



**THE EFFECT OF USING PICTURES ON THE SECOND YEAR STUDENTS
READING COMPREHENSION ACHIEVEMENT AT SLTP NEGERI 2
LUMAJANG IN THE 2000/2001 ACADEMIC YEAR**

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THESIS

Asal	: Hadiah	Kas
	Pembelian	
Terima Tgl:	12 MAR 2001	
No. Induk :	102.335.424	

Presented as one of the Requirements to obtain the S-1 Degree at the English
Education Program of The Departement of Language and Arts
The Faculty of Teacher Training And Education
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**ENGLISH EDUCATION PROGRAM
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JEMBER UNIVERSITY
2000/2001**

MOTTO

NO GAINS WITHOUT PAINS
(Proverb)



Devoted to :

1. Mom and dad, *Nothing compared to your endless love for me*
2. The apples of my eyes, Uda. *You make my life more colorful*
3. My friends of the 1995 level (memet, sofan, yoyok, miftah, Bibit, Danai, and Eko), *Thanks for our beautiful friendship.*
4. My sister in Kalimantan X/66 especially Septi. *It's unbelievable years and the best laugh. Thanks Guys*
5. My friends in BIOS (Pak'e and Ali) and teams. *Thanks for your patience*
6. My Almamater

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IN THE 2000/2001 ACADEMIC YEAR

THESIS

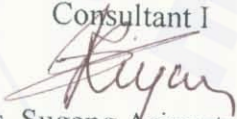
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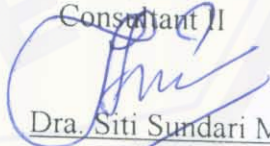
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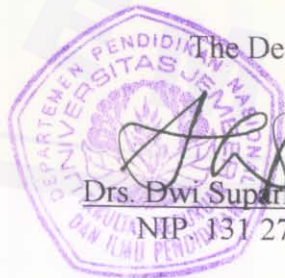
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ABSTRACT

Siti Anisah, 2001, THE EFFECT OF USING PICTURE ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTP NEGERI 2 LUMAJANG IN THE 2000/2001 ACADEMIC YEAR.

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Key Words : - Using Pictures

- Students' Reading Comprehension Achievement

Using Pictures in the teaching of Reading Comprehension is one of the best techniques to improve the students' reading proficiency, but many English teachers at secondary schools, especially at SLTP Negeri 2 Lumajang are not quite familiar with this technique. Therefore, using pictures as teaching media might be a problematic issue in language teaching. The research objective was to know whether or not there is a significant effect of using pictures on the students' reading comprehension achievement of SLTP Negeri 2 Lumajang in the 2000/2001 academic year. The research respondents consisted two classes of the second year students taken by using cluster random sampling from four classes as the population. The two classes were determined as the experimental group and the control group. To achieve the research objective, a teacher made test was administered to get the main data. While, interview and documents were used to get the supporting data. The collected data were analyzed by using t - test formula with the significance level at 5%. The result of the data analysis showed that the statistical value of t - test 9,8974647 while the critical value of t - test table with the degree of freedom 78 was (2.00). This means that the statistical value of t - test was higher than the critical value of t - table. In other words, there is a significant effect of using pictures on the students' reading comprehension achievement of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year. This means, the experimental group who was taught reading with pictures got better reading achievement than the control group who was taught without pictures. Therefore, the English teacher is suggested to use pictures in teaching reading to improve the students reading achievement.

I. INTRODUCTION

1.1 Research Background

The English teachers at secondary schools, especially at SLTP are expected to develop their students' English skills, such as listening, speaking, reading and writing. This agrees with the objective of the 1994 English curriculum that the teaching of English in Indonesia is mainly aimed at developing the students' mastery of the four English skills. Besides, developing the students' English skills, the curriculum suggests that the students must be mastered the English language elements, such as vocabulary, grammar, spelling, and pronunciations.

Some research findings show that the mastery of reading is a significant problem at secondary schools. The achievement of reading comprehension of the students has not been satisfactory. In other words, the English teachers complain about their students' achievement of reading comprehension. Related to this problem, Dale (1963:58) notes that English teachers have taught by using verbal explanations, which are difficult for learners to grasp. As a result the students may experience difficulties to understand the lesson. Most of the students of Junior and Senior high schools suffer from lack of interest in reading; therefore, they have minimum skill in reading comprehension. As a result, they might not understand some reading texts. Furthermore, the teachers might still assume that the textbook offer all necessary materials and they lack facilities like a medium to teach English to increase their students' achievement in reading comprehension. Anderson (1969:106) states "How often have you heard someone saying, 'I read it but I did not understand it'". This means most students may read a text but they do not get anything from it. Therefore, the teachers should be creative in teaching English as a foreign language in Indonesia. The teachers should choose appropriate methods and techniques to make their teaching presentation interesting. They have to avoid monotony in the English teaching and learning process, especially in teaching the reading skill. In order to



make the students interested in the teaching learning process; the teachers may use visual aids as the media in teaching English.

Visual aids are teaching aids which can be seen, such as blackboard, charts, picture files, flash cards, pocked cards, and so forth. Dealing with the process of teaching by using teaching aids, one kind of the teaching aid that can be applied easily is pictures. Pictures can be used as illustration or anticipation guides to make students rely on what they already know to make educated guesses about material to be read (Vacca and Vacca,1991:411) So, clearly pictures is used to train the students to anticipate in comprehending reading texts.

Therefore, it is necessary to carry out a research entitled “The Effect of Using Pictures on the Students’ Reading Comprehension Achievement at SLTP Negeri 2 Lumajang in the 2000/2001 Academic Year”.

1.2 Research Problem

1.2.1 The General Problems

Based on the above background, the research problem is “ Is there any effect of using pictures on the second year students’ achievement of reading comprehension at SLTP Negeri 2 Lumajang in the 2000/2001academic year?”

1.2.2 The specific Problems

The specific problems of this research can be formulated as follows:

- a. Is there any significant effect of using pictures on word comprehension of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year?
- b. Is there any significant effect of using pictures on sentence comprehension of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year?

- c. Is there any significant effect of using pictures on paragraph comprehension of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year?

1.3 Research Objective

1.3.1 The General Objectives

Related to the problem the research objectives, is to know whether or not there is a significant effect of using pictures on the second year students' achievement of reading comprehension at SLTP Negeri 2 Lumajang in the 2000/2001 academic year.

1.3.2 The Specific Objectives

In line with the problems, there are three kinds of specific objectives in this research. They are as follows:

- a. To whether the effect of using pictures on word comprehension of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year.
- b. To whether the effect of using pictures on word comprehension of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year.
- c. To whether the effect of using pictures on word comprehension of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year.

1.4 Operational Definitions

The operational definitions of the terms in the title are used to avoid misunderstanding of the concepts between the writer and the readers.

a. Using Pictures

Using pictures in this research refers to the teachers' way of teaching reading by using pictures, mainly composite pictures that was presented on the blackboard.

b. Reading Comprehension Achievement

Reading comprehension achievement is deals with the students' comprehension after the learning process. In this research, reading comprehension means the results of the students' reading comprehension of words, sentences, and paragraphs after reading a text with pictures manifested in the form of scores.

1.4 Research Significance

The research findings are expected to give feedback of the following people:

a). The English teacher

The results are useful for the English teacher as an input to improve the students' reading comprehension achievement by teaching reading with pictures.

b). The Students

The results are useful for the students as information to know their reading achievement and they are useful to increase their reading skill.

c). Other Researchers

The results are useful for other researchers as a reference to conduct a further research dealing with similar problems by using another research design such as a classroom action research to improve the students reading comprehension achievement.

II. LITERATURE REVIEW AND HYPOTHESIS

This chapter discusses the theories related to the teaching media, that is pictures, reading comprehension, and the effect of pictures on reading comprehension achievement.

2.1 Pictures as Language Teaching Media

2.1.1 The Use of Pictures

As teaching media, pictures are useful in language teaching for some reasons. First, pictures can help teachers visualize their English words, so their students understand the lesson. Second, by using pictures teachers can explain the context that might be difficult to describe in words. Third, by using pictures teachers can attract the students' attention. In this way the teachers can feel secure and free to manage the class. Fourth, pictures can be used to give more practice of the exercises that the students have done using textbooks. The last, pictures also provide students with information in using language.

Further the reasons of the use of pictures in teaching English, according to Yunus (1981:53) are as follows:

1. Pictures are very useful for presenting new grammatical and vocabulary items. They help to provide the situations and contexts, which light
2. Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher.
3. Pictorial material can also provide a stimulus for using language at the reproduction and manipulation stage to speak, to read and to write.
4. Pictures can be used for revision from one lesson to another as well as for long term revision of vocabulary and structure.
5. Pictorial material can be used to supplement whatever textbook the teacher is using or whatever course he is following to make up for any deficiencies in the textbook
6. Pictorial material is easy to collect, to make and to transport.

In addition, Sulaiman (1981:27) notes that Picture can help people catch on the idea or information stated more easily. This means that pictures are suitable media of any lesson in which the students will understand the idea or information written in the passage or explained by the teacher.

In order that teachers can apply pictures in their teaching learning process successfully, they should consider some steps of pictures presentation. Different teachers might follow different steps of presenting pictures since they refer to different references. For example, Sulaiman (1981:20) and Brown et al (1983:196) present different steps of picture presentation as follows:

Sulaiman's steps of media presentation

1. Considering the goal
2. Preparing the material
3. Selecting the appropriate media
4. Practicing to use the media (Sulaiman,1981:20).

Brown's steps of media presentation

1. Show the students the picture
2. Ask them the question everything about the picture
3. Ask them to make a list of the main points it emphasizes
4. Hand them out study guide sheet contains word list, key concept to be stressed and possibly other items
5. They can continue reading text (Brown,1983:196).

Considering the goal and media preparation, it is better if the teachers take Sulaiman's steps because as stated above Sulaiman's steps include material preparation with references to the goal of teaching, whereas, the techniques how to present the media, the teachers may take Brown's steps as discussed before. These results from the fact that the former (Sulaiman's steps) are not concerned with the techniques of how to use media while the latter (Brown's steps) do not include the importance of the goal of teaching and material preparation.

2.1.2 Kinds of Pictures

Pictures as language teaching media are classified into several kinds. Wright (1989:193-197) and Yunus (1981:49-50) present similar categories of pictures as follows:

1. *Composite Pictures*

Composite pictures are large single pictures, which show a scene (hospital, beach, canteen, railway station, and street). This picture, can be a number of people who are seen doing things. This means that composite pictures can give different activities of information in the picture. Composite pictures can be taken from calendars, tourist posters or from textbooks.

2. *Picture in Series*

Picture in series is a number of related composite pictures linked to form a scene or sequence of events. This means that pictures in series consist of more than one picture, which show related activities. In teaching reading comprehension the teachers may use picture in series to explain a story or event chronologically.

2.1.3 How to Prepare and Select Pictures as Teaching Media

As teaching media, pictures can be found in different sources, such as from magazines, cards, newspapers, posters, comics, and cartoon strips and so on. Besides, teachers or students themselves might draw some pictures (Wright: 1989:182-187).

As teaching media pictures should be large to be seen by all the students, and it can be easily to design to provide its relevance with the instructional material. So it needs a good picture to be presented in language teaching media.

In order to get good pictures, as language teaching media, teachers should consider the criteria of picture selection. There are some criteria to get good pictures, that is: pictures must be easy to prepare, easy to organize, interesting, meaningful and authentic.



According to Sulaiman (1981:29) there are some criteria to select good pictures. The following five criteria are presented as a practical guide in the selection of pictures for the classroom use.

- a). Pictures must be pleasing clear, interesting, and easy to understand and large enough to show the details.
- b). Pictures must be suitable with teaching purpose

The selecting of pictures should appropriate with specific teaching purpose that is exactly what the teacher wants to explain and the appropriateness of class level.

- c). Pictures must be clear and authentic.

The effectiveness of pictures makes it powerful of teaching learning process.

It is important that impression left in students' mind be correct and truthful.

- d). Pictures must be simple.

The complicated pictures cause the students' difficult to grasp.

- e). The use of harmonizes and effective color stimulates student's interest.

This means that the sharp pictures with contrast provide better opportunity for accuracy and a better representation of reality. Furthermore, teachers may use good copy pictures (1981:29).

Based on the above explanations, a creative English teacher has to find interesting, authentic, and simple pictures. As a result, teachers might effectively teach English by using pictures.

2.2 Reading Comprehension

Reading comprehension is one of the English language skills taught at SLTPN 2 Lumajang. Its primary purpose is to improve the student's ability to understand English as it is used in English textbooks. Reading lesson might be primarily concerned with comprehension exercises, which are given with the primary intention of training the students to comprehend textbooks better. For example, the textbooks

used by English teachers usually contain words list, text questions and pictures. In this way, it is expected that the students' reading comprehension occurs.

Harris and Sipay (1975: 47) remark that reading is an interaction between the perception of graphic symbols that represent language and the reader's language skill and knowledge of the world. In this process the reader attempts to recreate the meanings intended by the author (1975:47). Then, Alexander et al (1988:181) say that reading centers on the ability to derive meaning from what is read. Meanwhile, Anderson (1969: 261) defines reading as an active process in which people attempt to extract ideas, concept, thought or image from the pattern of words set forth on the printed page or symbols.

The above definition show that reading is the interaction between the author and the reader in order to get the messages and the author's intention through understanding the context being read. In other words, reading without comprehension means nothing. Smith (1985:76) states that Comprehension is getting these questions answered. This means that reading comprehension is a matter of getting your questions answered.

Dealing with reading comprehension, there are basic techniques of reading that should be considered by a reader to increase the ability in comprehending a text. Davis (in Smith, 1980:130) mentions nine basic techniques of reading as follows:

1. Knowledge of words meaning.
2. Ability to select the appropriate meanings for a word or phrase in the light of its contextual setting.
3. Ability to follow the organization of a passage and to identify antecedents and references.
4. Ability to identify the main thought of a passage.
5. Ability to answer questions that are specifically answered in a passage.
6. Ability to answer questions that are answered in a passage, but not in the words, in which the questions are asked.
7. Ability to draw inferences from a passage about its contents.
8. Ability to recognize the literary devices used in a passage and to determine its tone and mood.
9. Ability to determine a writer purpose, intent and point of view, to draw inferences about a writer.

However, in order to master the basic techniques of reading the reader should be able to master the basic units of comprehension. According to Burns. et. al (1984:151) the basic comprehension units in reading are: a) comprehending words, b) comprehending sentences, c) comprehending paragraphs, and d) comprehending whole selections.

In this research, the basic units of comprehension will be discussed in detail in the following parts. They are word comprehension, sentence comprehension, and paragraph comprehension.

2.2.1 Word Comprehension

In order to become confident in reading activities, the students should know the meaning of words they have read. Without knowing the meaning of the words they might experience difficulties to comprehend reading texts. In this case, Harris and Sipay (1972:480) say that the word meaning is very important determiner of comprehension. It is supported by Froe (1962:208) that states, "If your understanding of words is limited you will have many difficulties in grasping the authors' message. However, if you know what the word means, you will be able to read long with ease". Therefore, the teachers, should provide word lists or suggest their students to read the existing word lists before they read the texts. They should also make sure that the text given to their students matches with the students' prior knowledge. This agrees with Young and Savage (1982:92-93) states that teaching new words and their meaning are very important before reading a paragraph or a short story because words are merely symbol for idea (1982:92-92).

Indeed, there are many kinds of words other than content words, such as preposition or articles. On this point, Gray (1963:12) classifies the words into three kinds. That is concrete, relative, and abstract words.

a. Concrete words

Concrete words have meaning established by more or less regular reference to actual objects. For instance **chair**, it has a definite core of meaning because it is used to apply to a kind of seat. Even though people might disagree over particular untypical chair. One might be called **sofa or stool**(1963:12).

Concrete words are somewhat the same as content words because both determine the meaning of the text. For example, if the word "**chair**" is applied in the text saying, "*The students sat on the chair*" the message about where did they sit is clear, that is "*on the chair*"

b. Relative Words

Relative words are the words that have relative qualities. As what Gray (1963:12) notes "as having definite meaning and their reference depends on the experience and intention of the user"(1963:12) For example, **Blue** should be specified with additional words for a better understanding of the propose blue. The additional words might be **light, or dark**.

c. Abstract words

Gray (1963:12) defines abstract words as having no specific observable referents against which their meaning can be checked. For examples include "*trading, murder, cost, college, jazz and etc.*"

2.2.2 Sentence Comprehension

Besides knowing the meaning of words the students as readers should also understand the sentence meaning. To see the sentence meaning, they might guess the meaning of the difficult words, by relating then to the meaning of the neighboring words. They do this all the way through the paragraph to get the text message. In this way, the students do not need to spend their time to find the meaning of single words.

On this point, Young and Savage (1982:94) note that a child must understand a sentence before he can comprehend a paragraph. Similarly, McWhorter (1986:95) describes that understanding sentence is essential to all comprehension skills and to the effective reading moreover for studying a textbooks chapter. She adds that sentence comprehension involve some skills, identifying key ideas, locating details, identifying sentence that combine ideas, identifying complicated sentence and identifying pronoun substitution (1989:85).

a. Identifying Key Ideas

Key ideas refer to the ideas in a sentence, they certainly differ from the main idea that concern the ideas in a paragraph (also see page 14). McWhorter (1989:86) defines key ideas as the ideas that is made up of a simple subject and a simple predicate.

To find the key ideas she suggests the text readers to consider the following questions:

1. Who or what is the sentence about? (ask the subject)
2. What is happening in the sentence?(ask the predicate)For example,

Budi drove his car to college yesterday

Who What

b. Locating Details

After knowing how to identify the ideas, the reader should also understand how the details affect the sentence meaning especially in a simple sentence. Most details can add or change the meaning of key ideas. To identify the details the reader McWhorter (1989:88) suggest the text reader to consider such questions about the subject or predicate as what, where, which, how, why, and when. For example:

During recess, Jane kicked the ball high over the fence

When S P What How Where

The key idea of the above sentence is *Jane kicked*. It is expressed by the simple subject of this sentence is *Jane* and the simple predicate of this sentence is *kicked*. While *the ball high over the fence* is the details of this sentence that give more information about the predicate by telling, *when, what, how, where, Jane kicked*.

c. Identifying Sentence that Combine Ideas

In the above previous explanation, that every sentence expresses at least one idea (McWhorter, 1989:85) however some sentences may express more than one idea. Two or more ideas can be combined into one sentence (McWhorter, 1989:85) For example,

I read the assigned chapter, and I wrote an outline of each

The above sentence is consist of two ideas that is “ I read ” and “ I wrote “ that combined with comma and connecting word “ and ”. McWhorter (1989:89) states that two ways to combine two ideas in a single sentence into one sentence:

1. The two ideas may be connected with a comma and connecting word.

These are: and, but, or, nor, far, yet. For example

Television is entertaining, and it is educational

2. Two ideas may also be joined using semi colon. For example,

Television is entertaining; it is educational

d. Identifying Complicated Sentences

As quoted by McWhorter (1989:93-97) many sentences are short, direct, and straightforward, and are easy to understand. Others are long and complicated. The types of complicated sentences are as follows:

1. Reserved Order of Events

Most sentences present ideas in chronological order. The order in which they occur such as in the following sentence.

I went to the bookstore after class

However, some sentences do not follow this order. Instead, the order is reserved:

After class, I went to the bookstore

When reading reserved order sentences, stop and establish the correct order of events before continuing to read.

2. Split Subject and Verb

In most sentences the subject and verb intermediately follow one of another, such as the following sentence.

Humans and animals go to sleep once every twenty-four hours.

However, in some sentences the subject and verb are split. Additional information is placed between them, and the sentence becomes more difficult to read, such as the sentence below

Recent psychological research suggest that due to the operation of a “biological clock”, humans and animals go to sleep, on the average, one every 24 hours, even when light, temperature, noise, and humidity are carefully controlled so as not to provide time signals

For this type of sentence, deliberately fix the subject in mind while you read the additional information until you reach the verbs, be sure to connect the verb with the subject.

e. Identifying Pronouns Substitutions

McWhorter (1989:98) explains that complicated sentences use pronouns (she, he, this, it, and that) instead of the words they stand for. For example,

*Regardless of the problem the two senators faced, **they** always voted then same way.*

In the sentence above, pronoun “*they*” has been substituted for the phrase “*the two senators*”. While this substitution is clearly understood, other

substitutions are less obvious, especially if two or more sentences are involved.

For example,

*Many frustrated minorities blame their problem on past imperialism. Borders violate ethnic lines because **they** reflect the points, at which advancing armies stopped, or where "deal" between big powers, was reached.*

In reading sentences on this type, be certain that we clearly identify the word or phrase to which each pronoun refers.

2.2.3. Paragraph Comprehension

Paragraph comprehension deals with understanding the main idea in a group sentences, not in a sentence. McWhorter (1989:102) describes some essential parts of paragraph, that is topic, main idea, and detail

a. Identifying Topic

However to get the main idea the reader should understand about the topic of paragraph. Topic is one thing a paragraph is about. Every sentence in a paragraph discusses or explains this topic. So the topic is the subject of the entire paragraph (McWhorter, 1989:104) She also suggest the reader text to find the topic in a paragraph by the following the questions " What is the one thing the author is discussing throughout paragraph? (McWhorter, 1989:104)

b. Finding the Main Idea

Main idea is the most important thing the author wants you know about the topic. Usually it is expressed in one sentence called the topic sentence. To find the main idea ask your self this question " What is the one most important to know about the topic? (McWhorter, 1989:106)

There are four placements where the topic sentence is most likely to be found, they are:

- (1) In the first sentence, in this type the author first states his or her main point and then explains it
- (2) In the last sentence, the author leads up the main point and then directly states it at the end
- (3) In the middle of the paragraph that the author builds up the main idea states it in the middle of the paragraph
- (4) The first and the last sentence, which the author states the main idea at the beginning of a paragraph and again at the end (McWhorter, 1989:107 – 108).

c. Recognizing Supporting Details

To understand the text paragraph the students should understand supporting details of paragraph. Supporting details are those fact and ideas that prove, explain the main idea of a paragraph. The key details directly explain the main idea other details may provide additional information, offer an example, or further explain one of the key details (McWhorter, 1989:113). In addition she (1989:116 – 117) states that there are five common types of supporting details, they are:

1. Examples, the writer makes ideas and concepts real and understandable.
2. Facts and statistic, the writer may provide evidence that the main idea is correct
3. Reason the writer supports an idea by giving reasons why a main idea is correct.
4. Description, the writer may develop the paragraph by describing the object.
5. Step and Procedure, the paragraph is written to explain how to do something, the paragraph details are often a list of steps or procedures to be followed (1989:116 – 117).

2.3 The Effect of Using Pictures on Reading Comprehension Achievement

The previous discussion about the advantages of pictures in reading comprehension achievement suggests that pictures might effectively support the improvement of the students reading achievement.

Teachers might think that using words is not enough to explain the English lesson without using teaching media. This is because of the fact the students might be unable to imagine the meaning of the words explained verbally. This is a teaching technique problem, but many teachers might not realize it. To handle this problem, the teachers therefore may use pictures as a way out, because pictures can help the students in acquiring imaginative experiences outside the class. In this case, Ernestove (1984:5) states that words alone are not sufficient to catch the students over into a imaginary situation, more than anything else. Picture is one of visual aids in one form an another that helps the students enter an imaginative experience beyond the classroom. Besides, by using pictures teacher are able to save the time, attract the students' attention, and give variation in the teaching learning process and easy to be compared with words. In this case, as quoted by Wright (1989:2)

We predict, deduce and infer not only from what we hear and read but from what we see around us and what we remember having seen. Pictures are not just an aspect of method but through their representation of places, objects, and people. They learn essential of over all experiences, we must help our students to cope with it (1989:2)

In accordance with the above idea, Sulaiman (1980:16) explains that there are three kinds of experience. The first is real experience that we get from aour everyday life. Unfortunately, we do not always get it. The second is a secondary experience which is close to a real experience. It is called as a media a replacement of areal experience. One of them is pictures. The third is a verbal experience in the form of words which is difficult to understand. From the statemeny above, it can be said that the teachers can apply the secondary experience in the teaching learning process, especially on reading skill. The reason is that by using pictures the teachers provide

possible to the students. It means that is the students understand and can give explaining about the reading text, so the teachers can save the time.

Based on the explanations above, it is clear that in teaching reading, the teacher is advised to use pictures as media because they will help the students understand the text with better comprehension. It means the use of pictures in teaching reading are useful to increase the reading comprehension.

2.4 Summary

As teaching media, pictures are very useful in language teaching. Picture not only help the teachers visualize their English words and explain the context that might be difficult to describe in words but also give more practice of the exercises that the students have done by using textbooks and so forth. As a result, the English teaching learning process would be more efficient and could be time saving.

There are three kinds of pictures used as the teaching media that are individual picture, composite picture and picture in series. Besides, source and selecting of picture might be taken into consideration to get good pictures, because good pictures can make the students give explanations or information about that the pictures easier on what Sulaiman (1981:29) notes that some criteria to select good pictures.

Pictures in teaching reading can be used as a way out to solve the students' difficulties in learning reading because words are not enough to explain the text and the students might be unable to imagine the meaning of the words verbally. The secondary students, as the beginners, might experience difficulties to understand on English texts. In this case, they might have some unfamiliar words since reading activities include comprehending word meanings, sentences, and paragraphs. To solve this problem, the teacher should use visual aids as suggested by Ernestova (1984:5). One of them is to use the picture that can be used to improve and enlarge the students' achievement in reading comprehension.

2.5 Hypothesis

2.5.1 The General Hypothesis

Based on the problem and the literature review explained above, the alternative hypothesis of this research is: “There is a significant effect of using pictures on the students’ reading comprehension achievement of the second year students at SLTP Negeri 2 Lumajang in the 2000/2001 academic year”.

2.5.2 The Specific Hypothesis

The specific hypothesis in this research can be formulated as follows:

- a. There is a significant effect of using pictures on word comprehension of the second year students at SLTP Negeri 2 Lumajang in the 2000/2001 academic year.
- b. There is a significant effect of using pictures on sentence comprehension of the second year students at SLTP Negeri 2 Lumajang in the 2000/2001 academic year.
- c. There is a significant effect of using pictures on paragraph comprehension of the second year students at SLTP Negeri 2 Lumajang in the 2000/2001 academic year.

III. RESEARCH METHODS

3.1 Research Design

A quasi-experimental research is applied in this research, because it closely approximates to the most desirable or true experimental design; moreover, it is commonly used in the educational research (Mc.Millan,1992:176). The design used in this research was Randomize Control Group Only Design. In this research, the samples were taken two classes of the homogeneous four classes by using cluster random sampling technique and they were determined to be the experimental group and the control group. The experimental group was given treatment that it was taught reading with pictures and the control group was taught reading without pictures. Post – test were given to both the experimental and the control group to find out the mean difference (Suryabrata, 1980:43-44).

The design is as follows:

Experimental Group (R)

Control Group (R)

	X	T ₂
		T ₂

Note:

X: Treatment

T2: Post – Test

R : Random

The procedures of the design were as follows:

1. Choose the population and give a test to know the homogeneity of the population.
2. Take the subjects; two classes of the homogeneous four classes by using cluster random sampling
3. Classify the two classes to be the experimental group and the control group.
4. Maintain the same condition for both groups, except on thing, for the experimental group, which was given treatment (X) by teaching reading with pictures and the control group was taught reading without pictures.
5. Give post - test (T2) to both classes with the same test

6. Find the mean of each group, that is T2 experiment and T2 control and measure the mean difference of both means, so T2 experiment – T2 control by using t – test formula.

3.2 Research Area

This research was conducted at SLTP Negeri 2 Lumajang. This school was chosen “*purposively*” as the research area because the school teachers of English were not quite serious with using pictures as teaching media.

3.3 Research Respondents

The population of this research was the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year. It was a sampling research because the samples as the respondents were taken by using cluster random sampling. The sample was taken two classes of the four classes as the population. The two classes were determined to be the experimental class (40 students) and the control class (40 students).

3.4 Research Instruments

The data were collected by using test, interview and documents.

3.4.1 Test

Test was used to measure the second year students’ reading comprehension skill covering word comprehension, sentence comprehension, and paragraph comprehension. An achievement test would be used in this research, because the purpose of maintaining the test was to know how far the students had mastered the reading after given treatments by using pictures. In addition, the test is teacher made – test and the reading text materials for measuring the students skill in reading should be based on the 1994 English curriculum focus on all the skills in reading comprehension. According to the curriculum, the following are the themes of the reading skill suggested in the curriculum for the second year of the second year students of SLTP.

1. Life in the Village/City
 - Occupation
 - Transportation
 - The Society
2. Recreation
 - at the beach
 - at the zoo
 - at the mountain
3. Public Facility
 - Hotel
 - Post office
 - Bank
 - Public telephone
 - Pastime Places
 - Medical Service center

Furthermore, objective test would be administered in this research. The subjective form was not taken because its scoring was time consuming and has lower reliability and the objective one (see Hughes, 1989:59). The test consists of three texts in which each text consisted of 7 items (text 1 and text 2) and 6 items (text 3). Thus, the number of the test items was 20 items consisting of word comprehension (7 items), sentence comprehension (7 items) and paragraph comprehension (6 items). The allocated time to do the test was 90 minutes. Besides, each item of the test carried the same point that is 5, so the total points are 100.

Dealing with the validity and reliability. Hughes (1989:22) stated that a test was said to be valid if it measures what it was intended to measure. Then, the validity used was content validity because the test would be used an achievement test which was in line with the syllabus. Hughes (1989:24) also stated that a valid test must have provided consistently results. Consequently, the test was reliable. Therefore, the test reliability would not be established.

3.4.2 Interview

In this research, guided interview was used to get the supporting data about the teaching of reading the implementation of the 1994 English curriculum, techniques, methods, and textbooks used in teaching reading.

In this interview, the writer prepared a list of questions and the questions were asked to the English teacher as the interviewee orally to get the information needed.

The guided Interview could be seen on Appendix 2

3.4.3 Documents

Documents in this research were used to get the supporting data about the syllabus of reading for the second year students of SLTP, the school facilities and the respondents' names.

3.5 Data Analysis Method

The main data were collected by using reading test given to the experimental and control groups. The collected main data in the form of the students' scores of reading comprehension were analyzed statistically by using t – test to find the significance of mean difference of the two groups, the experimental and control groups. The formula was as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

M_x : Mean of group X

M_y : Mean of group Y

X_x : Individual Score deviation of group X

Y_y : Individual Score deviation of group Y

N_x : The number of subjects in group X

N_y : The number of subjects in group Y

(Adapted from Arikunto, 1993:304)

The level of significance used in this study was 5% because it dealt with social science, that is linguistics (Hadi, 1990 : 443) For this reason, the result was tested with the level of significance of 5% .

IV. RESEARCH RESULTS AND DATA ANALYSIS

4.1 Results of Homogeneity Test

Homogeneity test was carried on November 18th, 2000. It was conducted to know whether the populations were homogeneous or not. The test was conducted in the form of reading comprehension test.

The respondents of the research were the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year as has been stated in chapter III. The second year students were divided into four classes (IIA up to IID). Since it is difficult to take the sample of all the population, the test were conducted before taking the sample. To analyze the test results, F – test was used and the results of analysis could be seen on Appendix 9.

The results of the homogeneity test showed that the second year students' reading comprehension achievement of the four classes as the population was not significant or homogeneous since the value of F_0 was less than the value of $F_{table}(0,5918317 < 2,60)$

4.2 Result of Primary Data

The primary data of this research were collected by using test conducted on November 24th, 2000. As there were general and specific problems in this research, the data analysis were focussed on two sections.

4.2.1 The General Problem

In this research, the general problem is “Is there any significant effect of using pictures on the second year students' reading comprehension achievement at SLTP Negeri 2 Lumajang in the 2000/2001 academic year?. The data analysis could be seen on the table 1

Table 1. The Tabulation of The Students' Scores of Reading Comprehension Achievement of the Control and Experimental Groups

No	Experimental Group		Control Group	
	X	X ²	Y	Y ²
1.	80	6400	60	3600
2.	75	5625	60	3600
3.	80	6400	60	3600
4.	80	6400	60	3600
5.	80	6400	60	3600
6.	80	6400	50	2500
7.	80	6400	50	2500
8.	80	6400	65	4225
9.	75	5625	60	3600
10.	70	4900	70	4900
11.	75	5625	70	4900
12.	70	4900	55	3025
13.	75	5625	55	3025
14.	75	5625	70	4900
15.	75	5625	60	3600
16.	75	5625	55	3025
17.	75	5625	65	4225
18.	75	5625	65	4225
19.	75	5625	70	4900
20.	80	6400	70	4900
21.	75	4900	65	4225
22.	80	6400	60	3600
23.	70	4900	65	4225
24.	75	5625	55	3025
25.	75	7225	55	3025
26.	80	6400	70	4900
27.	70	4900	50	2500
28.	75	4900	70	4900
29.	70	4900	70	4900
30.	75	4225	60	3600
31.	80	6400	65	4225
32.	75	4225	55	3025
33.	70	4900	65	4225
34.	70	4900	65	4225
35.	75	4225	50	2500
36.	80	6400	65	4225

37.	80	6400	55	3025
38.	75	3600	60	3600
39.	75	5625	60	3600
40.	75	5625	60	3600
Σ	3025	229225	2445	152225
M	75,625		61,375	

$$\begin{aligned}\Sigma x^2 &= \Sigma X^2 - \frac{(\Sigma x)^2}{N_x} \\ &= 229225 - \frac{(3025)^2}{40} \\ &= 229225 - 228765,675 \\ &= 459,375\end{aligned}$$

$$\begin{aligned}\Sigma y^2 &= \Sigma Y^2 - \frac{(\Sigma y)^2}{N_y} \\ &= 152225 - \frac{(2445)^2}{40} \\ &= 152225 - 1,49450,625 \\ &= 2774,375\end{aligned}$$

$$\begin{aligned}t &= \frac{Mx - My}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_{y-2}} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}} \\ &= \frac{75,625 - 61,375}{\sqrt{\left[\frac{459,375 + 2774,375}{40 + 40 - 2} \right] \left[\frac{1}{40} + \frac{1}{40} \right]}} \\ &= \frac{14,25}{\sqrt{[41,158333][0,05]}} \\ &= \frac{14,25}{\sqrt{[2,07291666]}} = \frac{14,25}{1,4397626} = 9,89746449\end{aligned}$$

Calculating the degree of freedom is presented below:

$$\begin{aligned}df &= N_x + N_y - 2 \\ &= 40 + 40 - 2 \\ &= 78\end{aligned}$$

From the above calculation, it was found that the statistical value of t- test with the degree of freedom 78 and the significance level of 5% was 9.89744649. The critical value of t- test with the degree of freedom 78 and the significance level of 5% was 2.00. The results showed that the statistical value of t- test was higher than the critical value of t – table ($9,89744649 > 2.00$). This means that the alternative hypothesis was accepted. The alternative hypothesis in this research was there is any significant effect of using pictures on the students' reading comprehension achievement of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year.

4.3.2 The Specific Problems

As mentioned in the introduction (on page 3) the specific problems in this research are as follows:

- a. Is there any significant effect of using pictures on word comprehension of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year?
- b. Is there any significant effect of using pictures on sentence comprehension of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year?
- c. Is there any significant effect of using pictures on paragraph comprehension of the second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year?

The following table (Table 2) presents the tabulation of the students' reading comprehension scores of the control group and experimental group covering word comprehension, sentence comprehension, and paragraph comprehension.

Table. 4. The Tabulation of the Students' Reading Comprehension Scores of the Control and the Experimental Group of Each Indicator

No.	Experimental Group						Control Group					
	Word Comp.		Sentence Comp.		Paragraph Comp.		Word Comp.		Sentence Comp.		Paragraph Comp.	
	X	X ²	X	X ²	X	X ²	Y	Y ²	Y	Y ²	Y	Y ²
1	30	900	25	625	25	625	25	625	20	400	15	225
2	30	900	25	625	20	400	20	400	20	400	20	400
3	20	400	35	1225	25	625	25	625	10	100	25	625
4	25	625	25	625	30	900	25	625	20	400	15	225
5	30	900	25	625	25	625	20	400	20	400	20	400
6	25	625	30	900	25	625	30	900	0	0	20	400
7	20	400	35	1225	25	625	10	100	20	400	20	400
8	25	625	25	625	30	900	25	625	25	625	15	225
9	30	900	25	625	20	400	20	400	25	625	15	225
10	25	625	20	400	25	625	30	900	15	225	25	625
11	30	900	25	625	20	400	25	625	25	625	20	400
12	25	625	30	900	15	225	20	400	20	400	15	225
13	20	400	35	1225	20	400	15	225	30	900	10	100
14	30	900	20	400	25	625	25	625	25	625	20	400
15	20	400	25	625	30	900	20	400	20	400	20	400
16	20	400	30	900	25	625	10	100	25	625	20	400
17	35	1225	20	400	20	400	25	625	15	225	25	625
18	15	225	35	1225	25	625	20	400	25	625	25	625
19	30	900	25	625	20	400	15	225	25	625	20	400
20	25	625	25	625	30	900	25	625	25	625	20	400
21	30	900	25	625	20	400	30	900	10	100	25	625
22	30	900	25	625	25	625	20	400	20	400	20	400
23	25	625	30	900	15	225	25	625	25	625	15	225
24	15	225	35	1225	25	625	15	225	20	400	20	400
25	30	900	30	900	15	225	20	400	25	625	10	100
26	25	625	25	625	30	900	25	625	25	625	20	400
27	25	625	30	900	15	225	15	225	25	625	10	100
28	15	225	35	1225	25	625	30	900	15	225	25	625
29	35	1225	20	400	15	225	25	625	25	625	20	400
30	35	1225	25	625	15	225	20	400	30	900	10	100
31	25	625	25	625	30	900	25	625	15	225	25	625
32	15	225	35	1225	25	625	10	100	20	400	25	625
33	25	625	30	900	15	225	20	400	25	625	20	400
34	30	900	25	625	15	225	25	625	30	900	10	100
35	35	1225	20	400	20	400	0	0	30	900	20	400
36	15	225	35	1225	25	625	25	625	30	900	10	100
37	25	625	25	625	30	900	20	400	25	625	10	100
38	35	1225	20	400	20	400	25	625	15	225	20	400
39	15	225	35	1225	25	625	20	400	30	900	10	100
40	30	900	25	625	20	400	25	625	15	225	25	625
	1025	27775	1095	30975	905	21475	850	19600	865	20325	735	14575
M	25,625		27,375		22,625		21,25		21,673		18,375	

$$\begin{aligned}
 1. \quad \sum x^2 &= \sum X^2 - \frac{(\sum x)^2}{N_x} \\
 &= 27775 - \frac{(1025)^2}{40} \\
 &= 27775 - 26265,625 \\
 &= 1509,375
 \end{aligned}$$

$$\begin{aligned}
 \sum y^2 &= \sum Y^2 - \frac{(\sum y)^2}{N_y} \\
 &= 19600 - \frac{(850)^2}{40} \\
 &= 19600 - 18062,5 \\
 &= 1537,5
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}} \\
 &= \frac{25,625 - 21,25}{\sqrt{\left[\frac{1509,375 + 1537,5}{40 + 40 - 2} \right] \left[\frac{1}{40} + \frac{1}{40} \right]}} \\
 &= \frac{4,375}{\sqrt{[39,0625][0,05]}} \\
 &= \frac{4,375}{\sqrt{[1,953125]}} = \frac{4,375}{1,397542} = 3,130495
 \end{aligned}$$

2.

$$\begin{aligned}
 \sum x^2 &= \sum X^2 - \frac{(\sum x)^2}{N_x} \\
 &= 30975 - \frac{(1095)^2}{40} \\
 &= 30975 - 29975,625 \\
 &= 799,375
 \end{aligned}$$

$$\begin{aligned}
 \sum y^2 &= \sum Y^2 - \frac{(\sum y)^2}{N_y} \\
 &= 20325 - \frac{(865)^2}{40} \\
 &= 20325 - 18705,625 \\
 &= 1619,375
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{Mx - My}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}} \\
 &= \frac{27,375 - 21,625}{\sqrt{\left[\frac{799,375 + 1619,375}{40 + 40 - 2} \right] \left[\frac{1}{40} + \frac{1}{40} \right]}} \\
 &= \frac{5,75}{\sqrt{[31,0091] [0,05]}} \\
 &= \frac{5,75}{\sqrt{[1,550480]}} = \frac{5,75}{1,245182} = 4,6177988
 \end{aligned}$$

$$\begin{aligned}
 3. \quad \Sigma x^2 &= \Sigma X^2 - \frac{(\Sigma x)^2}{N_x} & \Sigma y^2 &= \Sigma Y^2 - \frac{(\Sigma y)^2}{N_y} \\
 &= 21475 - \frac{(905)^2}{40} & &= 14575 - \frac{(735)^2}{40} \\
 &= 21475 - 20475,625 & &= 14575 - 13505,625 \\
 &= 999,375 & &= 1069,375
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{Mx - My}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}} \\
 &= \frac{22,625 - 18,375}{\sqrt{\left[\frac{999,375 + 1069,375}{40 + 40 - 2} \right] \left[\frac{1}{40} + \frac{1}{40} \right]}} \\
 &= \frac{4,25}{\sqrt{[26,522435] [0,05]}} \\
 &= \frac{4,25}{\sqrt{[1,326121]}} = \frac{4,25}{1,151573} = 3,690602
 \end{aligned}$$

To know clearly about the results of the students' reading comprehension scores by using pictures covering word comprehension, sentence comprehension, and paragraph comprehension analysis can be seen at table 3.

Table 3. The Tabulation of the Results of the Statistical Analysis of the Students' reading Comprehension of Each Indicator.

Indicator	Mean of Control Group	Mean of Experimental Group	t-Empiric	t-test result	The result
Comprehension Word	21,25	25,625	2,00	3,130495	Significant
Sentence Comprehension	21,675	27,375	2,00	4,6177488	Significant
Paragraph Comprehension	18,375	22,625	2,00	3,690602	Significant
Reading Comprehension	61,375	75,625	2,00	9,8974647	Significant

Based on the results of the data analysis using t – test presented in the table 3 above, it is found that there s a significant effect of the use of pictures in teaching reading on the second year students' reading achievement. This is proved by the results of t – test that show the statistical value of t – test (9,8974647) is higher than the value of the critic value of t (2.00)

4.2 The Results of Supporting Data

4.2.1 The Result of Documentary Study

The documentary study was taken on November, 17Th, 2000. The results of documents were as follows:

The English teaching at SLTP Negeri 2 Lumajang based on the 1994 English curriculum for SLTP. In relation to the 1994 curriculum, course outlines were used to give flexibility to the teachers in developing the instructional materials, which might

reflect their lesson plans. In this research, the second year English teacher created his own course outlines which was in accordance with the English curriculum used at the school that was the 1994 English curriculum. The course outlines taken focused on the materials for the second year students of the second cawu. The course outlines of reading could be seen on Appendix 11.

The school's facilities showed that the school has sufficient facilities to support the English teaching learning process, such as a library that provide many English textbooks. Besides, the school has other facilities such as some computers and a science laboratory. The detail information about the school facilities could be seen on Appendix 9

SLTP Negeri 2 Lumajang has 12 classes, divided into 4 classes for the first year students, 4 classes for the second year students and 4 classes for the third year students. The research respondents' were two classes of the second year students' namely class IIC and class IID. The names of the respondents could be seen on Appendix 10.

4.2.2 The Result of Interview

The interview with the English teacher of SLTPN 2 Lumajang was carried out on November 16th,2000. According to the teacher, the teacher in teaching English applied the integrated approach in which the four English skills such as listening, writing, reading, and speaking are taught integratedly. In teaching reading comprehension he applied the lecturing method. In the lecturing method, he read the text and then asked the students to imitate new words and translate them. He did not use media in teaching reading not only by practice but also by theories. This means that he seldom uses pictures in teaching reading comprehension.

Furthermore, he said that there were some students often experienced difficulties to comprehend reading texts. This could be known they got low scores in reading. This was because they never did exercises in reading comprehension. Moreover, he also said that the students had to their time to study other subject given

at the school. Therefore, they had limited time to practice their reading. Most of the students had practiced their reading only when the teacher gave them reading texts to learn.

The compulsory book used in the English teaching for the second year students was *Let's learn English 2* by PT Edumedia. This was due to the fact that the book had more various exercises and the materials were matched with the 1994 curriculum of English. The teacher also used the workbook as the supplementary book published by PT *Intan Pariwara*. According to the teacher, the workbook was used to enable the students to practice doing the exercises.

4.4 Discussion

Based on the result of the data analysis shows that the use of pictures in teaching reading is effective enough to improve the students' reading' comprehension achievement.

This is supported by the results of the data analysis of each indicator of reading comprehension by using t – test. The results show that there is a significant effect of using pictures in teaching reading on the students' reading achievement of word comprehension, sentence comprehension and paragraph comprehension. They are proved by the results of the data analysis that show the statistical value of word comprehension (3,130495), sentence comprehension (4,6177488), and paragraph comprehension (3,690602) that were higher than the critical value of t – table (2.00). In other words there is a significant difference of the students' reading comprehension achievement of each indicator between the experimental group and the control group. It means the experimental group got who was taught reading by using pictures better scores of reading comprehension than the control group in teaching reading who was taught reading without pictures.

Among the indicators of reading comprehension in the experimental group, the results show that the test items dealing with sentence comprehension are easier for the students to do than the items of word and paragraph comprehension. This is

comprehension because many students experience difficulties to comprehending word. This might be caused by they lack of vocabulary, and the students find that comprehending word without enough context and prior knowledge is very difficult to be performed as also stated by Burns et al (1984:161) that understanding printed material depend upon a knowledge of word meaning.

These results suggest that the use of pictures in teaching reading useful, helpful, and quite effective to improve the students' reading comprehension achievement.

In addition, the results of documentary study in the form of the teachers' syllabus suggest that the teachers should use teaching media especially pictures in teaching English. This supports the fact that pictures are potential teaching media and therefore effective for language teaching. Besides, the results of interview showed that the teacher interested to use pictures as media in teaching English after they realized that their students were mostly interested and motivated to learn because of the teachers' pictures. Besides the results of interview showed the teachers seldom use pictures in their teaching media although they realize that pictures might be helpful for the students to comprehend the lesson easily and that they might contribute to their reading comprehension

The reason why pictures are positively effective to improve the students' reading comprehension achievement that the students can elicit the students' background knowledge to guess what the reading texts are about. In short, by using pictures the students can understand the reading text more easily and it influences the teacher to enjoy conducting the teaching learning process. Besides, the English teacher can feel secure and free to manage the class by using pictures because the students' attention is centered on the pictures rather than the teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Given the results of data analysis and documents about using pictures, it can be concluded that using pictures is effective for helping the students understand reading texts (also see research results on page 25 - 38). This is because the following reasons:

1. Pictures can elicit the students' background knowledge to guess what the reading texts are about.
2. By using pictures, the students can understand the reading text more easily and this influences the teacher's enjoyment in teaching learning process. Besides, the teachers can feel secure and free to manage the class by using pictures because their students' attention is drawn to the pictures rather than the teachers.

5.2 Suggestion

Since the result of this research will be used as consideration to improve the English teaching learning process, suggestion about using pictures in reading comprehension for both teachers and researchers as follows:

5.2.1 For the English Teacher

Since pictures are enjoyable and more interesting for the students, the English teachers should use pictures in reading comprehension as many time as possible. In this way, the teaching learning process of reading might be more effective and interesting.

5.2.2 For Other Researcher

Further researchers can use this research result as consideration to conduct further researchers in different language skill such as in writing and listening.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEACH METHODS	HYPOTESIS
The Effect of Using Picture on the Second year Students' Reading Comprehension Achievement at SLTP Negeri 2 Lumajang in the Academic Year 2000/2001	The General Problem Is there any significant effect of using Pictures on the second year students' Reading Comprehension Achievement at SLTP Negeri 2 Luamajang in the 2000/2001 Academic Year? The Specifics Problem 1. Is there any significant effect of using pictures on word comprehension of the second year students at SLTP Negeri 2 Lumajang in the 2000/2001 academic year? 2. Is there any significant effect of using pictures on word comprehension of the second year students at SLTP Negeri 2 Lumajang in the 2000/2001 academic year 3. Is there any significant effect of using pictures on word comprehension of the second year students at SLTP Negeri 2 Lumajang in the 2000/2001 academic year	1. Independent Variable Teaching Reading by using Pictures 2. Dependent Variable The students' Reading Comprehension Achievement	1.1 Composite pictures 1.2 A Series of pictures 2.2 Word Comprehension 2.3 Sentence comprehension 2.4 Paragraph comprehension	1. Respondent The second year students of SLTP Negeri 2 Lumajang in the 2000/2001 academic year 2. Informant The English Teacher 3. Documents	1. Research Design Quasi Experimental Research with Randomize control only design 2. Research Area Purposive method 3. Research Respondents Cluster Random sampling 4. Research Instruments Test Documents Guided Interview 5. Data Analysis Method Ma - Mb $t = \frac{\sum xa^2 + \sum xb^2}{na + nb - 2} \left[\frac{1}{na} + \frac{1}{nb} \right]$ Note: Ma : The mean of group A Mb : The mean of group B na : The number of Subject in group A nb : The number of Subject in group B xa : The deviation of individual score of group A xb : The deviation of individual of group B (Adapted from rikunto, 1993:304)	The General hypothesis There is a significant Effect of using pictures on the second students' reading comprehension achievement at SLTP Negeri 2 Lumajang in the 2000/2001 Academic year The Specific Hypothesis 1. There is a significant effect of using pictures on word comprehension of the second year students at SLTP Negeri 2 Lumajang in the 2000/2001 academic year 2. There is a significant effect of using pictures on word comprehension of the second year students at SLTP Negeri 2 Lumajang in the 2000/2001 academic year 3. There is a significant effect of using pictures on word comprehension of the second year students at SLTP Negeri 2 Lumajang in the 2000/2001 academic year

Appendix 2

SUPPORTING DATA GUIDES

The Guide of Interview

No	Questions	Data Resources
1.	Could you explain to me about the method and techniques used in teaching reading?	The English Teacher
2.	Could you explain to me the media usually use in teaching reading	The English Teacher
3.	Do you ever use pictures in teaching reading?	The English Teacher
4.	Could you explain to me about the English books used in teaching English?	The English teacher

The Guide of Documentary Study

No	The Data Required	Data Resources
1.	The course outline used by the second year English teacher	Document
2.	The List of the School's Facilities	Document
3.	The list of Respondents	Document

Appendix 3

Lesson Plans (1)

Subject	: English
Theme	: Rural /Urban Life
Sub theme	: Transportation
Class/Cawu	: II/II
Time	: 90 minutes
Skill	: Reading Comprehension Skill

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 2000 and grammar which is matched with theme and sub theme that have been chosen, the students are able to read, listen, and write.

II. Specific Instructional Objective

1. The students are able to answer the question based on the text
2. The students are able to match the word correctly.

III. Teaching Learning Process

Time	Control Group	Experimental Group	Time
10'	Introduction	Introduction	20'
	Greeting	Greeting	
	<ul style="list-style-type: none"> - Teacher ask the students to notice the title, and what actually the text about. - Teacher asks some leading questions to the students about the text. What is transportation? Is it important to provide the public transportation? 	<ul style="list-style-type: none"> - Teacher ask the students to notice the title, pictures available, and what actually the text about. - Teacher asks some leading questions to the students about the text. What is transportation? Is it important to provide the public transportation? 	
70'	Main Activities	Main Activities	45'
	<ul style="list-style-type: none"> - Teacher asks the students to read the text. - Teacher asks the students to find the main topic of the text by using pictures. - Teacher asks to answer the question based on the texts. 	<ul style="list-style-type: none"> - Teacher asks the students to read the text. - Teacher asks the students to find the main topic of the text by using pictures. - Teacher asks to answer the question based on the texts. 	

10'	Closing	Closing	25'
	-Teacher conclude the content of the text. -Parting	-Teacher concludes the content of the text. - Parting	

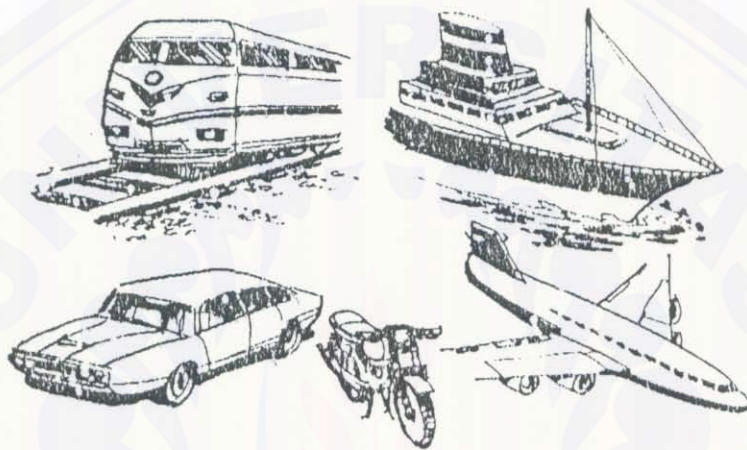


Appendix 4

Students' Worksheet

Read the text carefully!

Transportation



The word transportation derives from the verb “to transport” which means to carry goods or persons from one place to another.

There is a new train service which links Jakarta and Surabaya, East Java, namely Argo Bromo. The other new one also links Jakarta and Bandung West Java, namely Argo Gede. The others are business and economic classes.

People can go by ships or boats if they want to sail through the sea or rivers. Sometimes people who live around the rivers use canoes to go to other places or to trade on the rivers.

In metropolitan cities can go to work by buses, private cars, taxis, motor bikes, and other public transportation. In the villages they go to other places by bikes, motor-cycles, and trucks.

Today Indonesia has got the opportunity to design new planes. On August 10th 1995 the first flight has succeeded to fly by wire over Bandung area. It is called N-250 Gatot Koco. They, who are on duties to fly N-250 Gatot Koco, are in cockpit Erwin Danoewinata as a pilot, on the left, Surwarnoto as a co-pilot, and the right, Hindrawan and Yuarest Riyadi as flight engineers.

(Bahasa Inggris kelas 2, Pt Intan Pariwara)

Answer the following question!

1. What does the word *transportation* derives from?
2. What does it mean
3. Does Argo Bromo link Jakarta and Surabaya?
4. Is Argo Gede train of the executive class?
5. How do people go to work in metropolitan cities?
6. Do they go to work by cars too?
7. What has Indonesia got the opportunity to design?
8. When has the first flight succeeded to fly by wire over Bandung?
9. Who is a pilot of that plane?
10. Is Surwarnoto a co-pilot?
11. Who are the flight engineers?

Which paragraph tells you about these informations?

1. the formal flying aeroplane N-250
2. the names of train transportation in Java
3. kinds of transportation in the metropolitan city
4. water transportation in Indonesia
5. derivation of the word *transportation*

Appendix 5

Lesson Plans (2)

Subject : English
 Theme : Public Service
 Sub theme : The Post Office
 Class/Cawu : II/II
 Time : 90 minutes
 Skill : Reading Comprehension Skill

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 2000 and grammar which is matched with theme and sub theme that have been chosen, the students are able to read, listen, and write.

II. Specific Instructional Objective

1. The students are able to answer the question based on the text
2. The students are able to match the word correctly.

III. Teaching Learning Process

Time	Control Group	Experimental Group	Time
10'	Introduction	Introduction	20'
	Greeting	Greeting	
	<ul style="list-style-type: none"> - Teacher ask the students to notice the title, pictures available, and what actually the text about. - Teacher asks some leading question to the students about the texts. Where do you buy stamps? Who sends letters to the addresses? 	<ul style="list-style-type: none"> - Teacher ask the students to notice the title, pictures available, and what actually the text about. - Teacher asks some leading question to the students about the texts. Where do you buy stamps? Who sends letters to the addresses? 	
70'	Main Activities	Main Activities	45'
	<ul style="list-style-type: none"> - Teacher asks the students to read the text - Teacher asks the students to find the main topic of the texts - Teacher asks to answer the question based on the text. 	<ul style="list-style-type: none"> - Teacher asks the students to read the text - Teacher asks the students to find the main topic of the texts by using pictures. - Teacher asks to answer the question based on the text. 	

10'	Closing	Closing	25'
	<ul style="list-style-type: none">- Teacher concludes the content of the text.- Parting	<ul style="list-style-type: none">-Teacher concludes the content of the text- Parting	



Appendix 6

Students' Worksheet

Read the text carefully!

The Post Office



The post office takes charge of receiving and delivering letters, postcards, postal order, parcels, and telegrams. It also receives the payment of television taxes, the drinking water accounts, serves the pension salaries, and sells books for the Open University.

If we will send letters to our friends or relatives, we must buy envelopes, stamps, and write postcode according to our regions. We may post them in the post office or put them into mail-box.

Nowadays, various televisions broadcasting stations in Indonesia, such as TVRI, RCTI, TPI, SCTV, ANTV and INDONESIA1 usually broadcast some quizzes for watchers everywhere. They can answer by postcards or phones. Therefore, the post-clerks need extra-energy to sort them to get their destination soon.

The post-master manages employees to serve public necessities. They strive to avoid the mistakes that used to occur in the past and improve some system efficiently.

(Bahasa Inggris 2, PT Intan Pariwara)

Answer the question!

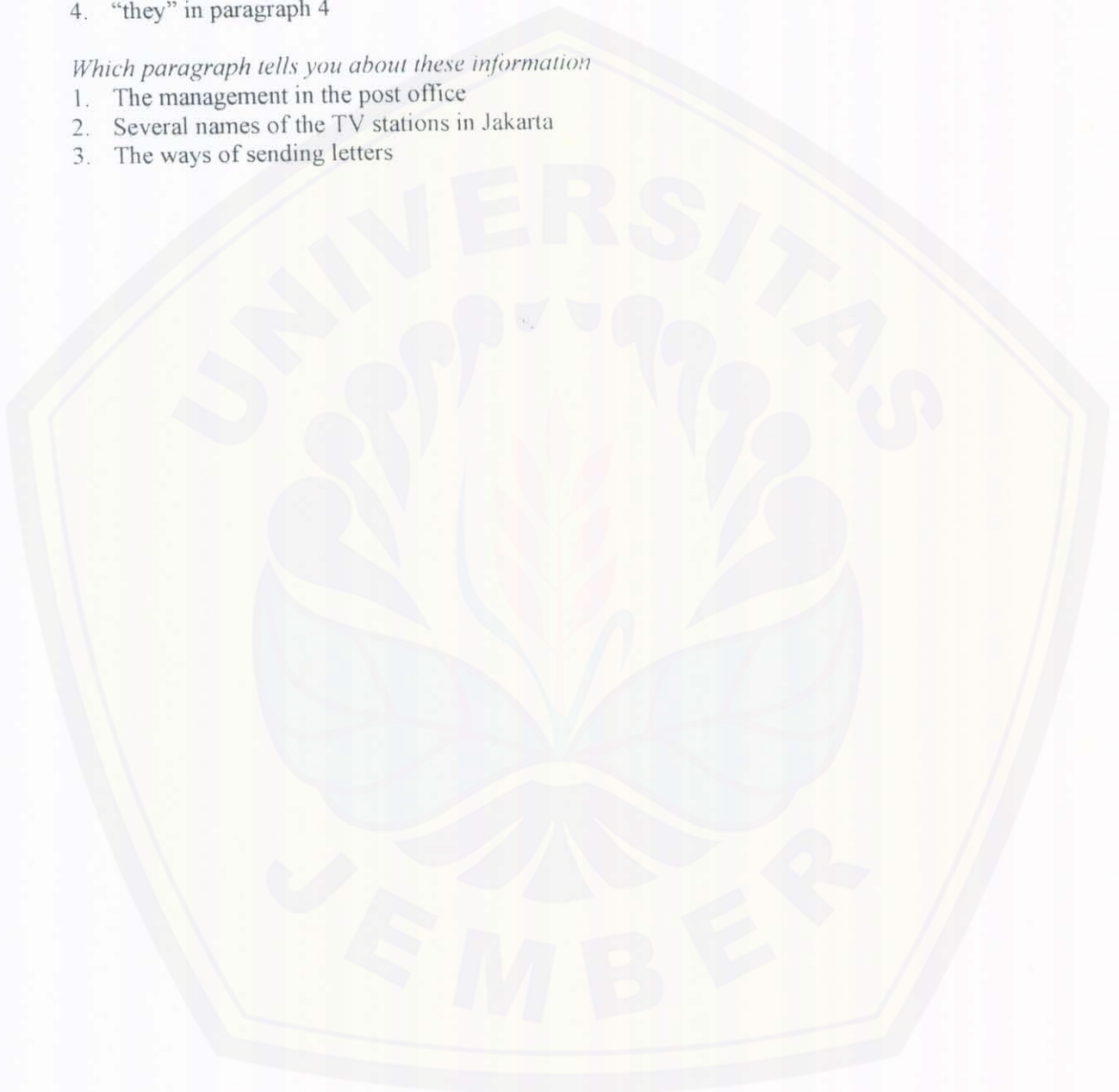
1. What does the post office take charge?
2. Does the post office also receive the payment of television tax?
3. What does the post office do else?
4. What must you do if you will send letters?
5. Who do you usually send a letter?
6. Where may you post the letters?
7. May you put the letters into the mail box?
8. What TV stations broadcast some quizzes?
9. How can they answer the quizzes?
10. What do they strive to do?

What do the words refer to

1. "it" in paragraph 1
2. "them" in paragraph 2
3. "they" in paragraph 3
4. "they" in paragraph 4

Which paragraph tells you about these information

1. The management in the post office
2. Several names of the TV stations in Jakarta
3. The ways of sending letters



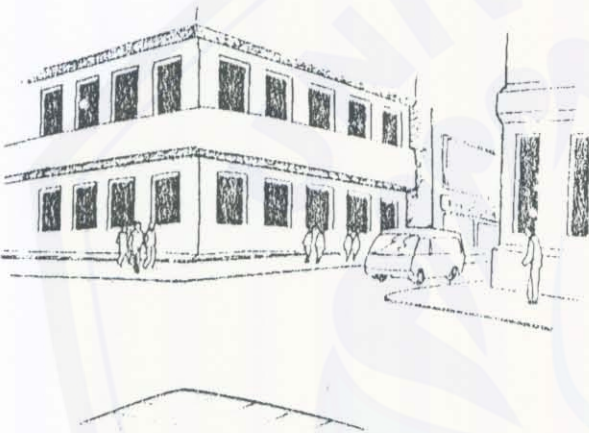
Appendix 7

Test Instruments
Subject: Reading Comprehension
Time: 90 minutes

Text I

Read the text below! (Bacalah Teks di bawah ini!)

Country Life



Three quarters of Indonesian inhabitants are among others rural life. Their settlements of their lives identify about their profession.

The people in a rural area are most farmers. They always go to the rice fields early in the morning. They cultivate their farmland. They also go to their pond to sow various fish. They keep and catch them to consume for their families. Some are sold in the traditional market as additional income.

The fishermen live nearby the sea. Therefore they can go sailing to catch the fish in the sea easily. They always sail by the vessels or motor boats. They use nylon fishing nets as their equipment. They sail in the sea at midnight and return in the morning. They get a lot of fish to sell by auction in the traditional markets.

The urban life differs from the rural life. The urban people work in the factories and government institutions. They are mechanics, businessmen,

teachers, labors, drivers, and baby– sitters, doctors, lawyers, salesmen, bankers and government officers. Most of them earn weekly or monthly salary.

(Taken from: *English for SLTP 2, PT Intan Pariwara*)

Choose the best answer among the options given by crossing the letter!
(Pilihlah jawaban yang benar dengan memberi tanda silang (X) pada jawaban yang kau anggap benar!)

1. How many Indonesia inhabitants live in rural area?
 - a. Three quarters
 - b. One quarters
 - c. Two quarters
 - d. None
2. Where do farmers always go early in the morning?
 - a. To the rice field
 - b. To the office
 - c. to the sea
 - d. to traditional markets
3. Some are sold in the traditional market. (par 2 line 3)The word some refers to ...
 - a. Fishermen
 - b. Farmers
 - c. people in rural area
 - d. the urban life
4. "They cultivate their farmland" the word they refers to
 - a. Farmers
 - b. Urban people
 - c. Fisherman's
 - d. Rural people
5. " They are mechanics, businessmen, teachers etc" The word they refers to.
 - a. The urban people
 - b. Fisherman
 - c. Farmers
 - d. the rural people
6. Which paragraph tells about " The people live in rural area"
 - a. Paragraph 3
 - b. Paragraph 1
 - c. Paragraph 4
 - d. Paragraph 2
7. What is the main idea of paragraph 4
 - a. The urban life
 - b. The Fisherman is life
 - c. the people live in rural area
 - d. the people live in the city

Text II

Read the text below! (Bacalah teks dibawah ini!)

Watu Ulo Beach



Spending holiday on the beach is one of the choices for many people. It is always amusing to swim in the sea, to play volley and to surf while enjoying the beautiful scenery.

Watu Ulo is one of the best choices you can make.

Why is it called Watu Ulo? The beach has coral reefs of many shapes. One of the coral reefs is shaped like a snake. Its length from the coastline is more than 50 meters with a width of 4 meters and a height of 2 meters above the sea surface. The extreme point of the coral is called "Watu Ulo"

To the west of Watu Ulo is White Sand (Pasir Putih) which is located along the coastal area. It takes less than half an hour from Watu Ulo to Pasir on foot. The atmosphere at Pasir Putih is very quiet and peaceful. Our eyes can watch the blue color of the sky and our ears can hear the sound of the waves. The wind always blows softly. It gives an air of peacefulness and happiness to our feelings. Usually people spend their leisure time here for some time, have a chat, enjoy the holidays, get together, or do other activities. Instead will be happy if you visit "Watu Ulo"

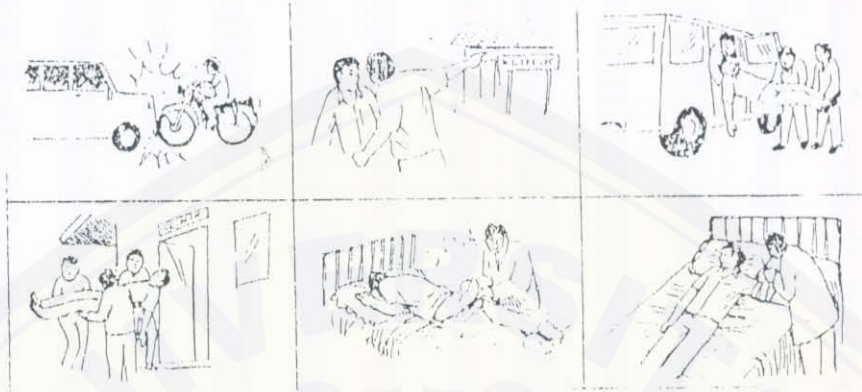
(Taken from: Let's learn English 2 For SLTP)

Choose the most correct answer among the options given by crossing the letter! (Pilihlah jawaban yang benar dengan memberi tanda silang (X) pada jawaban yang kau anggap benar!)

8. The main idea of the third paragraph is....
- a. Why people called it "Watu Ulo"
 - b. Where "Watu Ulo" is situated
 - c. how large to beach is
 - d. why people go to the beach
9. The main idea of the fourth paragraph is about...
- a. the situation of Watu Ulo
 - b. The place of Watu Ulo
 - c. how to get to Watu Ulo
 - d. how to spend holiday at Watu Ulo
10. Its length from the coastline is more than 50 meter (par 3 line 2). The word its refers to
- a. One of the beaches
 - b. The coastline
 - c. one of the coral reefs
 - d. the snake
11. "It gives an air of peaceful" (par 3 line 5) The word it refers to.
- a. The wind
 - b. The beach
 - c. the sky
 - d. the water
12. How long does it take from "Watu Ulo" to Pasir Putih on foot?
- a. More than half an hour
 - b. Less than half an hour
 - c. more than an hour
 - d. less than an hour
13. How does the wind always blow?
- a. Breeze
 - b. Fast
 - c. softly
 - d. stiff
14. What do people usually do on "Watu Ulo" beach?
- a. Picnic
 - b. Sport
 - c. work
 - d. stay

Text III

Read the text below! (Bacalah teks di bawah ini !)



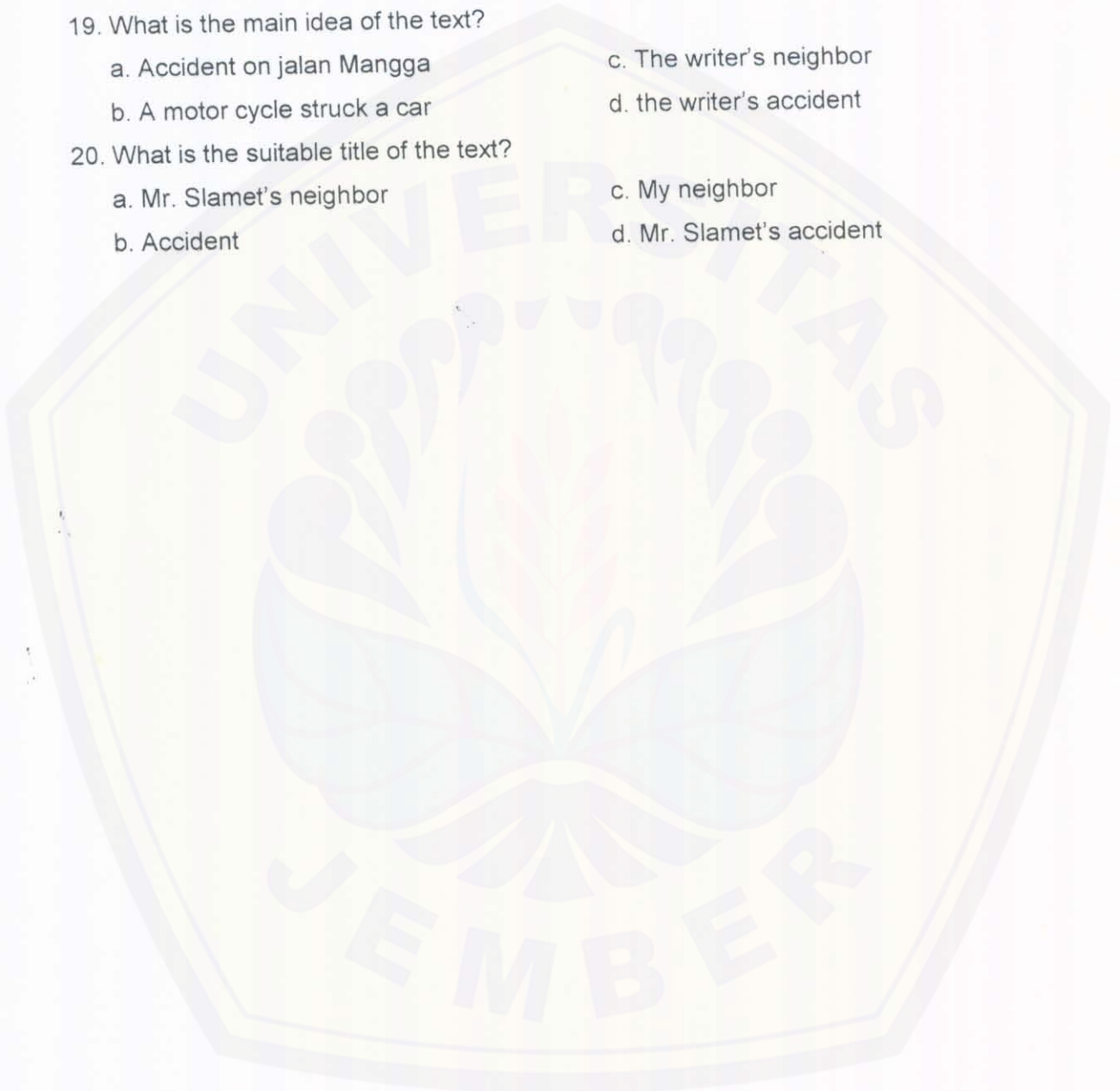
I saw an accident on jalan Mangga. A motor cycle struck a car. I was surprised when I knew that the rider of the motorcycle was my neighbor, Mr. Slamet. I didn't know what I could do. Then someone asked me to take Mr. Slamet to clinic. He said that there was a clinic on jalan Mangga. I took him to the clinic. The nurse gives an injection. Then she bandaged his arm. Mr. Slamet didn't need to stay in the clinic. He could go home. I took him to his house.

(Taken from: Bahasa Inggris 2 For SLTP, Pabelan)

Choose the best answer among the options given by crossing the letter!
(Pilihlah jawaban yang benar dengan memberi tanda silang (X) pada jawaban yang kau anggap benar!)

15. What accident happened on jalan Mangga?
- a. A motorcycle struck motorcycle
 - b. A car struck a motorcycle
 - c. A motorcycle struck a car
 - d. A car struck a car
16. What is the synonym of struck?
- a. Keep away
 - b. Avoid
 - c. crash
 - d. kick
17. Who was the rider of the motorcycle?
- a. Mr. Slamet
 - b. The writer
 - c. Mr. Slamet's neighbor
 - d. someone

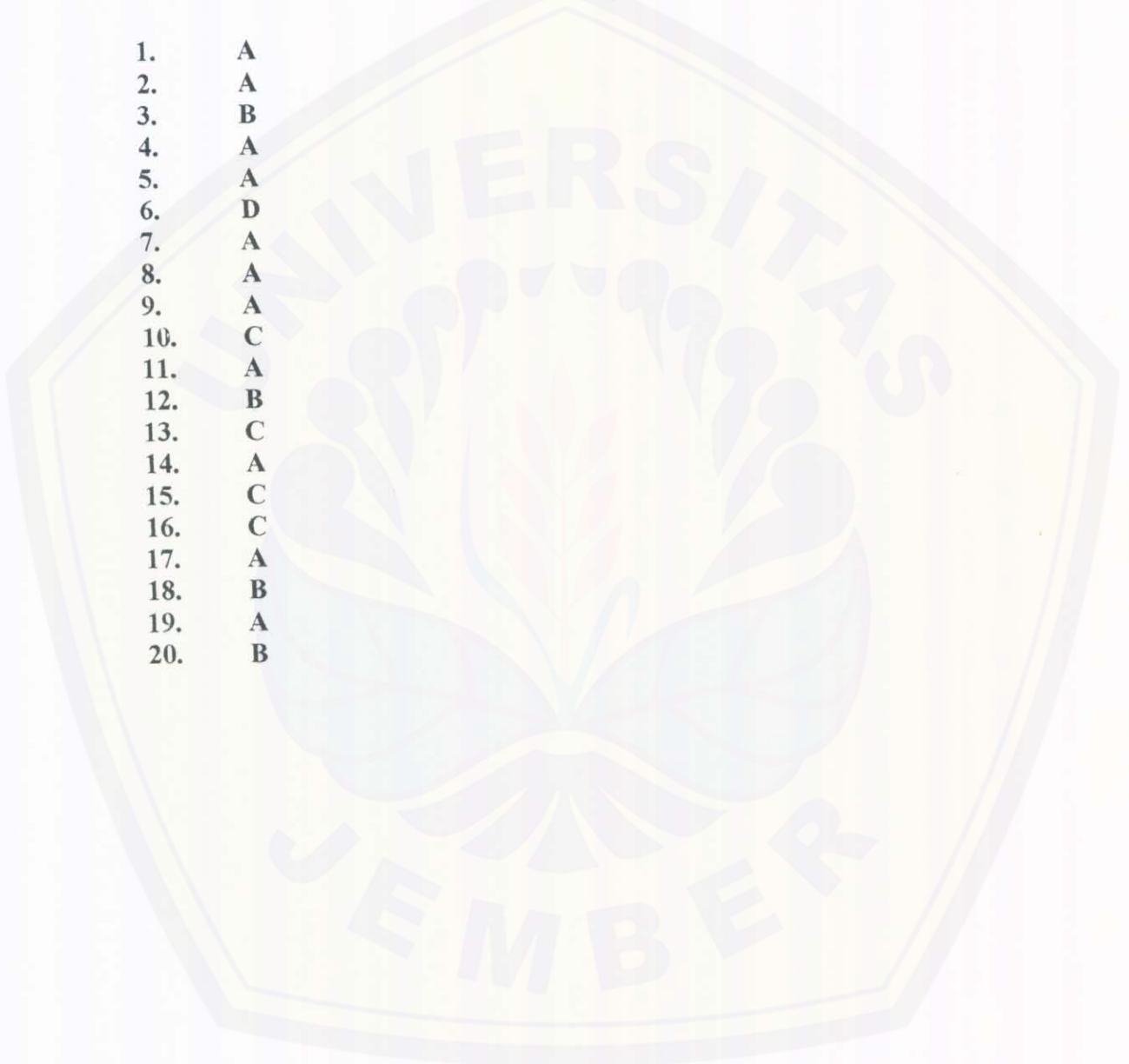
18. " He said that there was a clinic on jalan Mangga" (line 3) The word he refers to
- a. Mr. Slamet
 - b. The writer
 - c. Doctor
 - d. someone
19. What is the main idea of the text?
- a. Accident on jalan Mangga
 - b. A motor cycle struck a car
 - c. The writer's neighbor
 - d. the writer's accident
20. What is the suitable title of the text?
- a. Mr. Slamet's neighbor
 - b. Accident
 - c. My neighbor
 - d. Mr. Slamet's accident



Appendix 8

Answer Key of Test

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



Appendix 9

THE RESULTS AND DATA ANALYSIS OF THE HOMOGENEITY TEST

Table 1. The Tabulation of Homogeneity Test Scores of IIA up to IID

No	IIA.		IIB		IIC.		IID.	
	X	X ²	X	X ²	x	X ²	X	X ²
1.	50	2500	70	4900	60	3600	70	4900
2.	70	4900	65	4225	75	5625	60	3600
3.	50	2500	55	3025	65	4225	65	4225
4.	55	3025	50	2500	60	3600	65	4225
5.	65	4225	60	3600	65	4225	70	4900
6.	65	4225	75	5625	65	4225	70	4900
7.	65	4225	65	4225	50	2500	80	6400
8.	60	3600	55	3025	60	3600	75	5625
9.	70	4900	55	3025	55	3025	45	2025
10.	55	3025	65	4225	55	3025	70	4900
11.	75	5625	55	3025	60	3600	60	3600
12.	60	3600	65	4225	75	5625	50	2500
13.	55	4225	60	3600	60	3600	65	4225
14.	55	4225	50	2500	60	3600	45	2025
15.	55	4225	55	3025	65	4225	55	3025
16.	45	2025	75	5625	60	3600	75	5625
17.	70	4900	75	5625	80	6400	80	6400
18.	65	4225	55	3025	65	4225	75	5625
19.	75	5625	55	3025	50	2500	45	2025
20.	65	4225	60	3600	60	3600	60	3600
21.	60	3600	55	3025	55	3025	65	4225
22.	50	2500	50	2500	55	3025	70	4900
23.	65	4225	55	3025	60	3600	55	3025
24.	75	5625	75	5625	60	3600	65	4225
25.	65	4225	70	4900	60	3600	75	5625
26.	70	4900	55	3025	60	3600	75	5625
27.	55	3025	65	4225	65	4225	65	4225
28.	55	3025	60	3600	60	3600	70	4900
29.	65	4225	65	4225	65	4225	50	2500
30.	70	4900	60	3600	60	3600	75	5625
31.	70	4900	75	5625	65	4225	50	2500
32.	60	3600	50	2500	60	3600	55	3025
33.	65	4225	55	3025	70	4900	70	4900
34.	70	4900	50	2500	70	4900	65	4225

35.	55	3025	70	4900	65	4225	60	3600
36.	45	2025	60	3600	65	4225	65	4225
37.	45	2025	65	4225	75	5625	70	4900
38.	55	3025	65	4225	60	3600	55	3025
39.	60	3600			55	3025	55	3025
40.	60	3600			50	2500	50	2500
Σ	2440	155200	2320	144000	2480	155550	2540	165150

Table 2. The Variant Analysis Computation

	IIA	IIB	IIC	IID	Total
N	40	38	40	40	158
ΣX	2440	2320	2480	2540	9780
ΣX ²	155200	144000	155550	165150	619900
M	61	61,5	62	63,5	

Notes:

- N : Number of respondents
- X : The homogeneity Scores
- M : Mean of group

The F- test score was calculated by using the above data, while the procedure of calculating the F – test is as follows:

$$\begin{aligned}
 1. SSr &= \Sigma x^2 - \frac{(\Sigma x)^2}{N} \\
 &= 619900 - \frac{(9780)^2}{158} \\
 &= 14530,38
 \end{aligned}$$

$$\begin{aligned}
 2. SSb &= \frac{(\Sigma XA)^2}{NA} + \frac{(\Sigma XB)^2}{NB} + \frac{(\Sigma XC)^2}{NC} + \frac{(\Sigma XD)^2}{ND} - \frac{(\Sigma X)^2}{N} \\
 &= \frac{(2440)^2}{40} + \frac{(2320)^2}{38} + \frac{(2480)^2}{40} + \frac{(2540)^2}{40} - \frac{(9780)^2}{158} \\
 &= 162,485
 \end{aligned}$$



$$\begin{aligned}
 3. SS_w &= SS_t - SS_b \\
 &= 14530,38 - 162,485 \\
 &= 14367,895
 \end{aligned}$$

$$\begin{aligned}
 6. F_0 &= \frac{S^2_b}{S^2_w} \\
 &= \frac{54,1616}{91,5152} \\
 &= 0,5918317
 \end{aligned}$$

$$\begin{aligned}
 4. S^2_b &= \frac{SS_b}{k - 1} \\
 &= \frac{162,485}{3} \\
 &= 54,1616
 \end{aligned}$$

$$\begin{aligned}
 5. S^2_w &= \frac{SS_w}{N - k} \\
 &= \frac{14367,895}{154} \\
 &= 91,5152
 \end{aligned}$$

Notes:

SS _t	= Total Sum of Squares
SS _b	= Sum Of Squares between groups
SS _w	= Sum of Squares within Groups
S ² _b	= Variance Estimate between groups
S ² _w	= Variance Estimate within groups
F ₀	= Observation

(Butler,1985:115)

Based on the above calculations, it was found that $F_0 = 0.5918317$ and F table with dfb (3)(154) was 2,60. In other words, F_0 was less than F table ($0,5918317 < 2,37$). This means that the Reading Comprehension Achievement of the second year students of SLTP Negeri 2 Lumajang was not significant. In other words, there is no difference in the students' reading abilities among the four classes or the four classes were homogenous. Therefore, the two classes were taken from those four classes as samples randomly. They were IIC as the experimental class and IID as the control class that chosen randomly.

Appendix 10

THE FACILITIES OF SLTP NEGERI 2 LUMAJANG

No.	Facilities	Total
1.	Class Room	12
2.	Teachers' Room	1
3.	Headmaster's Room	1
4.	Administration Room	1
5.	Guidance and Concealing Room	1
6.	Computers' Room	1
7.	OSIS Room	1
8.	Gardener's Room	1
9.	Science Laboratory	1
10.	Mosque	1
11.	Toilet	4
12.	Library	1
13.	Canteen	1

Appendix 11

THE NAMES OF RESPONDENT

No.	Experimental Group(II D)	Control Group (IIC)
1.	Aan Pratiwi	Agung Widodo
2.	Afduk zamzami	Airiangga Tito RA
3.	Andri Wardoyo	Akbar Assidiqi
4.	Anggar Kartika	Andri Dwi cahyo
5.	Ani Damayanti	Ardhana Eka
6.	Dedi Eka A	Arlindari Ratna
7.	Dewi Masita	Alik Setyowati
8.	Dewi Oktania	Desi Susanti
9.	Devita Catur	Dian Ari Wigianti
10.	Dheasi Ria Novita	Edik Purnama
11.	Dita Oktaviani	Elok Tri Wahyuni
12.	Eka Endang	Enma Widyastuti
13.	Ervina Azzuhriyah	Emi Rodiah Ningsih
14.	Ferdiansyah Agus	Endah Tri Bintari
15.	Fuat Hasan	Fitri Yuniwati
16.	Indra Dahyana	Ghendys Citra R
17.	Lailatul Qomariah	Khori Kusuma
18.	Martin Umi Khoiroh	Lia Ikasari
19.	Minarni	Moch. Ma'ruf H
20.	Mei Diah Ningsih	Moch. Yusik As'adi
21.	Moch. Herman Fathoni	Nia wati
22.	Moch. Faisol Amir	Nurhalimah
23.	M. Erza Pristika	Nurlaila Mustika
24.	Muhammad Sugeng	Putri Yuliani
25.	Muhammad Eka Very	Rahayu Rebut K
26.	Muhammad Rofi'i	Rahmat Hariyono
27.	Nur Khotimah	Rifa'atul Mahnunin
28.	Nur Afianti	Rini Damayanti
29.	Riyan Purnomo	Santi Puriwati
30.	Rofi'i Setyawan	Siti aisyah
31.	Saputra Budi P	Siti Juwariah
32.	Sefrina Diah Maya	Siti Maulana
33.	Sulaimi Nurmansyah	Siti Mazzizatul Zahro
34.	Suryadi	Suhertini
35.	Siti Nurlaila	Susilowati
36.	Wagik Suryono	Tulus Subiyakto
37.	Wiwik Himawati	Tuti Wadiyah Astuti
38.	Zainal Azad Muzaki	Umi Masquratin
39.	Nurfaidah	Siti Qomariah
40.	Munfaidzah	Wiwid Hendrawan



PENYEMPURNAAN/PENYESUAIAN
KURIKULUM 1994
(SUPLEMEN GBPP)

MATA PELAJARAN: BAHASA INGGRIS
SATUAN PENDIDIKAN: SLTP/MTs

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA. 1999

KE-12345 (136 Jam Pelajaran)

Tujuan Pembelajaran Umum	Daftar Tema	Keterampilan Fungsional	Contoh Ungkapan Komunikatif	Kegiatan Pembelajaran
1	2	3	4	5
<p>Dengan kemampuan lebih kurang 250 kosakata baru pada tingkatan kosakata lebih kurang 750 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditentukan, siswa dapat memiliki keterampilan berbahasa sebagai berikut.</p> <p>a. Membaca</p> <p>Siswa dapat membaca teks yang berbentuk narasi, deskripsi, percakapan dan berbentuk khusus seperti petunjuk, jadwal dan formulir yang panjangnya lebih kurang 100 kata dengan keterampilan sebagai berikut:</p> <ol style="list-style-type: none"> menemukan informasi tertentu; mendapatkan gambaran umum tentang isi bacaan; menemukan pikiran utama yang tersurat; menemukan pikiran utama yang tersirat; menemukan semua informasi rinci yang tersurat; mendapatkan informasi yang tersirat; menafsirkan makna kata, frasa dan kalimat berdasarkan konteks. 	<p>Caturwulan I</p> <ul style="list-style-type: none"> Olahraga <ul style="list-style-type: none"> - Fasilitas - Olahraga - Alat Olahraga - Jenis Olahraga - Pertandingan Olahraga <ul style="list-style-type: none"> - Olahragawan <p>Kesehatan</p> <ul style="list-style-type: none"> - Tubuh Kita - Dokter dan Paramedik - Di Rumah Sakit - Obat-Obatan - Penyakit 	<p>Cara melakukan sesuatu.</p> <p>Ungkapan perbandingan antara 2 atau lebih benda/orang.</p> <p>Ungkapan tawaran/penolakan bantuan melakukan sesuatu.</p> <p>Ungkapan tentang suatu kegiatan.</p> <p>Deskripsi suatu keadaan/perasaan.</p> <p>Ungkapan rasa simpati.</p> <p>Ungkapan tentang harapan.</p>	<p>Rani drives <u>very</u> <u>carefully</u>.</p> <p>The nurse runs <u>very</u> <u>quickly</u>.</p> <p>Yayuk plays tennis <u>beautifully</u>.</p> <p>Tyson is <u>stronger</u> than Lahoya.</p> <p>Hollifield is <u>the strongest</u> acak.</p> <p>"Can I help you?" "Lovely."</p> <p>"Yes, please." / "No, thank you."</p> <p>We are having exercises this Sunday</p> <p>Do you always have exercises on Sundays</p> <p>Tom looks <u>healthy</u>. He <u>looks like an athlete</u>.</p> <p>"My mother is very serious" ill." "I'm sorry to hear that."</p> <p>"I hope you are OK." "Don't worry."</p>	<p>a. Membaca</p> <ul style="list-style-type: none"> Menebak benda yang diiklankan dengan pertolongan ungkapan verbal berdasarkan iklan yang gambar bendanya dihilangkan. Mengelompokkan kata-kata/frasa berdasarkan sejumlah kata yang disediakan yang disusun secara acak. Menjodohkan sejumlah pokok kalimat dengan predikatnya yang disusun secara acak sehingga menjadi kalimat yang bermakna. Memilih nama tokoh atau benda yang terdapat dalam daftar berdasarkan deskripsi tentang tokoh atau benda tersebut. Memilih diagram yang sesuai dengan isi teks berdasarkan satu teks dan beberapa diagram. Membuat pertanyaan benar-salah tentang isi teks oleh sebagian siswa dan selebihnya menjawab pertanyaan tersebut berdasarkan teks yang disediakan. Menentukan kata-kata pokok utama yang ada dalam teks. Memilih pernyataan-pernyataan yang cocok dengan isi teks berdasarkan beberapa pernyataan yang diberikan.

<p>8) Mendapatkan rasa senang Catatan: Rumusan tujuan butir 8 dimaksudkan untuk mendorong guru dan penulis buku menciptakan rasa senang siswa dalam kegiatan membaca.</p>	<p>Ungkapan permohonan dan responsiva.</p>	<ul style="list-style-type: none"> • Menghitung jumlah kata tertentu yang terdapat dalam teks dan kemudian mengidentifikasi kata-kata lain yang mempunyai makna yang berkaitan. • Memilih diagram yang sesuai berdasarkan beberapa diagram yang disediakan. • Mencari halaman topik tertentu dengan menggunakan halaman indeks. • Mencari nomor telepon perusahaan/an/kantor tertentu dalam halaman petunjuk telepon. • Mencari makna kata tertentu dengan menggunakan kamus. • Menentukan apakah suatu teks berisi bujukan, peringatan, undangan, informasi, arahan, dan sebagainya. 	<ul style="list-style-type: none"> • "Would you post this letter for me, please?" • "I'm sorry, I'm very busy right now." • "Shut the door., please!" • "Sure." • "Can you get me an aspirin, please?" • "Certainly." • The dressmaker <u>will see you</u> tomorrow. • My sister <u>has bought</u> a new dress for the party. • I need a white shirt. • She's making a dress • He's wearing a cotton shirt • I like <u>living in the village better than</u> in the country. • "<u>Do you want something to eat?</u>" • "Perhaps, later." • "Would you like a drink?" • "Yes, please." / "No, thanks." • "Would you like any help?" • "Yes, please." / "No, thank you."
<p>b. <i>Menyimak</i> 1) mengidentifikasi benda-benda yang raiannya disebutkan oleh guru; 2) melaksanakan perintah yang diberikan secara lisan; 3) memperoleh informasi tertentu dari teks lisan pendek (percakapan, narasi, deskripsi).</p>	<p>Ungkapan kejadian pada waktu yang akan datang.</p> <p>Ungkapan kejadian yang telah berlangsung.</p> <p>Ungkapan keinginan.</p> <p>Ungkapan tentang suatu kegiatan.</p>	<ul style="list-style-type: none"> • <i>Pakaian</i> <ul style="list-style-type: none"> - Jenis pakaian - Membuat pakaian - Bahan pakaian <p>Caturwulan 2</p>	<p>b. <i>Menyimak</i></p> <ul style="list-style-type: none"> • Melakukan dan petunjuk yang diberikan secara lisan. • Mengidentifikasi benda/bintang dengan menunjukkan gambar. • Melengkapi suatu formulir berdasarkan informasi yang diberikan secara lisan. • Melengkapi suatu bagan berdasarkan informasi yang diberikan secara lisan. • Mendengarkan cerita guru berdasarkan gambar dan menjawab pertanyaan. • Mendengarkan suatu percakapan
<p>c. <i>Berbicara</i> 1) mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang telah dipelajari; 2) bertanya dan menjawab pertanyaan secara sederhana; 3) melakukan percakapan pendek dan sederhana dengan lancar, 4) secara sederhana mengungkapkan pikiran, pendapat dan perasaan.</p>	<p>Ungkapan yang menyatakan pilihan.</p> <p>Ungkapan tawaran dan responsiva.</p> <p>Ungkapan tawaran/penolakan.</p>	<ul style="list-style-type: none"> • <i>Kehidupan Desa Kota</i> <ul style="list-style-type: none"> - Mata Pencaharian - Transportasi - Masyarakat 	<p>b. <i>Menyimak</i></p> <ul style="list-style-type: none"> • Melengkapi suatu bagan berdasarkan informasi yang diberikan secara lisan. • Melengkapi suatu formulir berdasarkan informasi yang diberikan secara lisan. • Mendengarkan cerita guru berdasarkan gambar dan menjawab pertanyaan. • Mendengarkan suatu percakapan
<p>d. <i>Menulis</i> 1) menyalin kalimat sederhana yang telah dipelajari dengan</p>			

<p>ejaan dan tanda baca yang benar;</p> <p>2) menulis kalimat sederhana yang diimlakkan;</p> <p>3) melengkapi percakapan sederhana (paling banyak 2 pertukaran peran, 4 baris);</p> <p>4) melengkapi paragraf pendek yang berbentuk narasi dan deskripsi;</p> <p>5) membuat kalimat majemuk setara dan bertingkat.</p>	<ul style="list-style-type: none"> • <i>Rekreasi</i> <ul style="list-style-type: none"> - Di Pantai; - Di Kebun Binatang - Di Pegunungan 	<p>an/penerimaan melakukan sesuatu.</p> <p>Ungkapan yang menyatakan jumlah.</p> <p>Ungkapan tentang rencana.</p>	<ul style="list-style-type: none"> • "What can I do for you?" • "I'm OK." / "Nothing, thanks." • Villagers have <u>enough</u> time to rest but urbans have <u>none</u>. • There is <u>no</u> car in the city but there are <u>some</u> in the village. • I <u>am going</u> to spend my school holidays in Bali. • I plan to go on a trip to Sumatra <u>next month</u>. • Toni <u>is going</u> to visit the zoo <u>next Sunday</u>. • My brother <u>usually</u> goes to the beach in the weekends • My father <u>always</u> tells the truth. • This resort is <u>as interesting as</u> Kuta beach. • Sengigi is <u>more interesting</u> • The beach is <u>clean and beautiful</u>. • I <u>feel</u> fresh in the mountain. • The weather <u>becomes foggy</u> in the afternoon. 	<p>dan menjawab pertanyaan-pertanyaan berdasarkan percakapan.</p> <p>Menjawab pertanyaan bentuk benar-salah berdasarkan informasi lisan.</p> <p>c. <i>Berbicara</i></p> <ul style="list-style-type: none"> • Bercerita tentang suatu kejadian yang sangat berkesan yang pernah dialami. • Menyatakan kesetujuan atau ketidaksetujuan dan alasannya melalui tanya-jawab. • Menanggapi suatu tawaran. • Tanya-jawab tentang pengalaman dan pendapat mengenai sesuatu hal. • Mengungkapkan pendapat, perasaan, pikiran melalui tanya-jawab, misalnya tentang fasilitas umum yang ada. • Mengucapkan selamat pada seseorang. • Bermain per. dalam: (1) memohon untuk meminjam sesuatu dengan sopan; (2) menawarkan diri untuk melakukan sesuatu; (3) memberikan informasi sederhana tentang sesuatu hal; (4) mengajukan dan menanggapi permohonan izin; dan (5) meminta maaf.
		<p>Deskripsi tentang sesuatu/ seseorang.</p> <p>Deskripsi suatu keadaan atau perasaan.</p>		<p>d. <i>Menulis</i></p> <ul style="list-style-type: none"> • Menyusun kata-kata yang diberikan secara acak menjadi suatu

<ul style="list-style-type: none"> • Layanan Umum <ul style="list-style-type: none"> - Hotel - Kantor Pos - Bank - Waral - Tempat Hiburan - Rumah Makan - Tempat Ibadah - Klinik 	<p>Pernyataan tentang peristiwa yang telah terjadi dan peristiwa yang terjadi di masa lampau.</p> <p>Pernyataan tentang kejadian yang telah berlangsung.</p> <p>Tanya jawab tentang keadaan objek atau seseorang</p>	<ul style="list-style-type: none"> • Budi has <u>posted</u> the letter. He <u>posted</u> it ten minutes ago. • <u>Juri</u> has <u>been</u> to Bandung. • Toto <u>has gone</u> out to cash a cheque. • "How <u>old</u> is Hamidah?" "She is 14 years old." • "How <u>heavy</u> is this box?" "It's 5 kilograms." / "I'm not sure." • "How <u>far</u> is the bank from here?" "How <u>good</u> is the restaurant?" • "What can I do for you?" • "I'm alright. Thank you." / "Turn on the radio, please." • "Could I go to the movie with my friends?" • "Yes, certainly." / "I am afraid not." • "Can I go to the theater this evening?" • "Of course." / "I am afraid you can't." • Let's hope for the best. 	<p>kalimat.</p> <ul style="list-style-type: none"> • Melengkapi percakapan pendek. • Menuliskan jawaban-jawaban atas pertanyaan berdasarkan gambar. • Menyusun seperangkat kalimat yang diberikan secara acak menjadi di suatu paragraf berdasarkan gambar. • Menuliskan jawaban-jawaban atas pertanyaan pemahaman teks.
<ul style="list-style-type: none"> • Caturwalar: 3 • Hiburan <ul style="list-style-type: none"> - Tarian - Film - Musik - Sandiwara 	<p>Ungkapan penawaran/penolakan bantuan.</p> <p>Ungkapan tentang permintaan/pemberian/penolakan izin.</p> <p>Ungkapan tentang harapan.</p>		

<ul style="list-style-type: none"> Hewan <ul style="list-style-type: none"> - Hewan Piaraan - Hewan Liar - Hewan Ternak - Hewan Lindung Geografi Indonesia <ul style="list-style-type: none"> - Kelautan - Keadaan Alam - Kekayaan Alam - Daratan - Angkasa 	<p>Deskripsi tentang sesuatu/ seseorang.</p> <p>Keterangan tentang letak/ posisi suatu benda.</p> <p>Ungkapan tentang frekuensi peristiwa atau kegiatan.</p> <p>Pernyataan tentang kejadian/ kegiatan yang berlangsung pada waktu lalu (dengan Irregular Verbs).</p>	<ul style="list-style-type: none"> • A tiger is like a very large cat. • A mouse is a <u>small grey animal</u>. • The lion <u>over there</u> is hungry. • The animal <u>under the tree</u> is a wild buffalo • The fishermen catch fish <u>twice a week</u>. • It rains <u>everyday</u> during the wet season. • Our country <u>sold</u> a lot of liquid gas to Japan <u>last year</u>. 	
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	<p>The Public Service - The Post Office</p>	<p>berdasarkan informasi dalam teks</p> <p>b. Menyimak</p> <ol style="list-style-type: none"> 1. Menemukan informasi tertentu dalam teks 2. Melakukan perintah yang dilakukan secara lisan <p>c. Bericara</p> <ol style="list-style-type: none"> 1. Melakukan percakapan sederhana 2. Bertanya dan menjawab pertanyaan <p>d. Menulis</p> <ol style="list-style-type: none"> 1. Melengkapi Paragraph pendek 2. Menyusun kata kata yang diacak menjadi kalimat <p>a. Membaca</p> <ol style="list-style-type: none"> 1. Membaca sekilas untuk mendapatkan gambaran umum tentang <i>The Post Office</i>. 2. Membaca kata kata yang tertulis pada gambar dengan tekanan intonasi yang tepat 3. Menjawab pertanyaan berdasarkan informasi dalam teks <p>b. Menyimak</p> <ol style="list-style-type: none"> 1. Menemukan informasi tertentu dalam teks 2. Melakukan perintah yang dilakuakn secara lisan <p>c. Berbicara</p> <ol style="list-style-type: none"> 1. Melakukan percakapan sederhana 2. Bertanya dan menjawab pertanyaan <p>d. Menulis</p> <ol style="list-style-type: none"> 1. Melengkapi Paragraph pendek 2. Menyusun kata kata yang diacak menjadi kalimat 	<p>Opinion Gap</p> <p>Note taking</p> <p>Question and Answer Discussion</p> <p>Opinion Gap</p> <p>Note taking</p>	<p>GBPP 1994 Let's English 2 LKS Gambar</p>	<p>5x90'</p>
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db.	T a r a f S i g n a k a n s i	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	2,571	4,032
6	2,447	3,707
7	2,365	3,499
8	2,306	3,355
9	2,262	3,250
10	2,228	3,169
11	2,201	3,106
12	2,179	3,055
13	2,160	3,012
14	2,145	2,977
15	2,131	2,947
16	2,120	2,921
17	2,110	2,898
18	2,101	2,878
19	2,093	2,861
20	2,086	2,845
21	2,080	2,831
22	2,074	2,819
23	2,069	2,807
24	2,064	2,797
25	2,060	2,787
26	2,056	2,779
27	2,052	2,771
28	2,048	2,763
29	2,045	2,756
30	2,042	2,750
40	2,021	2,704
60	2,000	2,660
120	1,980	2,617
	1,960	2,576

3). Prof. Drs. Sutrisno Hadi MA. ; Statistik, Jilid II
 Cetakn kedua, Yayasan Penerbitan Fakultas Psikologi UGM,
 Yogyakarta, 1975, p. 272.

LAMPIRAN : VIII

db dan MK PEM-BAGI	db dan MK Pembiayaan															
	1	2	3	4	5	6	8	12	1	2	3	4	5	6	8	12
2 1%	98,49	99,00	99,17	99,25	99,30	99,33	99,36	99,42	8,10	8,25	8,30	8,33	8,35	8,37	8,38	8,39
2 5%	18,51	19,00	19,16	19,25	19,30	19,33	19,37	19,41	4,35	4,49	4,50	4,51	4,52	4,53	4,54	4,55
3 1%	34,12	30,81	29,46	28,71	28,24	27,91	27,49	27,05	8,02	5,78	4,87	4,37	4,04	3,81	3,51	3,17
3 5%	10,13	9,55	9,28	9,12	9,01	8,94	8,84	8,74	4,32	3,47	3,07	2,84	2,68	2,57	2,42	2,25
4 1%	21,20	18,00	16,69	15,98	15,52	15,21	14,80	14,37	7,94	5,72	4,82	4,31	3,99	3,75	3,45	3,12
4 5%	7,71	6,94	6,59	6,39	6,26	6,16	6,04	5,91	4,30	3,44	3,05	2,82	2,66	2,55	2,40	2,23
5 1%	16,26	13,27	12,06	11,39	10,97	10,67	10,29	9,89	7,82	5,61	4,72	4,22	3,90	3,67	3,36	3,03
5 5%	6,61	5,79	5,41	5,19	5,05	4,95	4,82	4,68	4,26	3,40	3,01	2,78	2,62	2,51	2,36	2,18
6 1%	13,74	10,92	9,78	9,15	8,75	8,47	8,10	7,72	7,77	5,57	4,68	4,18	3,86	3,63	3,32	2,99
6 5%	5,99	5,14	4,76	4,53	4,39	4,28	4,15	4,00	2,24	3,38	2,99	2,76	2,60	2,49	2,34	2,16
7 1%	12,25	9,55	8,45	7,85	7,46	7,19	6,84	6,47	7,72	5,53	4,64	4,14	3,82	3,59	3,29	2,96
7 5%	5,39	4,74	4,35	4,12	3,97	3,87	3,73	3,57	4,22	3,37	2,98	2,74	2,59	2,47	2,32	2,15
8 1%	11,26	8,65	7,59	7,01	6,63	6,37	6,03	5,67	7,68	5,49	4,60	4,11	3,78	3,56	3,26	2,93
8 5%	5,32	4,46	4,07	3,84	3,69	3,58	3,44	3,28	4,21	3,25	2,96	2,73	2,57	2,46	2,30	2,13
9 1%	10,56	8,02	6,99	6,42	6,06	5,80	5,47	5,11	7,64	5,45	4,57	4,07	3,75	3,53	3,22	2,90
9 5%	3,12	2,26	1,86	1,63	1,48	1,37	1,23	1,07	4,20	3,34	2,95	2,71	2,56	2,44	2,29	2,12
10 1%	10,04	7,55	6,55	5,99	5,64	5,39	5,06	4,71	7,60	5,42	4,54	4,04	3,73	3,50	3,20	2,87
10 5%	4,96	4,10	3,71	3,48	3,33	3,22	3,07	2,91	4,18	3,33	2,93	2,70	2,54	2,43	2,26	2,10
11 1%	9,65	7,20	6,22	5,67	5,32	5,07	4,74	4,40	7,56	5,39	4,51	4,02	3,70	3,47	3,17	2,84
11 5%	4,84	3,98	3,59	3,36	3,20	3,09	2,95	2,79	4,17	3,32	2,92	2,69	2,53	2,42	2,27	2,09
12 1%	1,33	6,93	5,95	5,41	5,06	4,82	4,50	4,16	7,31	5,18	4,31	3,83	3,51	3,29	2,99	2,66
12 5%	4,75	3,88	3,49	3,26	3,11	3,00	2,85	2,69	4,08	3,23	2,84	2,61	2,45	2,34	2,18	2,00
13 1%	9,07	6,70	5,74	5,20	4,86	4,62	4,30	3,96	7,00	4,98	4,13	3,65	3,34	3,12	2,82	2,50
13 5%	4,67	3,80	3,41	3,18	3,02	2,92	2,77	2,60	4,00	3,15	2,76	2,52	2,37	2,25	2,10	1,92
14 1%	8,86	6,51	5,56	5,03	4,69	4,46	4,14	3,80	6,85	4,79	3,95	3,48	3,17	2,96	2,66	2,34
14 5%	4,60	3,74	3,34	3,11	2,96	2,85	2,70	2,53	3,92	3,07	2,68	2,45	2,29	2,17	2,02	1,83
15 1%	8,68	6,36	5,42	4,89	4,56	4,32	4,00	3,67	6,64	4,60	3,78	3,32	3,02	2,80	2,51	2,18
15 5%	4,54	3,68	3,29	3,06	2,90	2,79	2,64	2,48	0,34	2,99	2,60	2,37	2,21	2,09	1,94	1,75
16 1%	8,53	6,23	5,29	4,77	4,44	4,20	3,89	3,55	6,51	4,49	3,68	3,22	2,92	2,70	2,41	2,08
16 5%	4,49	3,65	3,24	3,01	2,85	2,74	2,59	2,42	6,34	4,32	3,51	3,05	2,75	2,53	2,24	1,91
17 1%	8,40	6,11	5,18	4,67	4,34	4,10	3,79	3,45	6,28	4,27	3,46	3,00	2,70	2,48	2,19	1,86
17 5%	4,45	3,59	3,20	2,97	2,81	2,70	2,55	2,38	6,12	4,11	3,30	2,84	2,54	2,32	2,03	1,70
18 1%	8,27	6,01	5,09	4,58	4,25	4,01	3,71	3,37	6,06	4,05	3,24	2,78	2,48	2,26	1,97	1,64
18 5%	4,41	3,55	3,16	2,93	2,77	2,66	2,51	2,34	5,90	3,89	3,08	2,62	2,32	2,10	1,81	1,48
19 1%	8,18	5,93	5,01	4,50	4,17	3,94	3,63	3,30	5,84	3,83	3,02	2,56	2,26	2,04	1,75	1,42
19 5%	4,38	3,52	3,13	2,90	2,74	2,63	2,48	2,31	5,68	3,67	2,86	2,40	2,10	1,88	1,59	1,26

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DEPARTEMEN PENDIDIKAN NASIONAL
KANTOR WILAYAH DEPDIKNAS PROP. JAWA TIMUR
SLTP NEGERI 2
JL. ACHMAD YANI NO. 49 TELP. (0334) 881926
L U M A J A N G

SURAT KETERANGAN
NO. 580/I04.29/SLTP.02/LL/2000

Yang bertanda tangan di bawah ini Kepala SLTP Negeri 2 Lumajang menerangkan bahwa :

N a m a : SITI ANISAH
NIM : BIG 195287
Program : Pendidikan Bahasa Inggris
Fakultas : Institut Keguruan dan Ilmu Pendidikan

Mahasiswa tersebut benar-benar telah mengadakan penelitian di SLTP Negeri 2 Lumajang mulai tanggal 15 s.d. 25 Nopember 2000 dengan judul :

“ THE EFFECT OF USING PICTURES ON THE STUDENTS READING COMPREHENSION ACHIEVEMENT OF THE SECOND YEAR STUDENTS AT SLTP NEGERI 2 LUMAJANG IN THE 2000/2001 ACADEMIC YEAR “

Demikian surat keterangan ini kami buat untuk dapat diapergunakan sebagaimana mestinya.

Lumajang, 23 Nopember 2000
Kepala SLTP Negeri 2 Lumajang,

Dra. GHONIYUL KHUSNAH
NIP. 131 265 000



The stamp is circular with the text: DEPARTEMEN PENDIDIKAN NASIONAL, SLTP 2, SEKOLAH LANSUTAN TINGKAT PERTAMA, LUMAJANG, I04.



**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat : Jl. Kalimantan III/3 Kampus Tegulboto Kotak Pos 162 Telp. (0331) 334988

Nomor : 2203 /J25.1.5/PL5/2000

Lampiran : Proposal

Perihal : Ijin Penelitian

29 AUG 2000

Kepada : Yth. Sdr. Kepala Sekolah.....
SLTP Negeri 2 Lumajang.....
 di.....
tempat.....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Siti Anisah.....

Nim : B1 G1 95 - 287.....

Program/Jurusan : Bahasa Inggris / Pend. Bahasa dan Seni.....

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

**" THE EFFECT OF USING PICTURE ON THE STUDENTS' READING
COMPREHENSION ACHIEVEMENT AT SLTP NEGERI 2 LUMAJANG
IN THE ACADEMIC YEAR 2000 / 2001 "**

Pada lembaga yang saudara pimpin.

Schubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : SITI ANISAH
 NIM/Angkatan : B1999-287
 Jurusan/Program Studi : Pend. Bahasa dan Seni / Bas. Inggris
 Judul Skripsi : The Effect of Using Pictures on The Students' Reading Comprehension Achievement at SLTP Negeri 2 Lumajang in the Academic Year 2000/2001.
 Pembimbing I : Drs. Sugeng Ariyanto, MA
 Pembimbing II : Dra. Siti Sundari, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	15 November 1999	Judul	<i>[Signature]</i>
2.	12 April 2000	Introduction	<i>[Signature]</i>
3.	17 April 2000	Introduction	<i>[Signature]</i>
4.	6 Juni 2000	Introduction	<i>[Signature]</i>
5.	13 Juni 2000	BAB II	<i>[Signature]</i>
6.	4 Juli 2000	BAB II	<i>[Signature]</i>
7.	17 Juli 2000	BAB II	<i>[Signature]</i>
8.	27 Juli 2000	BAB II	<i>[Signature]</i>
9.	3 Agustus 2000	BAB III	<i>[Signature]</i>
10.	9 Agustus 2000	BAB III	<i>[Signature]</i>
11.	23 Agustus 2000	BAB III	<i>[Signature]</i>
12.	30 Agustus 2000	BAB III	<i>[Signature]</i>
13.	30 September 2000	BAB I, II, III	<i>[Signature]</i>
14.	11 November 2000	SEMINAR THESIS PROPOSAL	<i>[Signature]</i>
15.	10 Januari 2001	BAB IV, V	<i>[Signature]</i>

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 Jurusan/Program Studi : Pend. Bahasa dan Seni / Bhs. Inggris
 Judul Skripsi : The Effect of Using Pictures on The Students' Reading Comprehension Achievement at SLTP Negeri 2 Lumajang in the Academic Year 2000/2001.
 Pembimbing I : Drs. Sugeng Ariyanto, MA
 Pembimbing II : Dra. Siti Sundari, MA

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1.	18 Januari 2001	BAB IV, V	
2.	25 Januari 2001	BAB IV, V	
3.	10 Pebruari 2001	BAB I, II, III, IV, V	
4.	16 Pebruari 2001	BAB I, II, III, IV, V	
5.	19 Pebruari 2001	ABSTRACT, I, II, III, IV, V	
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 NIM/Angkatan : 010195287
 Jurusan/Program Studi : Pend. Bahasa dan Seni / Pas. Inggris
 Judul Skripsi : The Effect of Using Pictures on The Students' Reading Comprehension Achievement at SLTP Negeri 2 Lumajang in the Academic Year 2000/2001.
 Pembimbing I : Drs. Sugeng Ariyanto, MA
 Pembimbing II : Dra. Siti Sundari, MA

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No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing II
1.	21 November 1999	Title	<i>[Signature]</i>
2.	23 April 2000	Matrix	<i>[Signature]</i>
3.	3 Mei 2000	Metrik	<i>[Signature]</i>
4.	18 Juni 2000	Introduction	<i>[Signature]</i>
5.	19 Agustus 2000	BAB I, II, III	<i>[Signature]</i>
6.	11 November 2000	SEMINAR PROPOSAL	<i>[Signature]</i>
7.	24 Januari 2001	BAB IV, V	<i>[Signature]</i>
8.	15 Februari 2001	BAB I, II, III, IV, V	<i>[Signature]</i>
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