VIII C

NO	NIS	NAMA SISWA	NILAI
1	4169	AS	66
2	4153	AS	64
3	4128	AYA	70
4	4186	AN	68
5	4145	ARW	60
6	4175	AY	66
7	4099	AMB	68
8	4127	ADR	68
9	4156	BDF	70
10	4086	BDN	66
11	4154	DPT	64
12	4075	DWS	60
13	4183	FSP	74
14	4134	FS	68
15	4177	H	66
16	4165	IN	60
17	4186	MAM	66
18	4147	LEP	66
19	4155	MHW	66
20	4195	M	64
21	4172	MIG	68
22	4147	MA	68
23	4076	MDJ	64
24	4082	NS	68
25	4175	NAW	68
26	4156	PSU	64
27	4112	RFY	62
28	4124	RCA	66
29	4138	SA	66
30	4073	SFN	64
31	4002	SZ	64
32	4025	VSV	60
33	4036	VWN	62
34	4256	WTE	62
35	4128	Y	66
36	4203	OG	70
37	4193	PB	64
38	4242	PD	62

STUDENTS' PREVIOUS SCORE

SEKOLAH : SMPN 11 JEMBER
MATA PELAJARAN : BAHASA INGGRIS
TAHUN PELAJARAN : 2015-2016
SEMESTER : GANJIL
KELAS : VIII D

NO	NIS	NAMA SISWA	NILAI
1	4122	AHR	68
2	4164	ASE	66
3	4125	ASS	68
4	4169	ADW	68
5	4145	AIW	70
6	4175	AM	72
7	4099	BTS	72
8	4127	DTM	76
9	4156	DPL	66
10	4086	DAN	72
11	4154	DMU	70
12	4075	FAN	78
13	4155	ISA	72
14	4134	IHW	68
15	4127	IR	68
16	4165	JDK	68
17	4186	LWH	72
18	4147	LN	68
19	4183	MH	70
20	4195	MNS	70
21	4172	MF	70
22	4147	MNA	68
23	4076	NYS	70
24	4082	NSO	68
25	4175	NA	70
26	4156	PBG	66
27	4112	PN	68
28	4124	PJL	70
29	4138	RTJ	72
30	4073	RCC	72
31	4002	RDC	68
32	4025	RC	68
33	4036	RSD	70
34	4256	TFG	70
35	4128	T	70
36	4203	TAP	72
37	4193	VA	68
38	4212	YM	72

STUDENTS' PREVIOUS SCORE

SEKOLAH : SMPN 11 JEMBER
MATA PELAJARAN : BAHASA INGGRIS
TAHUN PELAJARAN : 2015-2016
SEMESTER : GANJIL
KELAS : VIII E

NO	NIS	NAMA SISWA	NILAI
1	4112	ADU	60
2	4164	AMM	70
3	4122	ANF	68
4	4124	ASN	66
5	4172	AAH	66
6	4169	AR	70
7	4147	AH	68
8	4125	AN	70
9	4175	BRA	70
10	4145	BR	70
11	4183	DAB	68
12	4075	FM	66
13	4138	FN	66
14	4203	GGM	70
15	4082	HJ	74
16	4193	KH	72
17	4165	LF	70
18	4156	MAN	70
19	4036	MMY	60
20	4156	MNA	66
21	4127	MI	68
22	4147	MM	64
23	4099	MRL	66
24	4155	NQR	70
25	4186	NEP	66
26	4076	NRM	60
27	4175	NTS	68
28	4127	RAT	70
29	4154	RAA	68
30	4086	RBP	70
31	4134	RA	68
32	4128	SDS	74
33	4256	SA	64
34	4195	TYN	70
35	4073	WCP	68
36	4002	YGP	64
37	4025	YEE	62

STUDENTS' PREVIOUS SCORE

SEKOLAH : SMPN 11 JEMBER
MATA PELAJARAN : BAHASA INGGRIS
TAHUN PELAJARAN : 2015-2016
SEMESTER : GANJIL
KELAS : VIII F

NO	NIS	NAMA SISWA	NILAI
1	4122	ADF	70
2	4164	ATS	64
3	4125	ADP	66
4	4169	AMH	68
5	4145	CAS	64
6	4175	DPR	62
7	4099	DPT	60
8	4127	ERW	76
9	4156	FNS	74
10	4086	FVP	68
11	4154	FNR	62
12	4075	GDR	60
13	4155	HR	60
14	4134	IF	68
15	4127	KNH	64
16	4165	LT	62
17	4186	MAA	60
18	4147	MJ	64
19	4183	MTR	74
20	4195	MDH	70
21	4172	MR	72
22	4147	ND	80
23	4076	NA	74
24	4082	NA	68
25	4175	OPA	72
26	4156	RIK	88
27	4112	RVV	58
28	4124	RAP	66
29	4138	RYP	62
30	4073	SDA	66
31	4002	SAI	66
32	4025	SRD	68
33	4036	SDK	66
34	4256	VNZ	68
35	4128	VC	64
36	4203	WA	68
37	4193	Y	70
38	4253	YMZ	70

LESSON PLAN

MEETING 1

School	: SMP Negeri 11 Jember
Subject	: English
Level / Semester	: VIII / 2
Language Skill	: Reading
Type of Text	: Recount Text
Topic	: Holiday
Time allocation	: 2 x 40 minutes

1. Standard of Competence

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

2. Basic Competence

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

3. Indicators

3.1 Cognitive

a. Product

- 11.3.1 Answering comprehension questions of recount text at the unit of word, sentence, paragraph, and text comprehension.

b. Process

- 11.3.2 Finding the word meaning of recount text
- 11.3.3 Finding the sentence meaning of recount text.
- 11.3.4 Finding the paragraph meaning of recount text
- 11.3.5 Finding the text meaning of recount text.

4. Learning Objectives

4.1 Cognitive

a. Product

11.3.1 The students are able to find the specific and general information of recount text.

b. Process

11.3.2 The students are able to find the word meaning of recount text.

11.3.3 The students are able to find the sentence meaning of recount text.

11.3.4 The students are able to find the paragraph meaning of recount text.

11.3.5 The students are able to find the text meaning of recount text.

5. Material : Enclosed

6. Teaching and Learning Strategy

6.1 Approach : Contextual Teaching Learning (CTL)

6.2 Method : Question and answer, Explanation, Exercises

7. Teaching and Learning Activities

Experimental group : Teaching using composite picture

Control group : Teaching without using composite picture

No	Experimental group	Time	Control group	Time
1.	SET INDUCTION - Greeting the students - Checking the class - Stating the objectives of the lesson.	10'	SET INDUCTION - Greeting the students - Checking the class - Stating the objectives of the lesson.	10'
2.	MAIN ACTIVITIES Pre reading - Giving leading questions which are related to the topic. - Showing the composite picture related to the topic. - Explaining the material	10'	MAIN ACTIVITIES Pre reading - Giving leading questions which are related to the topic. - Explaining the material about recount text.	10'

	<p>about recounttext based on the picture given.</p> <p>Whilst Reading</p> <ul style="list-style-type: none"> - Explaining about recount text to the students - Doing a brief question and answer activity with the students while pointing on the composite pictures. - Distributing the recount text related to the composite picture. - Asking the students to read silently and use the composite picture to help them comprehend the text - Underlining the difficult words and find their meanings by using dictionary. <p>Post reading</p> <ul style="list-style-type: none"> - Giving tasks to the students in order to check their comprehension. - Asking the students to do the task. - Discussing together about the students' answer from reading activities. 	20'	<p>Whilst Reading</p> <ul style="list-style-type: none"> - Explaining about recount text to the students - Distributing the recount text related to the topic. - Asking the students to read silently. - Underlining the difficult words and find their meanings by using dictionary. <p>Post reading</p> <ul style="list-style-type: none"> - Giving tasks to the students in order to check their comprehension. - Asking the students to do the task. - Discussing together about the students' answer from reading activities. 	20'
3.	<p>CLOSURE</p> <ul style="list-style-type: none"> - Inviting students to review and to draw conclusion from the material that has been discussed - Asking the students' problem - Giving solutions to students' problem - Ending the lesson - Parting 	10'	<p>CLOSURE</p> <ul style="list-style-type: none"> - Inviting students to review and to draw conclusion from the material that has been discussed - Asking the students' problem - Giving solutions to students' problem - Ending the lesson - Parting 	10'

8. Media and Source

8.1. Media

Experimental Group	Control Group
White board, board marker, composite picture, LCD projector	White board, board marker,

8.2. Sources

- <http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html>.

9. Assessment

No.	Type of Test	Total number of test item	Score of each item	Total score
1.	Multiple choice	10	5	50
2.	T/F	5	5	25
TOTAL				75
TOTAL SCORE				$75/75 \times 100 = 100$

Jember, April 2016
Researcher,

Yasita Destika Rani
NIM.110210401025

INSTRUCTIONAL MATERIALS (EXPERIMENTAL GROUP)

PRE ACTIVITIES

Leading Questions

1. Do you like holiday?
2. Where did you spend your last holiday?
3. Did you really enjoy your holiday?

Showing Picture



Leading Questions

4. What picture is it?
5. Where did they spend their holiday?
6. What were they doing?

Explanation

Definition of Recount Text

A recount text is a text which retells past events or experiences in the order they happened. The purpose of recount text is to tell about past events or experiences.

Generic Structure of Recount text

1. Orientation : This part gives details of : Who/What/Where/When/Why
2. Events : This part retells what happened in chronological order. It uses time connectives such as : first, next, soon, after that,

later, finally.

3. Re-orientation : This part tells the writer's comment about the events that happened. It can be also said as a conclusion of the text.

Recount Text Example

Weekend in Papuma Beach

Orientation	{	Last weekend, my family and I went to Papuma beach. We went there in the morning by car. We prepared some food and drink from home.
Event	{	When we got to the beach, the weather was good. My brother and I played ball and my sister made a sandcastle. My Mom and Dad just sat beneath a coconut tree while enjoying the scenery. After that we had lunch together and took some photos
Reorientation	{	In the afternoon, we cleaned our stuffs and went home happily. That was our nice weekend.

Choose the best answer by crossing a, b, c, or d!

1. What is the text about?
 - a. The writer's daily activities
 - b. The writer's vacation in Papuma.
 - c. The writer's summer camp.
 - d. The writer's bad experience.

2. "My Mom and Dad were just sitting beneath a coconut tree..." (paragraph 2) what does the word "beneath" mean?
 - a. Under
 - b. Above
 - c. Behind
 - d. Among

Write T if the statement is true or F if the statement is false based on the text you have read!

1. () When we got to the beach the weather was not good.
2. () Paragraph 2 tells about the writer and his families' activities in the beach.

EXERCISE

Read the text carefully then answer the questions!

Line	Camping on the Mountain
2	On the last semester holiday, Dina, Aldi, Reza and I went camping on the mountain. We went to Guci, Tegal. It was about 2 hours to get there. We prepared everything before going camping. We went there by motorcycle.
6	On the first day, we set up the tent on the spot near waterfall. I tried to fish and the boys took a bath in the river. Dina tried to get some firewoods then she grilled the fish and we had lunch together.
10	On the second day, we had some activities. We went hiking up the mountain, took some pictures in tea plantation, and picked strawberries. The last night of our camping was so cold. We made a campfire, sang a song together, and Reza told spooky stories which made us scared.
15	On the last day, we packed everything we brought. We cleaned the area and made sure there was nothing left except our footprint. We did not take anything except taking photos. We remembered that we had to keep the nature. We made a memory by taking photos together in front of the waterfall and then went home happily. We felt very tired but happy. That was our unforgettable holiday.
	(Adapted from <i>englishindo.com</i>)

Task 1

Choose the best answer by crossing a, b, c, or d!

1. What is the purpose of the text above?
 - a. To amuse the reader.
 - b. To persuade the reader.
 - c. To retell past events.
 - d. To inform the reader.

2. When did the writer and her friends go camping in Guci?
 - a. On the last semester holiday.
 - b. On the last week.
 - c. On the last year.
 - d. On the last month.

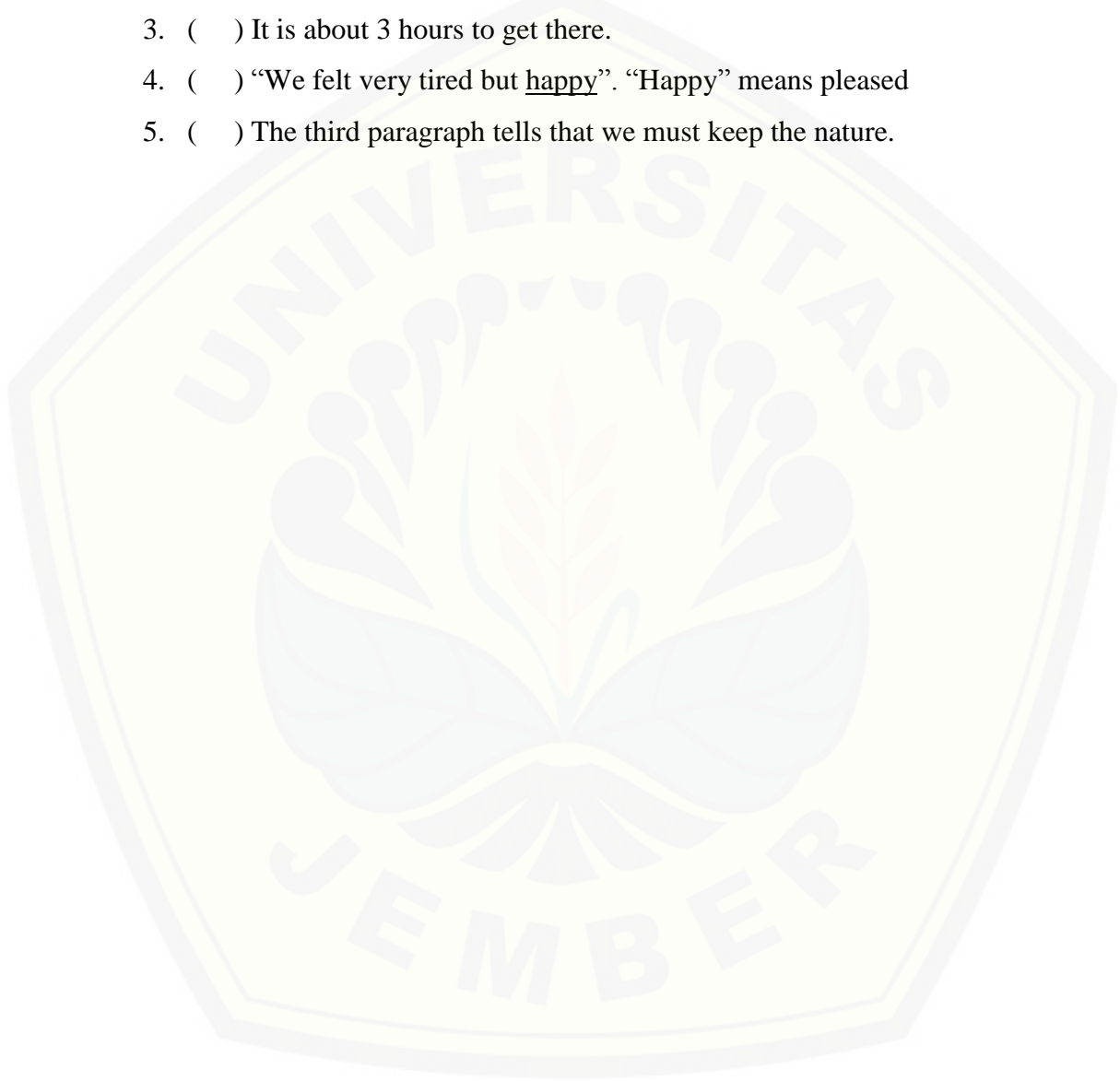
3. What did the writer and her friends do on the first day?
 - a. They went hiking mountain.
 - b. They picked strawberries.

- c. They cooked fish.
 - d. They made a campfire.
4. Where did they set up the tent?
 - a. On the spot near waterfall.
 - b. On the spot near strawberry farm.
 - c. On the spot near tea garden.
 - d. On the spot near the village.
5. "...she grilled the fish and we had lunch together".(line 6) What does the word "she" refer to?
 - a. The writer
 - b. Dina
 - c. Aldi
 - d. Reza
6. Which paragraph tells that they sang a song together and told spooky stories?
 - a. The first paragraph
 - b. The second paragraph
 - c. The third paragraph
 - d. The fourth paragraph
7. "...told spookystories which made us scared" (line 11). What does the underlined word mean?
 - a. Creepy
 - b. Funny
 - c. Heroic
 - d. Romantic
8. "...which made us *scared*". What is the opposite meaning of the italic word?
 - a. Frightened
 - b. Brave
 - c. Worry
 - d. Afraid
9. What did they do before going home?
 - a. Having lunch
 - b. Taking photos
 - c. Swimming
 - d. Hiking up the mountain
10. What did the writer think about her holiday?
 - a. It was a boring holiday ever.
 - b. It was an unforgettable holiday ever.
 - c. It was really awful.
 - d. It was not memorable at all.

Task 2

Write T if the statement is true or F if the statement is false based on the text you have read!

1. () The text tells us about the writer's holiday in the mountain.
2. () They went to the mountain in Guci, Tegal.
3. () It is about 3 hours to get there.
4. () "We felt very tired but happy". "Happy" means pleased
5. () The third paragraph tells that we must keep the nature.



INSTRUCTIONAL MATERIALS (CONTROL GROUP)

PRE ACTIVITIES

Leading Questions

1. Do you like holiday?
2. Where did you spend your last holiday?
3. Did you really enjoy your holiday?

Explanation

Definition of Recount Text

A recount text is a text which retells past events or experiences in the order they happened. The purpose of recount text is to tell about past events or experiences.

Generic Structure of Recount text

1. Orientation : This part gives details of : Who/What/Where/When/Why
2. Events : This part retells what happened in chronological order. It uses time connectives such as : first, next, soon, after that, later, finally.
3. Re-orientation : This part tells the writer's comment about the events that happened. It can be also said as a conclusion of the text.

Recount Text Example

Weekend in Papuma Beach

Orientation	{	Last weekend, my family and I went to Papuma beach. We went there in the morning by car. We prepared some food and drink from home.
Event	{	When we got to the beach, the weather was good. My brother and I played ball and my sister made a sandcastle. My Mom and Dad just sat beneath a coconut tree while enjoying the scenery. After that we had lunch together and took some photos
Reorientation	{	In the afternoon, we cleaned our stuffs and went home happily. That was our nice weekend.

Choose the best answer by crossing a, b, c, or d!

1. What is the text about?
 - a. The writer's daily activities
 - b. The writer's vacation in Papuma.
 - c. The writer's summer camp.
 - d. The writer's bad experience.

2. "My Mom and Dad were just sitting beneath coconut tree..." (paragraph 2) what does the word "beneath" mean?
 - a. Under
 - b. Above
 - c. Behind
 - d. Among

Write T if the statement is true or F if the statement is false based on the text you have read!

3. () When we got to the beach the weather was not good.
4. () Paragraph 2 tells about the writer and his families' activities in the beach.

EXERCISE

Read the text carefully then answer the questions!

Line	Camping on the Mountain
2	On the last semester holiday, Dina, Aldi, Reza and I went camping on the mountain. We went to Guci, Tegal. It was about 2 hours to get there. We prepared everything before going camping. We went there by motorcycle.
6	On the first day, we set up the tent on the spot near waterfall. I tried to fish and the boys took a bath in the river. Dina tried to get some firewoods then she grilled the fish and we had lunch together.
10	On the second day, we had some activities. We went hiking up the mountain, took some pictures in tea plantation, and picked strawberries. The last night of our camping was so cold. We made a campfire, sang a song together, and Reza told spooky stories which made us scared.
15	On the last day, we packed everything we brought. We cleaned the area and made sure there was nothing left except our footprint. We did not take anything except taking photos. We remember that we had to keep the nature.
	We made a memory by taking photos together in front of the waterfall and then went home happily. We felt very tired but happy. That was our unforgettable holiday.
	(Adapted from <i>englishindo.com</i>)

Task 1

Choose the best answer by crossing a, b, c, or d!

1. What is the purpose of the text above?
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 - c. To retell past events.
 - d. To inform the reader.

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 - a. On the last semester holiday.
 - b. On the last week.
 - c. On the last year.
 - d. On the last month.

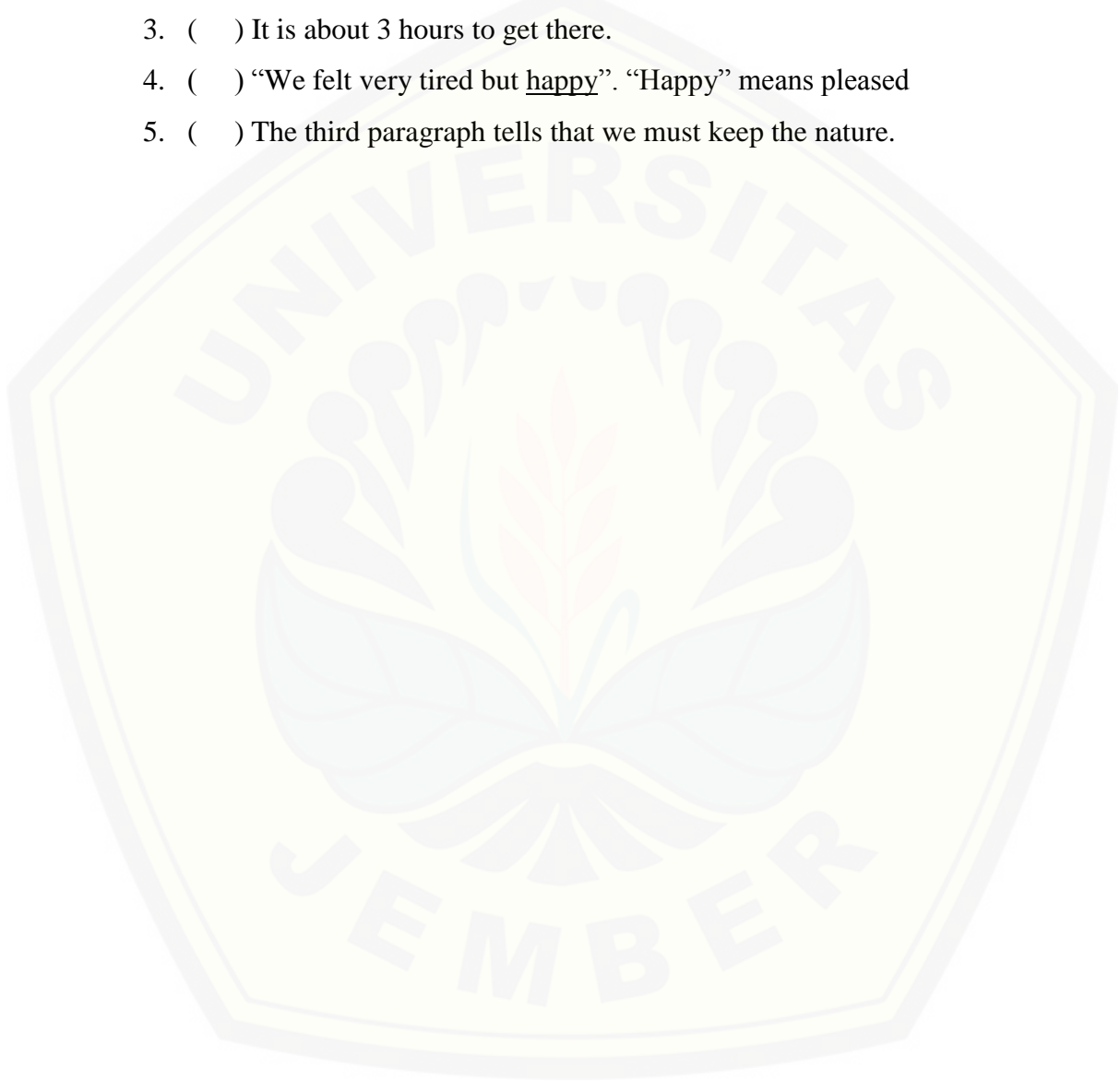
3. What did the writer and her friends do on the first day?
 - a. They went hiking mountain.
 - b. They picked strawberries.

- c. They cooked fish.
 - d. They made a campfire.
4. Where did they set up the tent?
 - a. On the spot near waterfall.
 - b. On the spot near strawberry farm.
 - c. On the spot near tea garden.
 - d. On the spot near the village.
5. "...she grilled the fish and we had lunch together".(line 6) What does the word "she" refer to?
 - a. The writer
 - b. Dina
 - c. Aldi
 - d. Reza
6. Which paragraph tells that they sang a song together and told spooky stories?
 - a. The first paragraph
 - b. The second paragraph
 - c. The third paragraph
 - d. The fourth paragraph
7. "...told spookystories which made us scared" (line 11). What does the underlined word mean?
 - a. Creepy
 - b. Funny
 - c. Heroic
 - d. Romantic
8. "...which made us *scared*". What is the opposite meaning of the italic word?
 - a. Frightened
 - b. Brave
 - c. Worry
 - d. Afraid
9. What did they do before going home?
 - a. Having lunch
 - b. Taking photos
 - c. Swimming
 - d. Hiking up the mountain
10. What did the writer think about her holiday?
 - a. It was a boring holiday ever.
 - b. It was an unforgettable holiday ever.
 - c. It was really awful.
 - d. It was not memorable at all.

Task 2

Write T if the statement is true or F if the statement is false based on the text you have read!

1. () The text tells us about the writer's holiday in the mountain.
2. () They went to the mountain in Guci, Tegal.
3. () It is about 3 hours to get there.
4. () "We felt very tired but happy". "Happy" means pleased
5. () The third paragraph tells that we must keep the nature.



ANSWER KEY**Task 1**

- | | |
|------|-------|
| 1. C | 6. C |
| 2. A | 7. A |
| 3. C | 8. B |
| 4. C | 9. B |
| 5. B | 10. B |

Task 2

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

The Distribution of the Test Items

Indicators	Item number		Total number
	Task 1	Task 1	
Word Comprehension	7, 8	4	3
Sentence Comprehension	2, 3, 5, 9	2, 3	6
Paragraph Comprehension	4, 6, 10	5	4
Text Comprehension	1	1	2

LESSON PLAN MEETING 2

School	: SMP Negeri 11 Jember
Subject	: English
Level / Semester	: VIII / 2
Language Skill	: Reading
Type of Text	: Recount Text
Topic	: Bad Experience
Time allocation	: 2 x 40 minutes

1. Standard of Competence

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

2. Basic Competence

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

3. Indicators

3.1 Cognitive

a. Product

- 11.3.1 Answering comprehension questions of recount text at the unit of word, sentence, paragraph, and text comprehension.

b. Process

- 11.3.2 Finding the word meaning of recount text
- 11.3.3 Finding the sentence meaning of recount text.
- 11.3.4 Finding the paragraph meaning of recount text
- 11.3.5 Finding the text meaning of recount text.

4. Learning Objectives

4.1 Cognitive

a. Product

11.3.1 The students are able to find the specific and general information of recount text.

b. Process

11.3.2 The students are able to find the word meaning of recount text.

11.3.3 The students are able to find the sentence meaning of recount text.

11.3.4 The students are able to find the paragraph meaning of recount text.

11.3.5 The students are able to find the text meaning of recount text.

5. Material : Enclosed**6. Teaching and Learning Strategy**

6.1 Approach : Contextual Teaching Learning (CTL)

6.2 Method : Question and answer, Explanation, Exercises

7. Teaching and Learning Activities

Experimental group : Teaching using composite picture

Control group : Teaching without using composite picture

N	Experimental group	Time	Control group	Time
1.	SET INDUCTION - Greeting the students - Checking the class - Stating the objectives of the lesson.	10'	SET INDUCTION - Greeting the students - Checking the class - Stating the objectives of the lesson.	10'
2.	MAIN ACTIVITIES Pre reading - Giving leading questions which are related to the topic. - Showing the composite	10'	MAIN ACTIVITIES Pre reading - Giving leading questions which are related to the topic. - Explaining the material	10'

	<p>picture related to the topic.</p> <ul style="list-style-type: none"> - Explaining the material about recount text based on the picture given. <p>Whilst Reading</p> <ul style="list-style-type: none"> - Explaining about recount text to the students - Doing a brief question and answer activity with the students while pointing on the composite pictures. - Distributing the recount text related to the composite picture. - Asking the students to read silently and use the composite picture to help them comprehend the text - Underlining the difficult words and find their meanings by using dictionary. <p>Post reading</p> <ul style="list-style-type: none"> - Giving tasks to the students in order to check their comprehension. - Asking the students to do the task. - Discussing together about the students' answer from reading activities. 	20'	<p>about recount text.</p> <p>Whilst Reading</p> <ul style="list-style-type: none"> - Explaining about recount text to the students - Distributing the recount text related to the topic. - Asking the students to read silently. - Underlining the difficult words and find their meanings by using dictionary. <p>Post reading</p> <ul style="list-style-type: none"> - Giving tasks to the students in order to check their comprehension. - Asking the students to do the task. - Discussing together about the students' answer from reading activities. 	20'
3.	<p>CLOSURE</p> <ul style="list-style-type: none"> - Inviting students to review 	10'	<p>CLOSURE</p> <ul style="list-style-type: none"> - Inviting students to review 	10'

<p>and to draw conclusion from the material that has been discussed</p> <ul style="list-style-type: none"> - Asking the students' problem - Giving solutions to students' problem - Ending the lesson - Parting 	<p>and to draw conclusion from the material that has been discussed</p> <ul style="list-style-type: none"> - Asking the students' problem - Giving solutions to students' problem - Ending the lesson - Parting
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8. Media and Source

8.1. Media

Experimental Group	Control Group
White board, board marker, composite picture, LCD projector	White board, board marker,

8.2. Sources

- *Scaffolding. English for grade VIII*

9. Assessment

No.	Type of Test	Total number of test item	Score of each item	Total score
1.	Multiple choice	10	5	50
2.	T/F	5	5	25
TOTAL				75
TOTAL SCORE				$75/75 \times 100 = 100$

Jember, April 2016
 Researcher,

Yasita Destika Rani
 NIM.110210401025

LEARNING MATERIALS (EXPERIMENTAL GROUP)

PRE ACTIVITIES

Leading Questions

1. Have you ever had a bad experience in your life?
2. What was that?
3. How was your feeling?

Showing Picture



Leading Questions

4. What picture is it?
5. What happened to the boy?

Explanation

Definition of Recount Text

A recount text is a text which retells past events or experiences in the order they happened. The purpose of recount text is to tell about past events or experiences.

Generic Structure of Recount text

1. Orientation : This part gives details of : Who/What/Where/When/Why
2. Events : This part retells what happened in chronological order. It uses time connectives such as : first, next, soon, after that, later, finally.

3. Re-orientation : This part tells the writer's comment about the events that happened. It can be also said as a conclusion of the text.

Example of Recount Text

A Bad Day

Orientation	{	Yesterday morning, I woke up late. I took a bath and had breakfast as quickly as possible. I got annoyed by my Mom, as she didn't wake me up earlier.
Event	{	At 6.45, I went to school by riding my bicycle. I chose the shortcut to get to school since I didn't want to come late anymore. Unluckily, my wheel hit some pebbles on the road. I couldn't handle my steer so that I fell to the ground. That was so painful.
Reorientation	{	At 7 o'clock, I arrived at school but there was nobody there. Then I realized that the day was Sunday. God, how fool I was! Finally, I went back home and my Mom laughed at me. I was so embarrassed. It was my bad experience.

Choose the right answer by crossing a, b, c, or d!

1. What does the text tell us about?
 - a. The writer's first time riding experience.
 - b. The writer's bad experience.
 - c. The writer's activity.
 - d. The writer's hobby.
2. Why did the writer choose the shortcut?
 - a. Because he didn't want to come late anymore.
 - b. Because he forgot the way to school.
 - c. Because he got annoyed by his mother.
 - d. Because he wanted to try a new way to school.

Write T if the statement is true or F if the statement is false based on the text!

1. () "... as she didn't wake me up earlier..."(paragraph 1). She refers to writer's mother.
2. () Unluckily, my wheel hit some rocks on the road.

EXERCISE

Read this text carefully then answer the questions!

Line	Going Fishing for the First Time
4	<p>Last week, my uncle asked me to go fishing with him in a river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he would teach me how to do it very well.</p>
8	<p>We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.</p>
12	<p>Suddenly in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realise that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I had mud all over my face. It was embarrassing!</p>
	<p><i>(Taken from: Scaffolding. English for Grade VIII)</i></p>

Task 1

Answer these questions below based on the text by crossing a, b, c, or d!

1. What does the text tell us about?
 - a. It tells about the writer's hobby.
 - b. It tells about how to fish.
 - c. It tells about the writer's first fishing experience.
 - d. It tells about the writer's daily activities.
2. When did the writer go fishing?
 - a. A week ago
 - b. Two weeks ago
 - c. Two days ago
 - d. Yesterday
3. Where did they go fishing?
 - a. In a river
 - b. In the sea

- c. In a lake
 - d. In a pond
4. “Therefore, he will teach me how to do it very well”. What is the synonym of the word “well”?
- a. Badly
 - b. Wrecklessly
 - c. Correctly
 - d. Carelessly
5. Why did the writer fall into the water?
- a. Because he wanted to help his uncle.
 - b. Because the grass was slippery.
 - c. Because the mud was slippery.
 - d. Because he wanted to catch fish.
6. ...I did not realise that the grass was slippery (third paragraph). What does the word “slippery” mean?
- a. Smooth
 - b. Slick
 - c. Soft
 - d. Rough
7. How did the writer feel after falling into the river?
- a. He felt excited.
 - b. He felt ashamed.
 - c. He felt proud.
 - d. He felt satisfied.
8. They were also fishing (paragraph 2). What does the word “they” refer to?
- a. The writer and his uncle.
 - b. The writer and his aunt.
 - c. The uncle and his friends.
 - d. Some other people there.
9. Which paragraph tells that the writer slipped and fell into the river?
- a. The first paragraph
 - b. The second paragraph

- c. The third paragraph
 - d. The fourth paragraph
10. What is the purpose of the text above?
- a. To retell the events happen in the past
 - b. To amuse the reader.
 - c. To inform the reader.
 - d. To persuade the reader

Task 2

Write T if the statement is true of F if the statement is false based on the text you have read!

1. () The writer went fishing with his uncle.
2. () The writer and his uncle went fishing in a fish pond.
3. () "...When we got to the river, there were already some people" (line 5).
the word "got" means arrived.
4. () "...He did it very patiently" (line 8). The word "he" refers to the uncle.
5. () From the text, we know that the writer had a bad experience when fishing.

LEARNING MATERIALS (CONTROL GROUP)

PRE ACTIVITIES

Leading Questions

1. Have you ever had a bad experience in your life?
2. What was that?
3. How was your feeling?

Explanation

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12	<p>Suddenly in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realise that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I had mud all over my face. It was embarrassing!</p>
	<p><i>(Taken from: Scaffolding. English for Grade VIII)</i></p>

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 - b. Two weeks ago
 - c. Two days ago
 - d. Yesterday
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- c. In a lake
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8. They were also fishing (paragraph 2). What does the word “they” refer to?
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- a. The first paragraph

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10. What is the purpose of the text above?
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the word "got" means arrived.
4. () "...He did it very patiently" (line 8). The word "he" refers to the uncle.
5. () From the text, we know that the writer had a bad experience when fishing.

Answer Key**Task 1**

1. C 6. B
 2. A 7. B
 3. A 8. D
 4. C 9. C
 5. B 10.A

Task 2

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

The Distribution of the Test Items

Indicators	Item number		Total number
	Task 1	Task 2	
Word Comprehension	4, 6, 8	3, 4	5
Sentence Comprehension	2, 3, 5, 7	1, 2	6
Paragraph Comprehension	9		1
Text Comprehension	1, 10	5	3

TRY OUT TEST

Subject : English
 Level / Semester : VIII / 2
 Language Skill : Reading
 Type of Text : Recount Text
 Time : 40 minutes

Choose a, b, c, or d for the right answer and blacken the answer on your answer sheet!

Read the following text to answer questions no.1 to 7!

Line	The Annoying Acnes
2	I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.
5	Fortunately, my Mom gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.
8	That was my bad experience with adolescence, though there were still lots of good experience too.
	<i>(Adapted from English in Focus grade VIII, 2008)</i>

1. What is the purpose of the text above?
 - a. To persuade the reader.
 - b. To amuse the reader.
 - c. To retell the writer’s experience.
 - d. To describe about what the acne is.

2. What is the text about?
 - a. The writer’s bad experience with adolescence.

- b. The writer's good experience with adolescence.
 - c. Mom's advice.
 - d. How to vanish acne.
3. When did the writer have her adolescence?
 - a. When she was fifty.
 - b. When she was fourteen
 - c. When she was thirteen.
 - d. When she was thirty.
4. What did the mother give to vanish the acne?
 - a. The good prescription.
 - b. The good medicine.
 - c. The good advice.
 - d. Some money.
5. I was embarrassed to come out of my house and play with friends. What is the antonym of "embarrassed"?
 - a. Ashamed
 - b. Humiliated
 - c. bashful
 - d. confident
6. ...the acnes started to vanish although those showed some black spots in my face...(line 5). What does the word "those" refer to?
 - a. Black spots
 - b. Acnes
 - c. Medicine
 - d. Three weeks
7. Which paragraph tells about the solution to vanish the acnes?
 - a. First paragraph
 - b. Second paragraph

- c. Third paragraph
- d. Fourth paragraph

Read the following text to answer questions no.8 to 17!

Line	Holiday in Bromo
2	Last week, I went to Mount Bromo. I stayed at Bayu's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.
5	In the morning, Bayu and I saw Mount Batok. It was magnificent! Then, we decided to ride on horseback. That was the first time I rode on horseback. It was scary but it was fun. Next, we went to get
8	closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we went home, we went to the zoo at Wonokromo. We went home in the afternoon.
11	We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.
	<i>(Adapted from: www.andrewseaton.com)</i>

8. What is the text tell about?
 - a. A nice holiday in Bromo
 - b. An enjoyable trip goes bad
 - c. A bad experience in Bromo
 - d. An unsatisfying holiday in Probolinggo

9. Where did the writer go last week?
 - a. He went to the beach.
 - b. He went to his grandma's house.
 - c. He went to the mountain.
 - d. He went to the swimming pool.

10. 'It was magnificent!'(line 4). What does the word "it" refer to?
 - a. The garden
 - b. The horse
 - c. Mount Bromo
 - d. Mount Batok

11. Where did the writer stay?
 - a. He stayed in a hotel.

- b. He stayed in a cottage.
 - c. He stayed in Bayu's house.
 - d. He stayed in his grandma's house.
12. Which paragraph tells that the writer went to Mount Batok?
- a. The first paragraph.
 - b. The second paragraph
 - c. The third paragraph
 - d. The fourth paragraph
13. How did the writer feel when he rode on horseback?
- a. He felt excited
 - b. He felt scary.
 - c. He felt ashamed.
 - d. He felt sad.
14. It was scary but it was fun...(line 5). What does the underlined word mean?
- a. Exciting
 - b. Creepy
 - c. Disgusting
 - d. stressful
15. Which of these statement is TRUE based on the text?
- a. Bayu's house has a small garden
 - b. In the evening, they saw Mount Batok.
 - c. They went to the zoo before going home.
 - d. The writer didn't enjoy his holiday.
16. Where did the writer and his friend go before they got home?
- a. They went to the zoo in Wonokromo.
 - b. They went to Mount Bromo.
 - c. They went to a garden.
 - d. They went to a pool.
17. What did the writer think about his holiday?
- a. It was boring
 - b. It was fun
 - c. It was awful
 - d. It was uninteresting

Read the following text to answer questions no.18 to 25!

Line	A Bad Holiday
2	I went to my uncle's house in Batam last month on the long holiday. I stayed with Uncle Antasena and Aunt Firda and their son which is my cousin, Seno. They lived in a small house in the center of the city called Nagoya. I liked the house but I didn't like the area much because it was very noisy.
5	
8	My uncle and my aunt were very nice. We visited Batam Centre, Waterfront City and Nongsa Beach. The weather was hot all day long. Unfortunately, Seno and I disagreed on most things. He played loud music when I wanted to sleep. When his best friend came to stay, I had to sleep on the floor. When we went to a place called Bareleng, Seno didn't want to go to the ex Vietnam camp, he wanted to go fishing on Melur beach. So I went to the ex Vietnam camp on my own, but I didn't enjoy it.
11	I can't say I would like to go back to my uncle house. It wasn't a very good holiday <i>(Adapted from English in Focus for Grade VIII, 2008)</i>

18. What does the text tell us about?
- It tells about the writer's bad holiday.
 - It tells about Batam city.
 - It tells about the writer's cousin.
 - It tells about the uncle's house.
19. When did the writer go to Batam?
- Last month
 - Last week
 - Last year
 - Last semester
20. "...and their son which is my cousin".
Cousin means the child of our ...
- Uncle and aunt
 - Grandfather and grandmother
 - Father and mother
 - Brother and sister
21. Which of the following word has the synonymous meaning with "small"?
- Enormous
 - Great

- c. Huge
 - d. Little
22. Which of these following statements is NOT TRUE according to the text?
- a. The writer and his cousin disagreed on many things.
 - b. The weather in Batam was hot all day long.
 - c. The writer enjoyed his holiday in Batam.
 - d. The writer had to sleep on the floor
23. Where did the uncle's family live?
- a. They lived in Nagoya.
 - b. They lived in Waterfront City.
 - c. They lived in Bareleng.
 - d. They lived in Nongsa beach.
24. Which belongs to the re-orientation of the text above?
- a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
25. He played loud music when I wanted to sleep (line 6). What does the word "he" refer to?
- a. The writer's uncle
 - b. The writer
 - c. Seno's best friend
 - d. Seno

ANSWER KEY

1. C	6. B	11. C	16. A	21. D
2. A	7. B	12. B	17. B	22. C
3. C	8. A	13. B	18. A	23. A
4. B	9. C	14. B	19. A	24. D
5. D	10. D	15. C	20. A	25. D

The Distribution of the Test Item

Indicators	Item number	Total number
Word Comprehension	5, 14, 20, 21	4
Sentence Comprehension	3, 4, 6, 9, 10, 11, 13, 15, 16, 17, 19, 22, 23, 25	14
Paragraph Comprehension	7, 12, 24	3
Text Comprehension	1, 2, 8, 18	4

THE RESULT OF TRY OUT TEST

No	Name	Score
1	Adam Dewandaru	76
2	Adelia Oktaverani	88
3	Alfian Reza Aditya	84
4	Alfina Allyah C.	76
5	Amanda Berliana	88
6	Andini Eka	84
7	Anisa Pujianti	80
8	Attala Rania Insyira	92
9	Cerisa Cantika	76
10	Cindy Dwi	60
11	Dinda Desiana	88
12	Elsadora Dwiyanti	84
13	Elza Devi Ariyanti	76
14	Farah Alya H.	68
15	Fiorent Anastasya	76
16	Harnan Haris	80
17	Intan Juwita	84
18	Joan Arina Meva	76
19	Kristanty Winda	68
20	Mohammad Doni	80
21	Muhammad Pascal	72
22	Marchella Yustin	88
23	Meyra Nur R.	60
24	Musrifa	72
25	Nur Aini	56
26	Putri Lely Masitha	72
27	Putri Maulidya	48
28	Qariatul Putri	76
29	Raditya Enggal	56
30	Rafli Arya W.	80
31	Riska Aprillya	72
32	Shafira Rahma	76
33	Sherly Putri	76
34	Siti Sri Wahyuni	68
35	Yumna Enggrasia C.	88
36	Zakaria Ahmad	96
	Mean Score	76

The Reliability Coefficient Of Odd Numbers (X)

NO	Odd Numbers													Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	
1	0	1	1	0	0	1	1	0	1	1	1	1	1	9
2	1	1	1	1	0	1	1	1	1	1	1	1	1	12
3	1	1	0	1	1	1	1	1	1	1	1	1	0	11
4	1	0	1	1	0	1	1	0	0	1	1	1	1	9
5	1	0	0	1	0	1	1	1	1	1	1	1	1	11
6	1	0	1	1	1	1	1	0	1	1	1	1	0	10
7	1	1	1	1	0	1	1	1	1	1	0	1	1	12
8	1	1	1	1	0	1	1	1	1	1	1	1	1	12
9	1	1	1	1	0	1	1	1	0	1	1	1	1	11
10	1	0	1	0	0	1	1	0	1	1	1	0	0	7
11	1	1	0	1	0	1	1	1	1	1	1	1	1	11
12	0	1	1	1	1	1	1	1	1	1	0	1	1	11
13	1	1	0	0	0	1	1	1	1	1	0	0	1	8
14	1	1	0	1	0	1	1	1	0	1	1	1	1	10
15	0	1	0	1	0	1	1	1	1	1	1	1	0	9
16	0	1	1	0	0	1	1	1	1	1	1	0	1	9
17	1	0	1	1	1	1	1	1	1	1	0	1	1	11
18	1	1	1	1	1	1	1	0	0	1	1	1	1	11
19	0	1	1	0	0	1	1	1	1	1	0	1	0	8
20	1	1	1	1	1	1	1	1	1	1	0	0	1	11
21	1	1	0	1	0	1	1	1	0	1	1	1	1	10
22	1	0	1	1	1	1	1	1	1	1	1	1	1	12
23	0	1	0	1	0	1	1	0	1	1	0	0	1	7
24	1	0	1	0	0	1	1	1	1	1	1	0	0	8
25	0	0	1	0	0	1	1	1	0	1	0	1	1	7
26	1	1	0	0	0	1	1	1	1	1	1	0	0	8
27	0	1	0	1	0	1	1	0	0	1	1	0	0	6
28	1	0	1	1	1	1	1	1	1	0	1	1	1	11
29	0	1	1	0	0	1	1	0	0	1	0	1	0	6
30	1	1	1	1	1	1	1	1	1	1	1	0	1	12
31	0	0	1	0	0	1	1	0	0	1	1	1	1	8
32	0	0	1	1	1	1	1	1	0	1	1	1	1	11
33	0	1	0	1	0	1	1	1	1	1	1	0	1	9
34	1	1	1	0	0	1	1	0	1	1	1	0	1	9
35	1	1	1	1	0	1	1	1	1	1	1	1	1	12
36	1	1	1	1	0	1	1	1	1	1	1	1	1	12
TOTAL	25	25	25	25	10	36	36	26	26	35	27	25	27	

The Reliability Coefficient Of Even Numbers (Y)

NO	Even Numbers												Total
	2	4	6	8	10	12	14	16	18	20	22	24	
1	1	1	1	1	1	1	0	1	1	0	1	1	10
2	0	1	1	1	0	1	1	1	1	1	1	1	10
3	1	1	0	1	1	1	1	1	0	1	1	1	10
4	0	1	1	1	1	0	1	1	1	1	1	1	10
5	1	1	0	1	1	1	1	1	1	1	1	1	11
6	1	1	1	1	1	1	1	1	0	1	1	1	11
7	1	1	0	0	1	1	0	1	0	1	1	1	8
8	1	1	1	0	1	1	1	1	1	1	1	1	11
9	0	1	0	1	1	1	1	1	0	1	1	0	8
10	1	1	1	1	1	0	0	1	1	0	1	0	8
11	1	1	0	1	1	1	1	1	1	1	1	1	11
12	0	1	1	1	1	1	1	1	1	1	1	0	10
13	1	1	1	1	1	1	1	1	1	1	1	0	11
14	0	1	0	1	1	1	0	1	0	0	1	1	7
15	1	1	1	1	1	1	1	1	1	0	0	1	10
16	1	1	1	1	1	1	1	1	0	1	1	1	11
17	1	1	1	1	0	0	1	1	1	1	1	1	10
18	1	1	0	1	1	0	0	1	1	0	1	1	8
19	1	1	0	0	1	1	1	1	0	1	1	1	9
20	0	1	0	0	1	0	1	1	0	1	0	1	9
21	1	1	1	0	1	1	1	1	1	0	0	0	8
22	1	1	1	0	1	1	1	1	1	1	1	0	10
23	0	0	1	1	0	1	1	1	1	0	1	1	8
24	1	1	1	1	1	0	0	1	1	1	1	1	10
25	0	1	1	1	1	0	0	1	1	0	1	0	7
26	0	1	1	1	1	1	1	1	1	1	1	0	10
27	1	1	1	0	1	0	0	1	0	0	0	0	6
28	1	1	0	0	0	1	1	1	1	1	0	1	8
29	1	1	1	1	1	1	1	1	0	0	0	0	8
30	0	1	0	1	1	0	1	1	1	1	0	1	8
31	1	1	1	0	1	1	1	1	1	1	0	1	10
32	1	1	0	1	1	1	1	1	0	0	1	0	8
33	0	1	1	1	1	1	1	1	1	0	1	1	10
34	1	1	0	0	1	1	1	1	0	1	0	1	8
35	0	1	1	1	1	1	1	1	1	1	0	1	10
36	1	1	1	1	1	1	1	1	1	1	1	1	12
TOTAL	24	35	23	26	32	27	28	36	24	24	26	25	

THE DIVISION OF ODD (X) AND EVEN (Y) NUMBERS OF TRY OUT TEST RESULT

NO	NAME	ODD (X)	EVEN (Y)	X ²	Y ²	XY
1	AD	9	10	81	100	90
2	AO	12	10	144	100	120
3	ARA	11	10	121	100	110
4	AAC	9	10	81	100	90
5	AB	11	11	121	121	121
6	AE	10	11	100	121	110
7	AP	12	8	144	64	96
8	ARI	12	11	144	121	132
9	CC	11	8	121	64	88
10	CD	7	8	49	64	56
11	DD	11	11	121	121	121
12	ED	11	10	121	100	110
13	EDA	8	11	64	121	88
14	FAH	10	7	100	49	70
15	FA	9	10	81	100	90
16	HH	9	11	81	121	99
17	IJ	11	10	121	100	110
18	JAM	11	8	121	64	88
19	KW	8	9	64	81	72
20	MD	11	9	121	81	99
21	MP	10	8	100	64	80
22	MY	12	10	144	100	120
23	MNR	7	8	49	64	56
24	M	8	10	64	100	80
25	NA	7	7	49	49	49
26	PLM	8	10	64	100	80
27	PM	6	6	36	36	36
28	QP	11	8	121	64	88
29	RE	6	8	36	64	48
30	RA	12	8	144	64	96
31	RA	8	10	64	100	80
32	SR	11	8	121	64	88
33	SP	9	10	81	100	90
34	SRW	9	8	81	64	72
35	YEC	12	10	144	100	120
36	ZA	12	12	144	144	144
TOTAL		351	334	3543	3170	3287

DIFFICULTY INDEX FOR EACH TEST ITEMS

No	Names	Test Items																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	AD	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1
2	AO	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	ARA	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0
4	AAC	1	0	0	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1
5	AB	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	AE	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0
7	AP	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1
8	ARI	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	CC	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1
10	CD	1	1	0	1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	0	1	1	0	0	0
11	DD	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	ED	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1
13	EDA	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1
14	FAH	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1
15	FA	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0
16	HH	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1
17	IJ	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1
18	JAM	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	1	1	1
19	KW	0	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0
20	MD	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	1
21	MP	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1
22	MY	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
23	MNR	0	0	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1
24	M	1	1	0	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0
25	NA	0	0	0	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1
26	PLM	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0
27	PM	0	1	1	1	0	1	1	0	0	1	1	0	1	0	0	1	0	0	1	0	1	0	0	0	0
28	QP	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1
29	RE	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	0	0	0	1	0	0
30	RA	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1
31	RA	0	1	0	1	1	1	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1
32	SR	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1
33	SP	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1
34	SRW	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1
35	YEC	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
36	ZA	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	TOTAL CORRECT ANSWER	25	24	25	35	25	23	25	26	10	32	36	27	36	28	26	36	26	24	35	24	27	26	25	25	27
	DIFFICULTY INDEX	0,69	0,67	0,69	0,97	0,69	0,64	0,69	0,72	0,28	0,89	1,00	0,75	1,00	0,78	0,72	1,00	0,72	0,67	0,97	0,67	0,75	0,72	0,69	0,69	0,75



Eliminate (Easy)
 Eliminate (Difficult)
 Keep (Difficult, Fair, Easy)

THE DIFFICULTY INDEX OF TRY OUT TEST ITEMS

Item Numbers	N	R	FV	Criteria
1	36	25	0,69	Fair
2	36	24	0,67	Fair
3	36	25	0,69	Fair
4	36	35	0,97	Easy
5	36	25	0,69	Fair
6	36	23	0,64	Fair
7	36	25	0,69	Fair
8	36	26	0,72	Fair
9	36	10	0,28	Difficult
10	36	36	1,00	Easy
11	36	36	1,00	Easy
12	36	27	0,75	Fair
13	36	36	1,00	Easy
14	36	28	0,78	Fair
15	36	26	0,72	Fair
16	36	36	1,00	Easy
17	36	26	0,72	Fair
18	36	24	0,67	Fair
19	36	35	0,97	Easy
20	36	24	0,67	Fair
21	36	27	0,75	Fair
22	36	26	0,72	Fair
23	36	25	0,69	Fair
24	36	25	0,69	Fair
25	36	27	0,75	Fair

Notes:

N = the number of students

R = the number of right answer

FV = the difficulty index

(Heaton, 1991:178)

POST TEST

Subject : English
 Level / Semester : VIII / 2
 Language Skill : Reading
 Type of Text : Recount Text
 Time : 40 minutes

Choose a, b, c, or d for the right answer and blacken the answer on your answer sheet!

Read the following text to answer questions no.1 to 7!

Line	The Annoying Acnes
2	I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.
5	Fortunately, my Mom gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.
8	That was my bad experience with adolescence, though there were still lots of good experience too.
	<i>(Adapted from English in Focus grade VIII, 2008)</i>

1. What is the purpose of the text above?
 - a. To persuade the reader.
 - b. To amuse the reader.
 - c. To retell the writer's experience.
 - d. To describe about what the acne is.

2. What is the text about?
 - a. The writer's bad experience with adolescence.

- b. The writer's good experience with adolescence.
 - c. Mom's advice.
 - d. How to vanish acne.
3. When did the writer have her adolescence?
 - a. When she was fifty.
 - b. When she was fourteen
 - c. When she was thirteen.
 - d. When she was thirty.
4. What did the mother give to vanish the acne?
 - a. The good prescription.
 - b. The good medicine.
 - c. The good advice.
 - d. Some money.
5. I was embarrassed to come out of my house and play with friends. What is the antonym of "embarrassed"?
 - a. Ashamed
 - b. Humiliated
 - c. bashful
 - d. confident
6. ...the acnes started to vanish although those showed some black spots in my face...(line 5). What does the word "those" refer to?
 - a. Black spots
 - b. Acnes
 - c. Medicine
 - d. Three weeks
7. Which paragraph tells about the solution to vanish the acnes?
 - a. First paragraph
 - b. Second paragraph

- c. Third paragraph
- d. Fourth paragraph

Read the following text to answer questions no.8 to 17!

Line	Holiday in Bromo
2	Last week, I went to Mount Bromo. I stayed at Bayu's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.
5	In the morning, Bayu and I saw Mount Batok. It was magnificent! Then, we decided to ride on horseback. That was the first time I rode on horseback. It was scary but it was fun. Next, we went to get
8	closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we went home, we went to the zoo at Wonokromo. We went home in the afternoon.
11	We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.
	<i>(Adapted from: www.andrewseaton.com)</i>

8. What is the text tell about?
 - a. A nice holiday in Bromo
 - b. An enjoyable trip goes bad
 - c. A bad experience in Bromo
 - d. An unsatisfying holiday in Probolinggo
9. Where did the writer go last week?
 - a. He went to the beach.
 - b. He went to his grandma's house.
 - c. He went to the mountain.
 - d. He went to the swimming pool.
10. 'It was magnificent!'(line 4). What does the word "it" refer to?
 - a. The garden
 - b. The horse
 - c. Mount Bromo
 - d. Mount Batok
11. Where did the writer stay?
 - a. He stayed in a hotel.

- b. He stayed in a cottage.
 - c. He stayed in Bayu's house.
 - d. He stayed in his grandma's house.
12. Which paragraph tells that the writer went to Mount Batok?
- a. The first paragraph.
 - b. The second paragraph
 - c. The third paragraph
 - d. The fourth paragraph
13. How did the writer feel when he rode on horseback?
- a. He felt excited
 - b. He felt scary.
 - c. He felt ashamed.
 - d. He felt sad.
14. It was scary but it was fun...(line 5). What does the underlined word mean?
- a. Exciting
 - b. Creepy
 - c. Disgusting
 - d. stressful
15. Which of these statement is TRUE based on the text?
- a. Bayu's house has a small garden
 - b. In the evening, they saw Mount Batok.
 - c. They went to the zoo before going home.
 - d. The writer didn't enjoy his holiday.
16. Where did the writer and his friend go before they got home?
- a. They went to the zoo in Wonokromo.
 - b. They went to Mount Bromo.
 - c. They went to a garden.
 - d. They went to a pool.
17. What did the writer think about his holiday?
- a. It was boring
 - b. It was fun
 - c. It was awful
 - d. It was uninteresting

Read the following text to answer questions no.18 to 25!

Line	A Bad Holiday
2	I went to my uncle's house in Batam last month on the long holiday. I stayed with Uncle Antasena and Aunt Firda and their son which is my cousin, Seno. They lived in a small house in the center of the city called Nagoya. I liked the house but I didn't like the area much because it was very noisy.
5	
8	My uncle and my aunt were very nice. We visited Batam Centre, Waterfront City and Nongsa Beach. The weather was hot all day long. Unfortunately, Seno and I disagreed on most things. He played loud music when I wanted to sleep. When his best friend came to stay, I had to sleep on the floor. When we went to a place called Bareleng, Seno didn't want to go to the ex Vietnam camp, he wanted to go fishing on Melur beach. So I went to the ex Vietnam camp on my own, but I didn't enjoy it.
11	I can't say I would like to go back to my uncle house. It wasn't a very good holiday <i>(Adapted from English in Focus for Grade VIII, 2008)</i>

18. What does the text tell us about?
- It tells about the writer's bad holiday.
 - It tells about Batam city.
 - It tells about the writer's cousin.
 - It tells about the uncle's house.
19. When did the writer go to Batam?
- Last month
 - Last week
 - Last year
 - Last semester
20. "...and their son which is my cousin".
Cousin means the child of our ...
- Uncle and aunt
 - Grandfather and grandmother
 - Father and mother
 - Brother and sister
21. Which of the following word has the synonymous meaning with "small"?
- Enormous
 - Great

- c. Huge
 - d. Little
22. Which of these following statements is NOT TRUE according to the text?
- a. The writer and his cousin disagreed on many things.
 - b. The weather in Batam was hot all day long.
 - c. The writer enjoyed his holiday in Batam.
 - d. The writer had to sleep on the floor
23. Where did the uncle's family live?
- a. They lived in Nagoya.
 - b. They lived in Waterfront City.
 - c. They lived in Bareleng.
 - d. They lived in Nongsa beach.
24. Which belongs to the re-orientation of the text above?
- a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
25. He played loud music when I wanted to sleep (line 6). What does the word "he" refer to?
- a. The writer's uncle
 - b. The writer
 - c. Seno's best friend
 - d. Seno

ANSWER KEY

1. C	6. B	11. C	16. A	21. D
2. A	7. B	12. B	17. B	22. C
3. C	8. A	13. B	18. A	23. A
4. B	9. C	14. B	19. A	24. D
5. D	10. D	15. C	20. A	25. D

The Distribution of the Test Item

Indicators	Item number	Total number
Word Comprehension	5, 14, 20, 21	4
Sentence Comprehension	3, 4, 6, 9, 10, 11, 13, 15, 16, 17, 19, 22, 23, 25	14
Paragraph Comprehension	7, 12, 24	3
Text Comprehension	1, 2, 8, 18	4

ANSWER SHEET

Name :

Class :

Absent :



Choose the Best Answer.
Fill-in Bubble Completely.



- | | | | | | | | | | |
|----|-------------------------|-------------------------|-------------------------|-------------------------|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 16 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 17 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 18 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 19 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 20 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 6 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 21 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 7 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 22 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 8 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 23 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 9 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 24 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 10 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 25 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 11 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | | | | | |
| 12 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | | | | | |
| 13 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | | | | | |
| 14 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | | | | | |
| 15 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | | | | | |

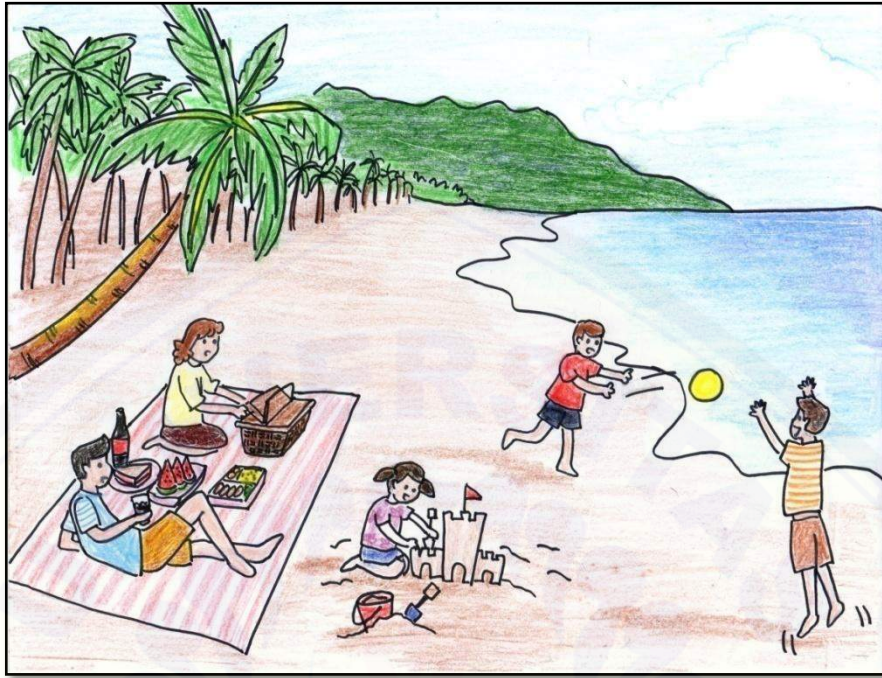
POST TEST SCORE OF EXPERIMENTAL AND CONTROL GROUP

Experimental Group

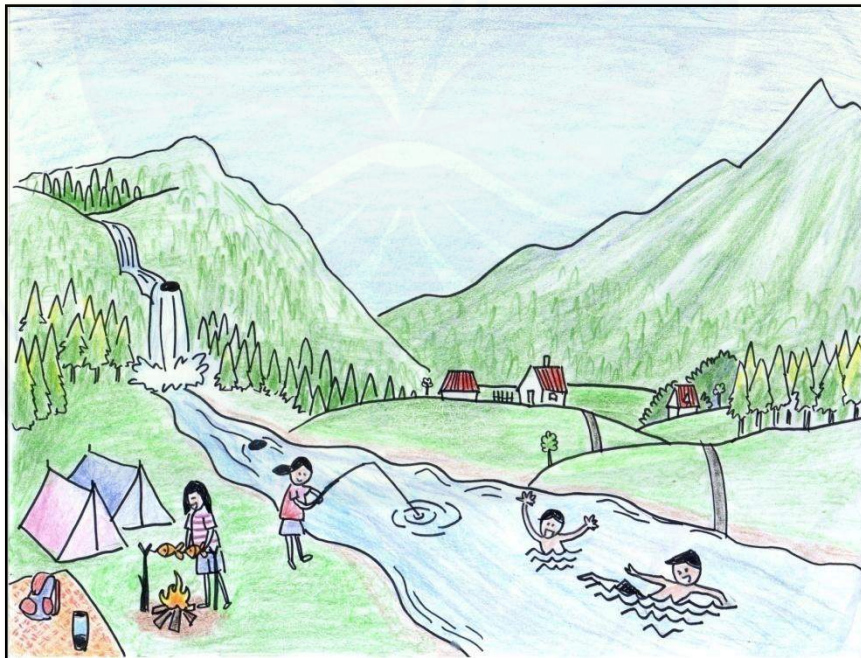
Control Group

NO	NAME	SCORE	NO	NAME	SCORE
1.	ASPI	80	1.	ADF	70
2.	AN	85	2.	ATS	75
3.	AFR	75	3.	ADP	85
4.	ADA	85	4.	AMH	75
5.	ARA	85	5.	CAS	80
6.	APP	90	6.	DPR	75
7.	APR	80	7.	DPT	75
8.	ARA	85	8.	ERW	80
9.	ADN	80	9.	FNS	85
10.	ANW	75	10.	FVP	85
11.	ES	85	11.	FNR	70
12.	FR	85	12.	GDR	85
13.	GD	90	13.	HR	65
14.	JPA	75	14.	IF	75
15.	KAA	85	15.	KNH	65
16.	LS	90	16.	LT	80
17.	LS	95	17.	MAA	75
18.	LM	90	18.	MJ	85
19.	MAA	80	19.	MTR	75
20.	MAP	75	20.	MDH	85
21.	MIS	85	21.	MR	85
22.	MFS	90	22.	ND	70
23.	MI	85	23.	NA	75
24.	NMJ	85	24.	NA	80
25.	NN	75	25.	OPA	85
26.	NAI	80	26.	RIK	70
27.	NAD	95	27.	RVV	75
28.	NTA	90	28.	RAP	90
29.	PA	85	29.	RYP	75
30.	RMH	85	30.	SDA	75
31.	RDA	90	31.	SAI	85
32.	RWN	90	32.	SRD	75
33.	RCF	95	33.	SDK	75
34.	RSA	80	34.	VNZ	70
35.	SP	90	35.	VC	85
36.	VIN	85	36.	WA	80
37.	VSD	95	37.	Y	85
			38.	YMZ	60
TOTAL		85,1351	TOTAL		77.3684

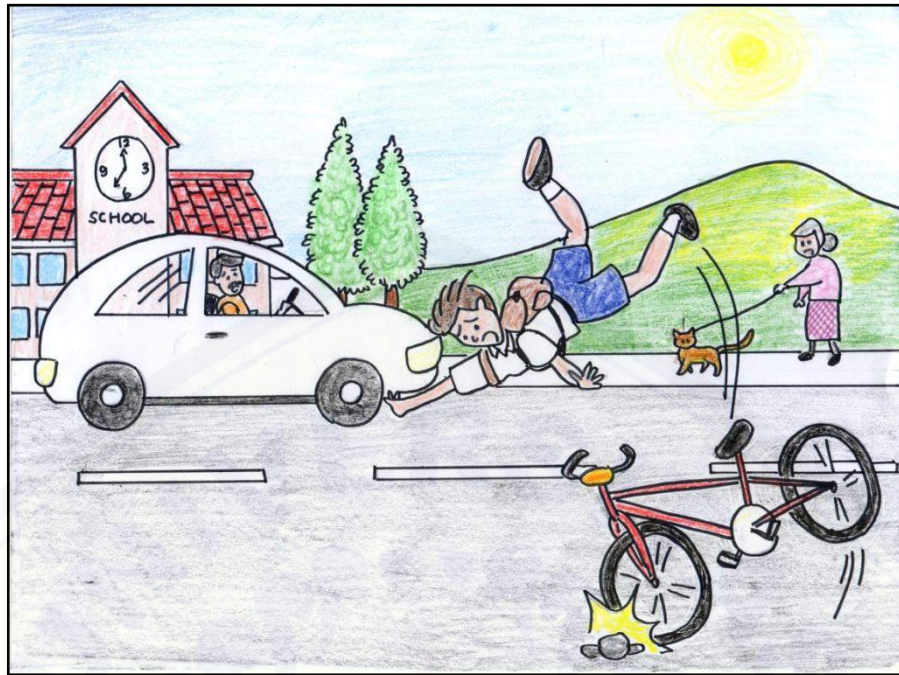
COMPOSITE PICTURES



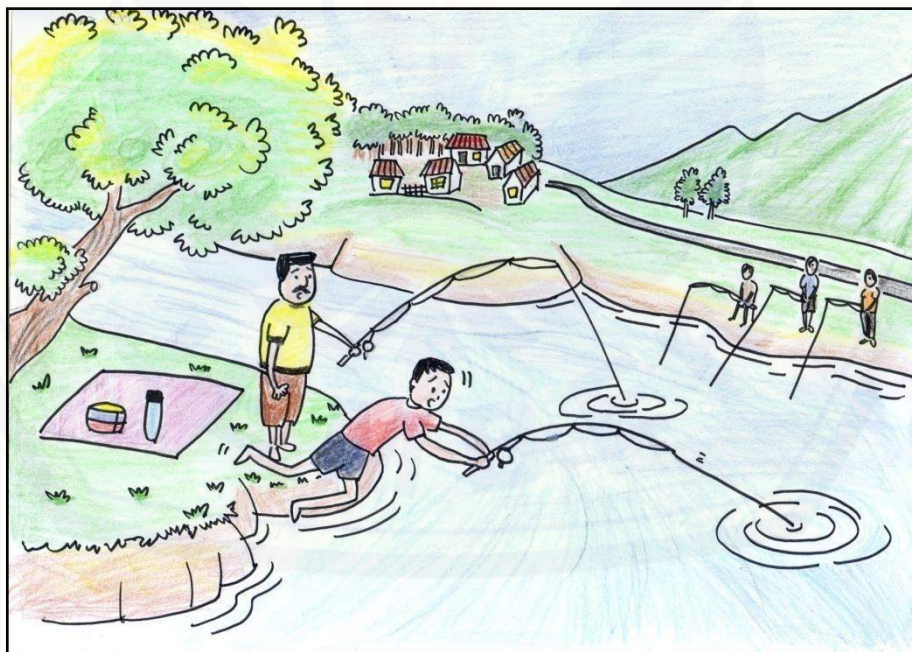
Picture 1



Picture 2



Picture 3



Picture 4



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Laman : www.unej.ac.id

Nomor : 2 6 6 9 / UN25.1.5 / LT / 2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

22 APR 2016

Yth. Kepala SMPN 4 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Yasita Destika Rani
NIM : 110210401025
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Composite Pictures on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 11 Jember".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001



**PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
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<http://www.smp4jember.sch.id> ; email: smpn4jember@yahoo.co.id

SURAT - KETERANGAN

Nomor : 421.3/214/413.01.20523904/2016

Yang bertanda tangan di bawah ini Kepala **SMP NEGERI 4 JEMBER** dengan ini menerangkan dengan sebenarnya bahwa :

Nama : Yasita Destika Rani
NIM : 110210401025
Fakultas/Prodi : FKIP/ Pendidikan Bahasa Inggris
Universitas : Universitas Jember

benar – benar telah melakukan penelitian tentang “The Effect of Using Composite Pictures on the Eight Grade Students’ Reading Comprehension Achievement at SMPN 4 Jember” di **SMP NEGERI 4 JEMBER**.

Hari/Tanggal : Selasa, 26 April 2016
Tempat : SMP Negeri 4 Jember

Demikian Surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 26 April 2016

Kepala Sekolah
SMP Negeri 4 Jember



Dra. YAYUK KURNIYANI, MSi
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13 APR 2016

Yth. Kepala SMPN 11 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Yasita Destika Rani
NIM : 110210401025
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Composite Pictures on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 11 Jember".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



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SURAT - KETERANGAN
No : 422 / 103 / 413.03.20523884 / 2016

Yang bertanda tangan dibawah ini :

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2. N I P : 19631009 198601 1 003
3. Pangkat / Golongan : Pembina Tk I / IV b
4. J a b a t a n : Kepala SMP Negeri 11 Jember

Menerangkan dengan sebenarnya bahwa nama mahasiswa yang tersebut dibawah ini telah melakukan penelitian di SMP Negeri 11 Jember :

1. Nama : Yasita Destika Rani
2. NIM : 110210401025
3. Jurusan / Program studi : Pendidikan Bahasa dan Seni / Pendidikan Bahasa Inggris
4. Judul : "The Effect of Using Composite Pictures on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 11 Jember"
5. Tanggal : 27 April – 2 Mei 2016

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Jember, 19 Mei 2016
Kepala Sekolah,

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