THE EFFECT OF USING COMPOSITE PICTURES ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMPN 2 BANYUWANGI

THESIS

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THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

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Composed to Fullfil One of the Requirements to Obtain the Degree of S1 at English Education Study
Program, Language and Arts Education Department, the Faculty of Teacher Training and Education,
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DEDICATION

This thesis is proudly dedicated to:

1. My beloved father, Hadiyanto and my beloved mother, Trisilo Megawati.

2. My beloved brothers, Citra Rudy Kriesdianto and Anggara Ekky Syahputra.

MOTTO

"Reading is like thinking, like praying, like talking to a friend, like expressing your ideas, like listening to other people's ideas, like listening to music, like looking at the view, like taking a walk on the beach."

(Roberto Bolaño, 2666)

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[1] http://www.goodreads.com/quotes/tag/reading
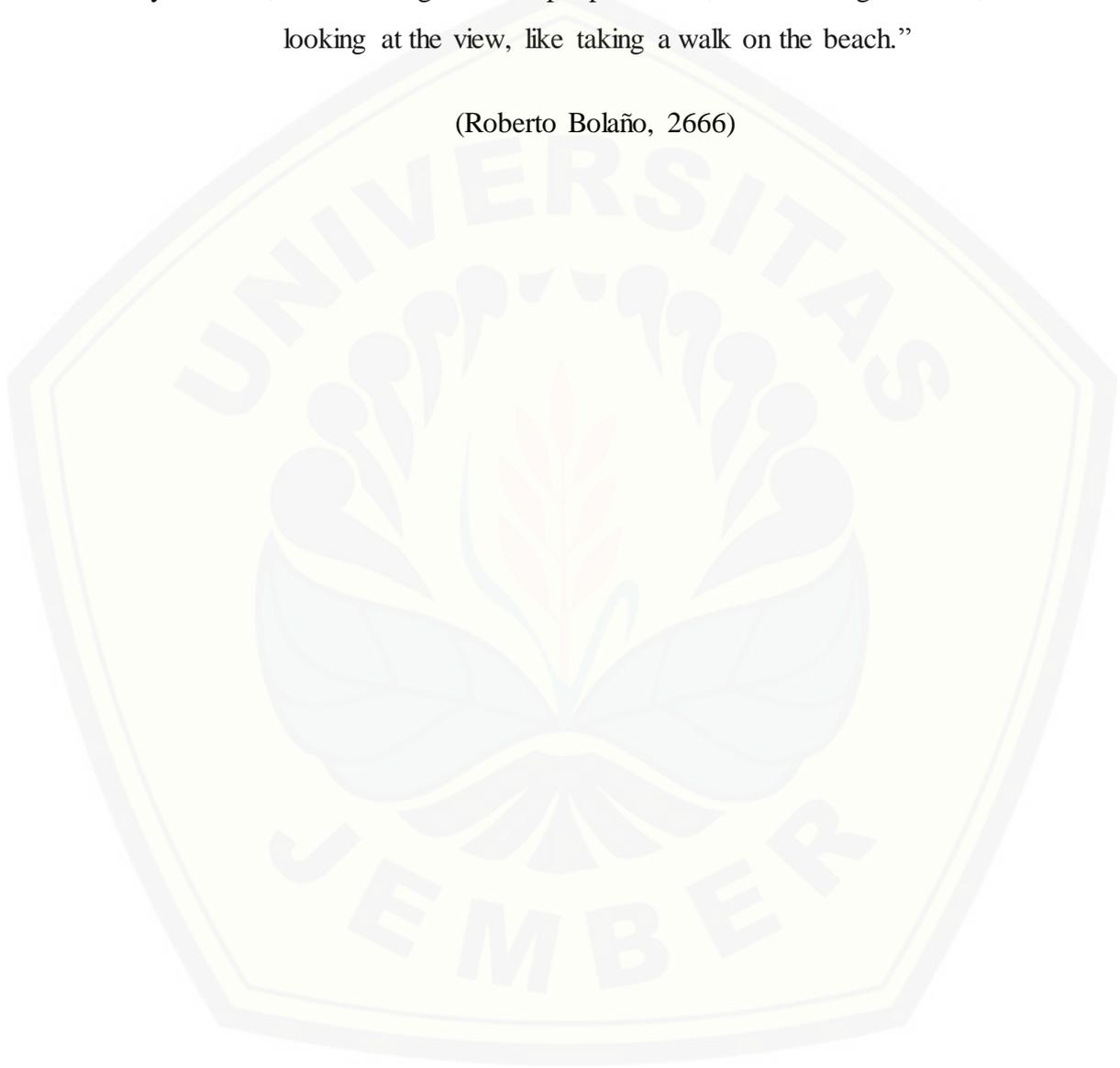
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THE EFFECT OF USING COMPOSITE PICTURES ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMPN 2 BANYUWANGI

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Okky Cendana Gradita

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The Effect of Using Composite Pictures on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Banyuwangi.; Okky Cendana Gradita, 100210401132; 2016: pages; 36; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This research was an experimental research which was intended to know whether the use of composite pictures on the eighth grade students' reading comprehension achievement at SMPN 2 Banyuwangi was significant or not. The area of this research was SMPN 2 Banyuwangi which was chosen purposively because the use of composite pictures to teach reading has never been conducted by the English teacher of the eighth grade. Another reason was that the researcher got the permission to conduct a research in this school. The respondents of this research were determined by choosing two classes that had the closest mean difference obtained from the homogeneity test, since the research population was not homogeneous. The total number of the respondents was 77 students of the eighth grade students as the sample class, VIII A as the experimental group consisted of 39 students who were taught reading by using composite pictures, while class VIII B as the control group consisted of 38 students who were taught reading by using text only.

The primary data of this research was collected by using reading comprehension test that was administered as the posttest. The supporting data were gained from the interview with the English teacher and documentation. The primary data collected from the posttest were to know the comparison between the two groups after the treatment. The result of post test were analyzed statistically by using independent sample t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group (76,2>71.1). The statistical value of the test was 2.54 while the value of t-table at significant level of 5% with df (75) was 2.34. It means that statistical value of t-test was higher than t-table. Consequently,

the null hypothesis (H_0) which was formulated as: "There is no significant effect of using Composite Pictures on reading comprehension achievement of the eighth grade students at SMPN 2 Banyuwangi" was rejected. Thus the alternate hypothesis: "There is a significant effect of using Composite Pictures on reading comprehension achievement of the eighth grade students at SMPN 2 Banyuwangi" was accepted. Therefore, it can be concluded that the use of composite pictures significantly affected grade eighth students' reading comprehension achievement of descriptive text at SMPN 2 Banyuwangi.

Based on the result of the research, the English teacher is suggested to use composite pictures in reading comprehension beacuse it was proved that the use of composite pictures has significant effect on students' reading comprehension. Furthermore, it is suggested that the result of this research can be used by the future researchers as reference or information in conducting further research dealing with the similar problem by using another research design such as improving students reading comprehension by using composite pictures.

CHAPTER 1

INTRODUCTION

This chapter discusses about the background of the research, the problem of the research, the objective of the research, and the significances of the research.

1.1 The Background of the Research

One of the ways people can communicate with other people is by using language. With language, people can express their feeling, share their idea, and show their emotions each other. Many languages are used to communicate with other people in the world and English is one of them that is considered an international language. As an international language, English is also used as a second language and a foreign language in many countries. This is supported by Barber (1993:236) who states that English is the most widely spoken language in the world, with over four hundred million people used English as a second language and a foreign language for many purposes such as for communication, business, education and other reasons. In Indonesia, English becomes a foreign language that is taught as a compulsory subject at Junior High School until university levels.

According to Institutional level curriculum (KTSP) 2006 for Junior High School, there are four major language skills namely; listening, speaking, reading, and writing that should be taught integrative with the language component such as vocabulary and grammar. All of those skills and language components must be mastered by the students. From those four skills reading plays a great role in teaching and learning process. From reading we can get any information all around the world, we can also open windows of knowledge from reading. This is stated by Chen (2009) that reading provides knowledge. In line with this, Grellet (1981: 4) states that the main reason why students read is for getting information. It is because usually students need information to answer questions.

According to Hennings (1997:4), reading is a basic skill of communication. It means reading can be the bridge to communicate to each other and reading is related to other skills. It is supported by Grellet (1981: 8), who states that every activity in English class always involves reading, because reading comprehension is the basic skill in learning English. However, reading comprehension should not be separated from other skills.

According to Crawley (2000:40) the main purpose of reading is to understand or comprehend the communication between the author and the author's audience. It means that communication between the writers of the text with the reader can be done through the text. Hopefully by reading the reader can understand the writer message in the text. In line with this, Fairbairn and Winch (1996:8) state that it may seem an obvious thing to say, but we read in order to gain meaning from the text. So getting the main meaning of the text is the most importance thing in reading. While the students read, they can search and construct meaning from the text based on what they comprehend from the text.

Reading gives the students' any information that they need, but most of them still find difficulties in comprehending the text. Teachers should understand the students' ability in comprehending the text. Teachers can try to communicate with students to know their students' ability. Rohani (1997:1) explains that to avoid a mistake in communication process, we need a medium to help students communicate well. It means the teacher and the students can miss communication and the teacher can not understand what the students want. To avoid it the teacher should use media that can help communication process between teacher and students. The media that the researcher is going to use in teaching reading is visual aids. The visual aids can be in the form of video, charts, film, pictures, and etc. According to Gerlach and Ely in Rohani (1997:3) media can be in the form of chart, picture, and mechanic or electronic tools that can be used to capture and process communications.

In this research, composite pictures are used as media in teaching reading to make students' easier in comprehending the reading text. Rohani (1997:76) states that picture is important to help students comprehend, and with picture

students can focus on something that they have never seen before. Picture is easy to prepare and teachers can find it everywhere, such as from a magazine, news, and internet. If the teacher cannot find it, they can make it by themselves. In this case, the teacher must be creative to make students interested in learning English and understand the lesson well. In addition with interesting picture that the teacher has, students can focus in learning English and can understand what is being learned. Baker stated (2012:44) that picture can be used to influence and persuade students. So it is dependent on educators on how to teach with images and to help students understand it.

There are several researchers that did the research dealing with composite pictures. Based on the result of Anggraini's (2011) research the class that is taught by using composite pictures got better reading scores compared with the class that taught without using pictures. Zulkarnaen (2013) conducted another research of which the result also revealed the fact that the use of pictures gave a significant effect on the students' reading achievement in finding general and the specific information of the text.

In this research was important to be noted that this research has similarities as well as differences with those previous researches. Firstly, the similarity between Anggraini, Zulkarnaen and this research was about the dependent variable focusing on reading comprehension achievement. Secondly, the similarity between this research and previous research was about the independent variable that is composite pictures. Thirdly, the similarity between three research was about research design focusing on experimental research. Fourthly, the difference between Anggraini, Zulkarnaen and this research was about research respondent. Anggraini and Zulkarnaen research focused on the seventh grade of junior high school, and this research focused on eighth grade of junior high school. In addition, this present research aims to find out whether or not the composite pictures was helpful in the eighth grade students reading comprehension.

While the researcher interviewing the English teacher of SMPN 2 Banyuwangi the researcher used Indonesian to make the English teacher easier to

understands with the researcher questions. The English teachers teach eighth grade students of SMPN 2 Banyuwangi twice a week. The eighth grade students of SMPN 2 Banyuwangi have never been taught by using composite pictures. In the interview, the teacher said that he never used composite pictures in teaching reading. The English teacher usually teaches English for the eighth grade students by using English textbooks. Therefore, based on the explanation above, it was interesting to conduct an experimental research entitled "The Effect of Composite Pictures on Students Reading Comprehension Achievement of the Eighth Grade Students at SMPN 2 Banyuwangi.

1.2   The Problem of the Research

Based on the background of the study above, the problem of this research can be formulated as follows: Is there any significant effect of using composite pictures on the eighth grades students reading comprehension achievement at SMPN 2 Banyuwangi?

1.3   The Objective of the Research

Based on the research problem above, the objective of this research is to investigate or explore the significant effect of using composite pictures on students reading comprehension achievement of the eighth grades students at SMPN 2 Banyuwangi.

1.4   The Significance of the Research

The results of this research are hopefully to be useful for the English teacher, students and other researchers.

1.4.1   The English Teacher

The result of this research hopefully can be used by the English teacher to apply composite pictures as one of media that can be used in teaching reading comprehension.

1.4.2 The Students

The result of this research hopefully can motivate the students to learn English especially in reading and can gives new learning experience to them in using composite pictures to understand the text better.

1.4.3 The Other Researchers

The result of this research is hopefully useful for the other researchers as information or reference to do a further research with similar topic by using other research design to measure the students reading comprehension achievement. For example like Improving Students Reading Comprehension by Using Composite Pictures in classroom action research.
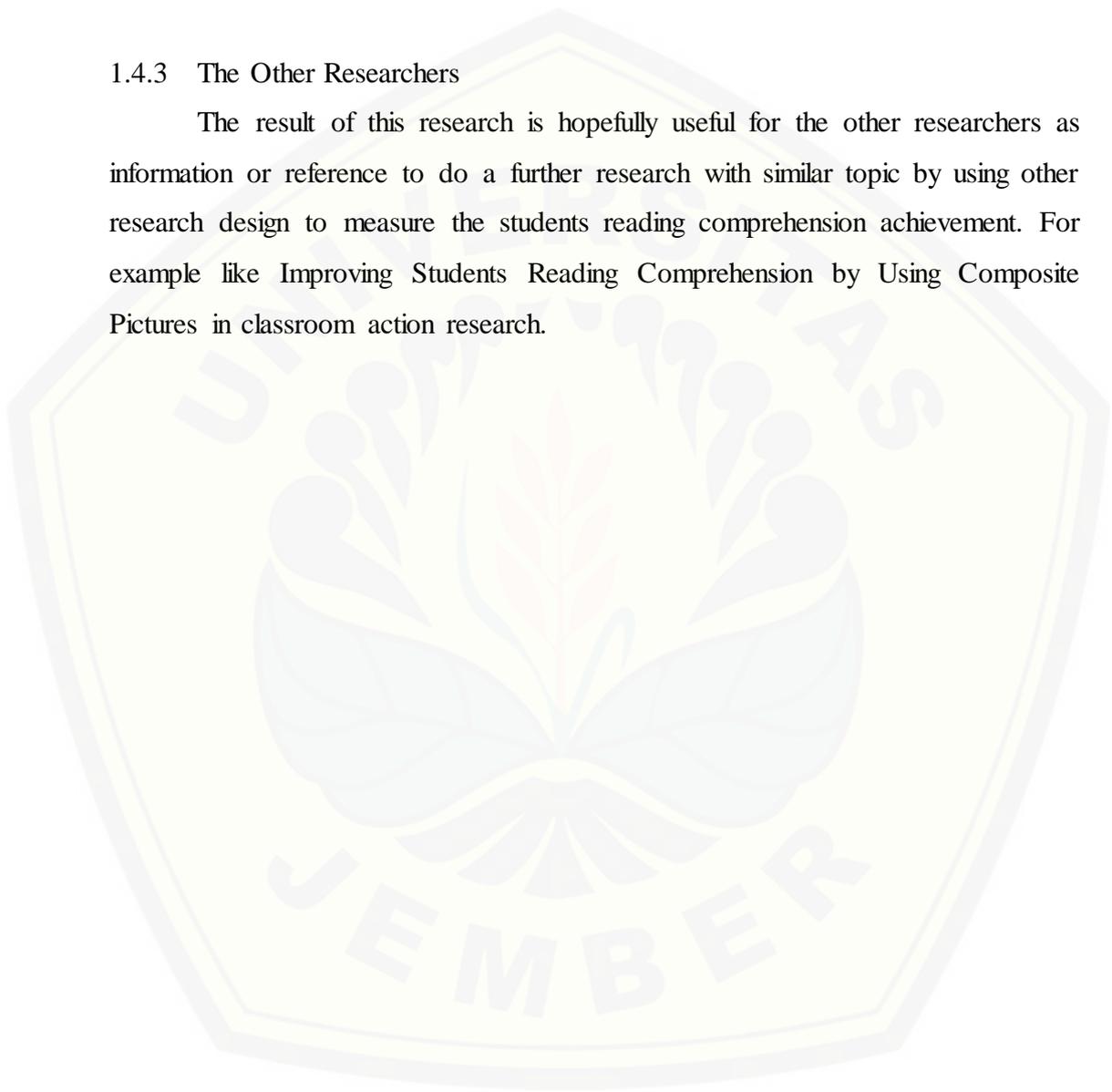
CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the topic of the research. They are: reading comprehension, reading comprehension achievement, picture as media in language learning, kinds of pictures, the strengths and the weaknesses of composite pictures, descriptive text, the procedure of teaching reading by using composite pictures, the practice of teaching reading at SMPN 2 Banyuwangi, some previous research results, and research hypothesis.

2.1 Reading Comprehension

Reading is an important language skill that must be mastered by the students. Through reading, the students not only can more understand about the text that the teacher gives but also can get the information from the text. Carrel (1995:1) confirms that reading is the most important skill of the four language skills in second language, especially in English as a second or foreign language.

Grellet (1996:8-9) says that reading is an active skill, it constantly involves guessing, predicting, checking and asking oneself. It means that students need to be active when reading, because if they are passive while reading a text they will not get anything from the text. Therefore, teachers must give students texts and exercises that will make them to be active while they are reading any texts.

Reading is an activity to get information from the text. Carrel (1995: 56-57) defines that reading comprehension is the process of interaction that occurs between the reader and the text that can improve students' knowledge by new information supplied by the text. Because of that, reading can be defined as kind of dialogue between the reader and the text.

Grellet (1996: 3) says that reading is a process of understanding a written text. It means that reading is a process to understand a text in order to get information from the text. In addition Hammer (2004: 70) states that reading is

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incredibly active activity. It means that a reader must be active to understand the text and can get the message from the text.

In addition Crawley (2000:40) explains that the main purpose of reading is to understand or comprehend the message of the author. It means that the students must understand the text to get information provided by the author in the text. In addition Hennings (1997:245) also states that reading comprehension means interacting and constructing meaning from the text. So, the students must interact with the text to construct the meaning from the text.

Based on the explanation above, it can be concluded that reading plays an important role in the process of construction and gaining meaning of the text.

2.2 Reading Comprehension Achievement

Reading and comprehension cannot be separated from each other. Bos and Vaughn (1991: 144) state that comprehension is the ultimate goal of the reading process. Comprehension is the most important part in reading. In addition, Rice (2004) says that when one has read a text with understanding, one is said to have comprehension about it. In this case, reading is not only the process of understanding the text, but also to get the information from the text.

In this research, reading comprehension achievement refers to the eighth grade students' scores of reading comprehension test. This research focused on reading comprehension achievement in identifying general information and identifying specific information of descriptive text. The students' reading comprehension achievement is assessed after the instruction of reading by using composite pictures for the experimental group and after the instruction of reading without composite pictures for control group has been conducted.

2.2.1 Identifying General Information of Descriptive Text

General information of the text in this research is the topic and the main idea that can be taken from the paragraphs. Krisantemum (2010) said topic is the subject of the text, or what the text is about. Additionally a topic can be expressed in a noun or noun phrase. According to McWhorter (1989: 106), the main idea of a paragraph is the most important thing because it explains the idea of the whole

paragraph. It means the students can comprehend the text that they have read if they can find the main idea of the text. To find the main idea, the readers are suggested to ask themselves a question, "what is the most important thing about the topic?" (McWhorter, 1989: 106).

In recognizing the main idea, McWhorter (1989: 107-108) describes four locations within a paragraph where the main idea is most likely to be found. They are as follows:

1. In the first sentence of a paragraph.

   In this type, the author first states his/her main point and then explains it.
2. In the last sentence of the paragraph.

   The author leads up to the main point and then directly states it at the end.
3. In the middle of the paragraph.

   The sentences before the topic sentence lead up to or introduce the main idea. In this type, the writer begins with an example, then states his main point and continues with the explanation.
4. In the first and in the last sentence of the paragraph.

   The main idea will be stated at the beginning of a paragraph and again at the end. Authors may use this arrangement to emphasize an important idea or to explain an idea that needs clarification.

2.2.2 Identifying Specific Information of Descriptive Text

Specific information of the text in this research deals with the supporting details of the main idea of paragraph in the text. Supporting detail are the facts and ideas to prove or explain the main idea of the paragraph. McWhorter (1989:113) says that 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. It is also important to know how or what types of detail that the writer uses to support his/her main idea. McWhorter (1989: 116-118) states the most common types of supporting details, as the following.

1. Examples, the author makes ideas and concepts real and understandable.
2. Facts and statistics, it may provide evidence that the main idea is correct.

3. Reasons, the author may support an idea by giving reason why a main idea is correct.
4. Descriptions, the author may develop the paragraph by describing an object.
5. Step or procedures, when a paragraph is written to explain how to do something, the paragraph details are often lists of steps or procedures to be followed.

2.3 Picture as Media in Language Learning

According to Wright (1989: 180-181), picture is not just an aspect of method but through its representation of place, object, and people, it is an essential part of the overall experience. Therefore, a picture can explain anything than a thousand words. So it can help students to understand more about what they will discuss.

2.4 Kinds of Pictures

According to Wright (1989: 193-203) there are three kinds of pictures that can be used in teaching learning activities namely individual pictures, pictures in series, and composite pictures. Those three kinds of pictures will be explained as follows.

2.4.1 Individual Picture

According to Yunus (1981) individual picture is the picture that represents single picture of objects, persons or activities. Wright (1989: 110) says that in individual picture of one person, students may think about the picture and have their own interpretation to the picture. For example: 'What sort of person is she?' 'How old is she?' 'Is she poor or quite well off?' 'What sort of job does she do?' 'How does she feel at this moment?' 'What sort of place is she in?' 'What might have happened?' 'What might be going to happen soon?'

The following pictures are the examples of individual pictures:

A picture of a single object   *A picture of one person*

(Taken from: Wright, 1989: 50)   *(Taken from: Wright, 1989: 110)*

2.4.2 Picture in Series

Picture in series is a number of related composite pictures linked to form a series or a sequence (Yunus, 1981). It means that picture in series consists of more than one pictures and every picture has relationship each other to make a sequence. Wright (1989: 201) says that picture in series is a set of pictures that makes a sequence of events. In addition, the function of picture in series is to build up a story or a sequence of events. Picture in series can be found in textbook, comics, and in cartoon strips in magazines for the teacher to copy and enlarge. In language learning, the teacher can use picture in series to help the students understand about a chronological story or events.

The following pictures are the example of picture in series:
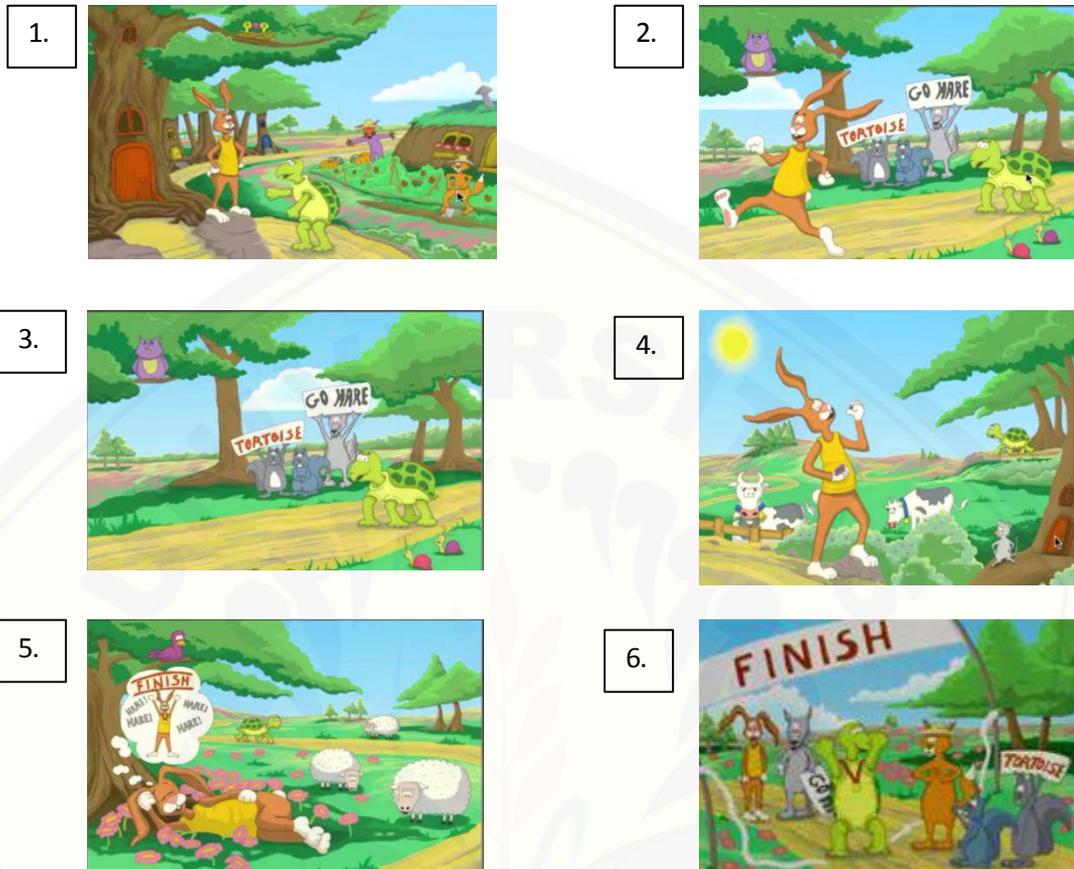
2.4.3 Composite Pictures

Yunus (1989), says that composite pictures is a large single picture which shows a scene (hospital, beach, canteen, station, street, market) in which a number of people can be seen doing things. Wright (1989: 198) also states that composite pictures are a picture that has full information. So in single picture there may be a lot of people doing many things in one place.

Therefore, the teacher should be creative to compile the picture. In reading comprehension, the teacher can make composite pictures by himself/herself or the teacher also can copy and enlarge the picture. In short, the composite pictures here must be appropriate with the reading text given to the students, so it can help the students to find out the general information and specific information of the reading text.

The following picture is the example of composite pictures:

Composite pictures
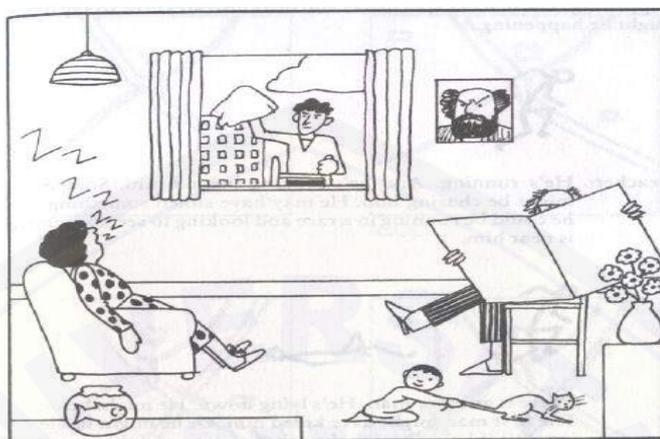
(Taken from: Wright, 1989: 153)

In this research, the researcher used composite pictures as the media in teaching reading comprehension. The researcher wants to help the students to see many activities in the picture and makes them to get the information stated in the text from the picture. Besides that, composite pictures are suitable to be used for the whole class because they can be made in a large size. The composite pictures itself can be taken from textbook, or from internet.

2.5 The Strengths and the Weaknesses of Composite Pictures

Composite pictures have the strengths and weaknesses. According to Yunus (1981) the strengths and the weaknesses of composite pictures are follows. The strengths:

1. Composite pictures enable students to see places, people and events that they would otherwise not see because of factors like distance, time and cost.

2. In composite pictures we can get a lot of information.

3. Provide a clue to the meaning of details, either introducing it to the learners for the first time or reminding them of it.

4. Because of their size, composite pictures are one of the appropriate media for whole-class teaching rather than individualized learning or group work although there is a tendency on the part of teachers to over-use such pictures in their effort to use the content to the maximum.

The weaknesses:

1. Limited numbers of composite pictures are available commercially.
2. It is too difficult to create composite pictures in large size because it is time consuming.

After knowing the weaknesses of composite pictures above, the researcher tries to anticipate and prevent the problem. The researcher tries to be creative by making composite pictures by himself since the researcher has the ability in combining pictures into excellent composite pictures. After that the composite pictures will be shown through LCD projector.

2.6 Descriptive Text

A descriptive text is a text that describes the features of someone, something, or a certain place (Wardiman, 2008: 16). It is basically to give information. Descriptive text can be found in magazine, internet, textbook, and etc. Wardiman (2008: 16) also explains that the generic structure of descriptive text consists of the following parts:

1. Introduction: The part of the text that introduces the character. It is usually found in the first paragraph.
2. Description: The part of the text that describes the character.

The language that is used in descriptive text can be in the form of present tense or past tense. Present tense is often used in this kind of text, but sometimes past tense is also used to describe a certain thing that is not available nowadays. The passive form is also usually used in here.

Here is the example of a descriptive text.

The Sea Eagle

Introduction	There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It is a sea eagle.
Description	The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong streamlined, sharp beak and a stream-line body. |
| **Description** | Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers and for many other jobs that non-flying animal's do with paws, claws, or hands on their forelimbs. |

(Taken from: Wardiman, 2008: 16)

2.7 The Procedure of Teaching Reading by Using Composite Pictures

Wright (1989: 160-161) states there are some stages in teaching reading by using composite pictures. Firstly, the teacher shows to the students composite pictures which is related to the topic and the students discuss what they think about the picture. Secondly, the teacher asks the questions to help the students focus on the topic. Thirdly, the teacher gives an example of descriptive text to the

students. Fourth, the teacher gives the students a reading text and the tasks of reading comprehension. Fifth, the teacher, as a model, reads the reading text and asks the students to pay attention. Sixth, the teacher asks the students to read the text independently, underline the difficult words, discuss with their friends and find their meanings by using composite pictures. Seventh, the teacher asks the students to do the task by using the composite pictures as media.

2.8 The Practice of Teaching Reading at SMPN 2 Banyuwangi

English subject is taught three times in a week at SMPN 2 Banyuwangi. The school applies 2006 Institutional Level Curriculum (KTSP). There are 9 English teachers in the school, and there are 3 English teachers who teach the Eighth grade students. Moreover, there are 9 classes of the Eighth grade students at SMPN 2 Banyuwangi.

There are many kinds of texts in the English language learning. Descriptive text is one of them to be taught to the Eighth grade students. From informal interviews, it was found that the English teachers of the Eighth grade only used reading materials from the text book and students' work sheet in teaching reading. The teachers asked the students to read the text and find difficult word from the text. Then they asked the students to translate the text into Indonesian by using dictionary. After that, the teachers assigned them to do the tasks by answering the questions from the text book or students' work sheet.

In explaining the reading materials, the teacher asked the students to open the dictionary for finding the meaning of unfamiliar words. The teacher did not explain the structure of the text (grammar). The teacher explained grammar separated from reading material.

2.9 Some Previous Relevant Research Result

There were some researchers conducted researches in the topic of using composite pictures on reading comprehension. Anggraini (2011) investigated the effect of using composite pictures on reading comprehension. She found that the use of composite pictures significantly affected the reading comprehension

achievement of seventh grade students at SMPN 4 Bondowoso in the 2010/2011 academic year.

In addition, Zulkarnaen (2013) did an experimental research to investigate the effect of using composite pictures on the seventh grade students reading at SMPN 2 Tenggarang Bondowoso in the 2011/2012 academic year. He found that teaching reading comprehension by using composite pictures gave significant effect to the seventh grade students' reading comprehension achievement at SMPN 2 Tenggarang Bondowoso. He also found that composite pictures can help the students to learn English, especially in learning reading comprehension.

Based on the finding above, composite pictures were effective media in teaching reading comprehension that help the students to comprehend the text and get more information from the text on the seventh grade students. This present research aims to find out whether or not the composite pictures was helpful in the eighth grade students reading comprehension.

2.10 Research Hypothesis

Based on the research problem, and the research objective, and the literature review above, the hypothesis of this research is formulated as follow: There is a significant effect of using composite pictures on reading comprehension achievement of the eighth grade students at SMPN 2 Banyuwangi.

CHAPTER 3

RESEARCH METHOD

This chapter presents about the research methods applied in this research. They consist of research design, area determination method, respondents determination method, operational definition of the terms, data collection method and data analysis method.

3.1 Research Design

The design of this research is quasi-experimental research using Randomized-Groups Post-test Only Control Group Design (Frankel and Wallen, 2006: 273). The researcher chooses this design because this research is intended to know whether or not there is a significant effect of teaching reading by using composite pictures on the eighth grade students' reading comprehension achievement at SMPN 2 Banyuwangi.

In this research there are two groups that are taken as the research samples from the existing eight classes of eighth grade students at SMPN 2 Banyuwangi by using cluster random sampling method. The two groups are experimental group and control group. The experimental group received treatment that is teaching reading comprehension by using Composite pictures while the control group did not receive any treatment that is teaching reading comprehension without using Composite pictures. Here the control group taught by using text without picture. The design can be described as follows:

Experimental group	R	X	O1
Control group	R	C	O2

Notes:
R   : Random assignment
X   : Treatment
C   : No Treatment
O1   : Posttest of experimental group
O2   : Posttest of control group

(Frankel and Wallen, 2000:290)

17

The experimental group and the control group are given a posttest (O) in the form of a reading test. Finally, the effect of the treatment (X) can be seen from the comparison of the post test scores between the experimental group and the control group.

The procedures of the research are as follows:

1. Administering a homogeneity test to all of the eighth grade students to know the homogeneity of the population.

2. Analyzing the scores of the homogeneity test by using ANOVA formula.

3. Determining the experimental group and the control group by using lottery if the population homogenous. If it is not, two classes with the closest mean score chosen as the experimental and control groups.

4. Giving treatment to the experimental group that is teaching reading by using composite pictures while the control group is taught reading by using Question and Answer technique.

5. Conducting the teaching learning process in two meetings. Each meeting lasts 80 minutes.

6. Administering a try out test to establish validity, reliability, the difficulty level of the test items, the time of the test whether it is sufficient or not, and the instruction of the test whether it is clear or not. The try out is held to a class which belongs neither to the experimental group nor the control group.

7. Administering a posttest to the experimental group and the control group.

8. Analyzing the results of the posttest by using t-test formula in order to know the mean difference of the two groups, to measure whether the mean difference is significant or not.

9. Drawing conclusion.

3.2 Area Determination Method

Area determination method deals with the place where the research is conducted. In this research, the research area is determined by purposive method. According to Arikunto (2006:140) purposive method is chosen for a research

based on certain purposes or several considerations and it is not based on region or random. This research is conducted at SMPN 2 Banyuwangi. This area of the research is chosen based on the consideration that the English teacher has never applied composite pictures in teaching reading comprehension, and there is no research that had ever been done on composite pictures in teaching reading comprehension in that school. In addition, the principal has given permission to conduct this research at that school.

3.3 Respondent Determination Method

Determining the respondents of the research is an important step that must be done by the researcher. This research used cluster random sampling after knowing that the population is homogenous so all the subjects have the same chance to be selected. The idea is based on Arikunto (2006:120) that in sampling technique the researcher mix the subjects in the population, so all of them are equal. If the population is not homogeneous, two classes with the closest mean score chosen as the experimental and control groups.

The respondents of the research are taken from the eighth grade students of SMPN 2 Banyuwangi in the 2015/2016 academic year. The students in the eighth grade at SMPN 2 Banyuwangi in the 2015/2016 academic year are divided into eighth classes, VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, and VIII H in which each class consists of 38-40 students.

3.4 The Operational Definition of the Key Terms

To avoid misunderstanding between the reader and the researcher, some of the terms are needed to be defined operationally as follows.

3.4.1 Composite Pictures

In this research, composite pictures is teaching media in the form of single pictures with many activities used for teaching reading comprehension to help the students understand the meaning of the text and help them to answer the questions.

3.4.2 Reading Comprehension Achievement

In this research, reading comprehension achievement refers the result of a reading comprehension test achieved by the students after taught the treatment. Treatment is by using composite pictures in descriptive text. It is indicated by students' score of the reading comprehension test covering general information and specific information from the English descriptive text.

3.5 Data Collection Method

There are two kinds of data in this research, they are primary data and supporting data. The primary data consist of the students' scores which are collected by using a reading comprehension test whereas the supporting data are collected by interview and documentation. Further information about the three kinds of data collection methods is explained below.

3.5.1 Reading Comprehension Test

In this research, a test is used to measure the students' achievement in comprehending a text after they are taught by using composite pictures. According to Arikunto (2006:150) a test is a set of questions or exercises or other instruments used to measure skill, knowledge, intelligence and aptitude of an individual or a group.

Furthermore, Hughes (2003:11) states that test can be categorized according to the types of information they provide. Further, he classifies the type of test into four types: proficiency test, achievement test, diagnostic test, and placement test. An achievement test applied in this research as the purpose is to measure how far the students achieve the material after having treatment in a period of time. In this research, a reading comprehension achievement test is used to collect the data about the students' reading comprehension achievement. It is given as a posttest.

Post-test is conducted at the end of the teaching learning process. According to Djiwandono (1996:21) that a post-test is conducted to know the language progression level achieved at the end of the teaching learning process. The post-test in this research is administered for both, the experimental and the

control group. Each of them gets two times teaching and learning process of reading comprehension. Here, the experimental group got the treatment (Composite Pictures) in teaching learning process, while the control group got no treatment, it means the control group only taught by using textbook.

In order that the test is a good test, it must be valid. According to Hughes (2003:26) the test is said to be valid if it measures accurately what it is intended to measure. He also defines that there are four kinds of validity, they are: content validity, criterion-related validity, construct validity and face validity. This research is established by content validity because the researcher uses teacher made test that is constructed by considering the indicators based on the material used in 2006 Institutional Level Curriculum (KTSP) for Junior High School. In addition the researcher also consulted the test materials to the English teacher of SMPN 2 Banyuwangi before administering the test.

Besides the validity, the test should also be reliable. Reliability of the test is known as the consistency result of the test. The reliability of the test is established by administering a try-out test to a class that has the most similar mean score with experimental and control group. The reliability of the test is estimated by using Split-Half reliability technique. The result of the test is analyzed by using Product Moment Correlation formula and continued by using Spearman-Brown formula.

The procedures in finding the reliability coefficient by using split half reliability technique are as follows:

1. Administering the try out and give the scores for each item.
2. Split the item into two parts based on even and odd numbers.
3. Marking (X) for the odd numbers and (Y) for the even numbers.
4. Analyzing the correlation coefficient between (X) and (Y) by using Product Moment Correlation formula:

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

Notes:

r_{xy} : The correlation coefficient of a half test items

N : The total number of respondents (the students)

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

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

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

(Sudjiono, 1998:219)

5. Finding out the reliability coefficient of the whole test by using Spearman-Brown formula.

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

Notes:

r_{11} : The reliability coefficient for the whole test items

r_{xy} : The correlation coefficient of a half test items

6. Giving the interpretation to the reliability coefficient for the whole test. Djiwandono (1996:154) states that the reliability coefficient of the whole test can be classified into five categories which have difference range in each as follows:

Very high : 0.90 - 1.00

High   : 0.70 - 0.89

Fair   : 0.50 - 0.69

Low   : 0.30 - 0.49

Very low   : < 0.30

7. Analyzing the degree of the test item difficulty from the try out in order to know the level difficulty of the test items. The formula of difficulty index is applied as follow:

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

Notes:

FV   : facility of value (the index of difficulties level)

R   : the number of the students who can answer the test item correctly

N   : the number of the students taking the test

(Heaton, 1991:178)

According to Sudjiono (1998:372) the criteria of difficulties index are as follows:

0,00-0,30 = difficult
0,31-0,70 = fair
0,71-1,00 = easy

3.5.2 Interview

Arikunto (2006:156) states that there are three kinds of interview, namely unstructured interview, structured interview, and semi structured interview. First, unstructured interview is the interview that the interviewer frees to ask everything, but the interviewer still remembers about the data that will be gathered. Second, structured interview is the interview done by the interviewer by bringing complete and specification questions in structured interview. Third, semi structured interview is the combination between unguided interview and guided interview. This research used free structured interview to collect data from the English teacher about students,' the methods and techniques used in teaching reading comprehension, the books used in teaching reading comprehension and the activities in teaching reading comprehension.

3.5.3 Documentation

According to Arikunto (2006:158) documentation method can be in the form of books, magazine, document, regulations, and daily notes. This method is used to get data to support the primary data in this research. It is about the name of respondents (the experimental group and control group) of the eighth grade students' record of the English reading comprehension achievement in SMPN 2 Banyuwangi obtained from SMPN 2 Banyuwangi Document.

3.6 Data Analysis Method

In this research, the researcher is going to use t-test formula to analyze the result of the reading comprehension post-test of the two groups (experimental group and control group). The t-test formula is as follows:

$$t = \frac{M_a - M_b}{\sqrt{\left(\dfrac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2}\right)\left(\dfrac{1}{n_a} + \dfrac{1}{n_b}\right)}}$$

Note:

M_a : mean score of the experimental group
M_b : mean score of control group
x_a : individual score deviation of the experimental group
x_b : individual score deviation of the control group
n_a : the number of the subject in the experimental group
n_b : the number of the subject in the experimental group

(Hadi, 2001:443)

Furthermore, the result of data analysis is consulted to t-table of 5% significance level to know whether the result is significant or not. If the result of t-test is higher than t-table, it means that the null hypothesis is rejected and the alternate hypothesis is accepted. Otherwise, if the result of t–test is less than t-table, it means that the null hypothesis (H_0) is accepted and the alternate hypothesis (H_a) is rejected.

CHAPTER 5

CONCLUSION

This chapter presents the conclusion of the findings and suggestion for the English teacher, the students, and the future researcher.

5.1 Conclusion

Based on the research result of data analysis and hypothesis verification, it can be concluded that there was a significant effect of using Composite Pictures on reading comprehension achievement of the eighth grade students at SMPN 2 Banyuwangi. It means that the experimental students who were taught reading comprehension by using Composite Pictures had better reading comprehension test score than those in the control group students.

5.2 Suggestion

Since the use of composite pictures in the reading class gave a significant effect on reading comprehension achievement, the researcher proposes some suggestions to the following people:

5.2.1 The English Teacher

The English teacher is suggested to use and apply composite pictures in teaching reading to help the students comprehend the reading text completely and efficiently.

5.2.2 The Students

The students of SMPN 2 Banyuwangi are suggested to actively involve themselves and more interested in teaching and learning process of reading comprehension by using composite pictures to comprehend the reading text better.

5.2.3   The Future Researcher

The future researchers are suggested to conduct a further research dealing with similar topic in different aspects of investigation. In addition, the researchers are suggested to conduct different research using different research design, such as: A descriptive study on the use of Composite Pictures on students' reading comprehension achievement.
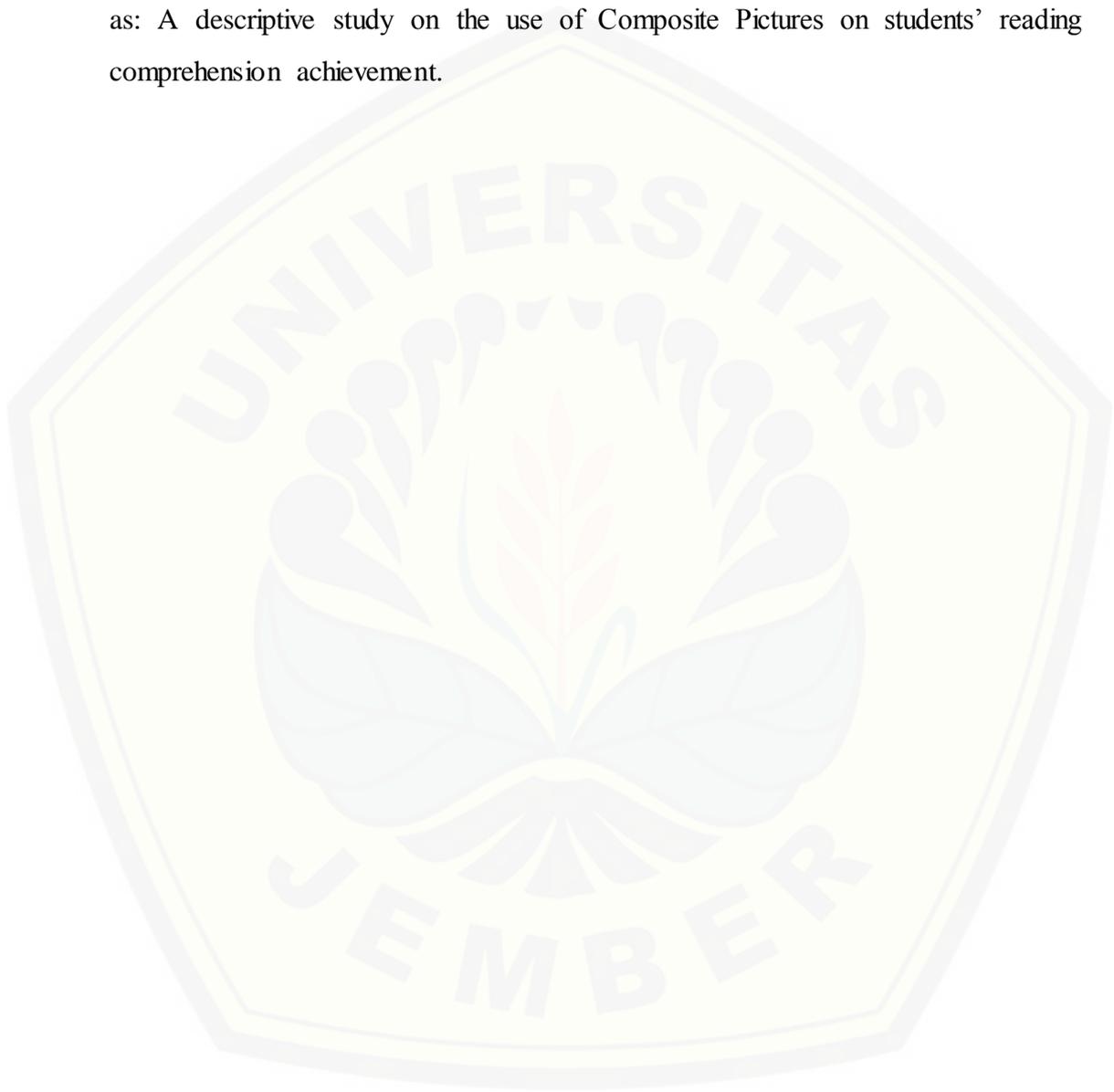
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APPENDIX A

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using Composite Pictures on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Banyuwangi.	Is there any significant effect of using composite pictures on the reading comprehension achievement of the Eighth Grade Students at SMPN 2 Banyuwangi ?	**a. Independent Variable** The Use of Composite Pictures in Teaching Reading Comprehension **b. Dependent Variable** The Students' Reading Comprehension Achievement	**Teaching reading using composite pictures:** - Showing picture to the students - Explain each other about the picture - Reading the text that teacher given **The students' scores of a reading comprehension test in:**	**1. Respondents** The Eighth grade students at SMPN 2 Banyuwangi **2. Informant** The Eighth grade English Teacher of SMPN 2 Banyuwangi **3. Documents** The names of the research respondents	**1. Research Design** Experimental reserach with randomized-posttest only Controlled Group Design (Frankell and Wallen, 2006:273) **2. Research Area** Purposive Method **3. Research Respondents** Cluster random Sampling **4. Data Collection Method** a. Primary Data: A reading Comprehension Test b. Supporting Data: - Interview - Documentation **5. Data Analysis Method** The primary data taken from reading test are analyzed by using t-test formula:	There is a significant effect of using composite pictures on reading comprehension achievement of the Eighth grade students at SMPN 2 Banyuwangi

| | | | 1. Finding general information 2. Finding specific information | | $t_{test} = \dfrac{(Mx - My)}{\sqrt{\left(\dfrac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\dfrac{1}{Nx} + \dfrac{1}{Ny}\right)}}$

Note :
M = Mean of group
N = Total respondents
X = deviation every score x_2 and x_1
Y = deviation every score y_2 and y_1
(Adapted from Arikunto: 2006, 280) | |

APPENDIX B

The Result of Interview in the Preliminary Study

No.	Interview question	Interviewee's Answer
1.	What curriculum is applied in this school?.	Institutional Based Curriculum (KTSP 2006).
2.	How many times do you teach English in a week?.	Twice a week.
3.	What kinds of texts are taught to the eighth grade?.	Descriptive text, recount text and narrative text.
4.	How do you teach reading skill to your students?.	I usually teach English for eighth grade students by applying question and answer technique.
5.	Do you use textbooks when teaching English?.	Yes, I do.
6.	Have you ever used Composite Picture when teaching reading?.	No, I have not.

APPENDIX C

HOMOGENEITY TEST

Subject	: English
Class/Semester	: VIII/1
Language Skill	: Reading Comprehension
Text	: Descriptive Text
Time	: 40 minutes

Read the text below carefully!

The text below is for questions no.1 to 10

1   Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South
3   Wales, Australia.

Sydney Opera House covers 1.8 hectares of land. It is 183 m long and 120
5   m wide. The building can load 25,000 people.

The Opera House is a place for large theatrical productions. It is the home
7   of Opera Australia, the Sydney Theatre Company and the Sydney Symphony an.

There are five theatres in Sydney Opera House. There are also five
9   rehearsal studios, two main halls, four restaurants, six bars, and many souvenirs shops. The design of Opera House is very unique. The roof looks like giant shells.

11   Besides for theatrical production, the Opera House is also used for other functions. It is used for weddings, parties, and conferences.

(Taken from: Scaffolding, 2008: 49)

I. **Choose the best answer based on the text above by crossing (X) a, b, c, or d on your answer sheet!**

1. What does the text tell about? It tells about…
   a. Sydney Opera House.
   b. Australian theatres.
   c. New South Wales.
   d. Art place.

2. What is the appropriate tittle of the text?
   a. Australian Icon.
   b. Home of Opera Australia.
   c. Sydney Opera House.
   d. Sydney Theatre Company.

3. What is the main idea of paragraph 1?
   a. Sydney Opera House is a large performing art place.
   b. Sydney Opera House is an Australian icon.
   c. Sydney Opera House is located in Sydney.
   d. Sydney Opera House was established in 1973.

4. When was Sydney Opera House established?
   a. 1970.
   b. 1971.
   c. 1972.
   d. 1973.

5. How many people can Sydney Opera House load?
   a. Twenty two thousand people.
   b. Twenty three thousand people.
   c. Twenty four thousand people.
   d. Twenty five thousand people.

6. What is the main idea of paragraph 4?

    a. The design of Opera House.

    b. The roof of Opera House.

    c. Some places in Opera House.

    d. Some activities in Opera House.

7. How many rehearsal studios are there in Sydney Opera House?

    a. Three.

    b. Four.

    c. Five.

    d. Six.

8. How many bars are there in Sydney Opera House?

    a. Three.

    b. Four.

    c. Five.

    d. Six.

9. Which statement is NOT TRUE according to paragraph 5?

    a. Opera House is also used for weddings.

    b. Opera House is also used for parties.

    c. Opera House is also used for conferences.

    d. Opera House is also used for meeting.

10. What is the genre of the text above?

    a. Descriptive text.

    b. Procedure text.

    c. Recount text.

    d. Narrative text.

The text below is for questions no.11 to 20

1   San Francisco is my favorite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in
3 San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.

5   One of my favorite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It is not a very comfortable ride, but it's
7 exciting and the views you get from the car are wonderful.

        I also like the weather in San Francisco. It never gets too cold or too hot.
9 The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.

11   Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favorites. You can also get great Chinese, Japanese, American and European food in San Francisco.

(Taken from: Contextual Teaching and Learning, 2008: 66)

11. What is the main idea of paragraph 1?
    a. San Francisco is my favorite city in the United States.
    b. San Francisco is beautiful, clean, and not too big.
    c. The condition of streets and buildings in San Francisco.
    d. The streets wind up and down the hills.

12. What is the appropriate title of the text?
    a. San Francisco.
    b. My Favorite City.
    c. United States.
    d. A beautiful Place.

13. *"It takes you to most parts of the city"*

What does the word *"It"* in line 5 refer to?

a. San Francisco.

b. Cable car.

c. The city.

d. The view.

14. What is the main idea of paragraph 3?

a. The writer likes the weather in San Francisco.

b. The writer likes the summer in San Francisco.

c. The writer likes the sky in San Francisco.

d. The writer likes the ocean in San Francisco.

15. How is the weather in San Francisco?

a. It never gets too cold or too hot.

b. It always gets too cold or too hot.

c. It never gets too cold but too hot.

d. It always gets too hot but not too cold.

16. The summers are pleasant. (Line 9)

What is the similar meaning of the underlined word?

a. Boring.

b. Wasting.

c. Disgusting.

d. Comfortable.

17. What are the writer's favorite seafood?

a. Crabs and chicken.

b. Crabs and lobster.

c. Catfish and lobster.

d. Catfish and Chicken.

18. You can also get great food in San Francisco, **Except**…

    a. Chinese.

    b. Japanese.

    c. European.

    d. Australian.

19. Which statement is NOT TRUE according to the text?

    a. San Francisco is beautiful, clean, not too big, and it has something for everybody.

    b. The weather never gets too cold or too hot.

    c. The fresh breezes blow off the ocean and the sky is always blue.

    d. The seafood restaurants, with crabs and lobster, are not my favorites.

20. What is the genre of the text above?

    a. Descriptive text.

    b. Procedure text.

    c. Recount text.

    d. Narrative text.
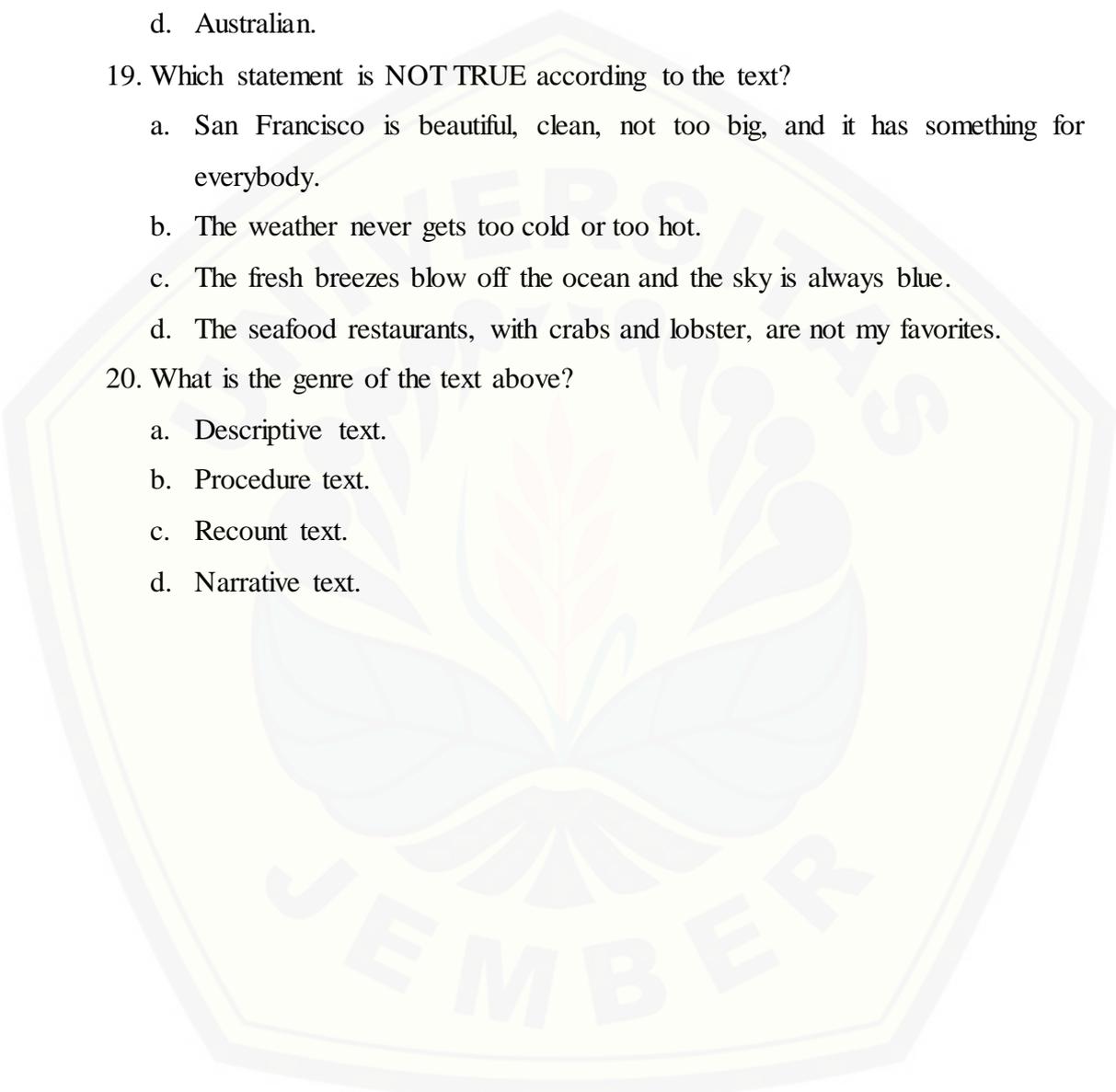
ANSWER KEY

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

The Distribution of the Test Item

Aspects of Reading	Test Items
General Information	1, 3, 7, 10, 11,14, 16, 20
Specific Information	2, 4, 5, 6, 8, 9, 12, 13, 15, 17, 19

APPENDIX D

LESSON PLAN
MEETING 1

Subject   : English

Level/Semester   : VIII/ 1

Time   : 2 x 40'

Language Skill   : Reading Comprehension

Genre   : Descriptive

I.   Standard Competence

2. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

II.   Basic Competence

2.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive.*

III.   Indicators

1. Finding the general information of written text in the forms of descriptive entitled "Kuta Beach".
2. Finding the specific information of written text in the forms of descriptive entitled "Kuta Beach".

IV.   Objectives

1. Students are able to find the general information of a simple essay written text in the genre of descriptive entitled "Kuta Beach".
2. Students are able to find the specific information of a simple essay written text in the genre of descriptive entitled "Kuta Beach".

V.   Material: Enclosed.

VI. **Teaching and Learning Activities**

Strategy   : CTL.

Method   : Lecturing method and Discussion method.

No.	Experimental Group	Time	No.	Control Group	Time
I.	**Set Induction**		**I.**	**Set Induction**	
	1. Greeting the students.	0,5'		1. Greeting the students.	1'
	2. Checking the students' attendance.	1,5'		2. Checking the students' attendance.	1,5'
	3. Showing a composite picture related to the topic.	0,5'		3. Giving some leading questions to the students such as:	1,5'
	4. Giving some leading questions to the students such as:	1,5'		a. Have you ever play on the beach?	
	a. Have you ever played on the beach?			b. What activities do people usually do at the beach?	
	b. What activities do people usually do at the beach?			c. What is the most famous beach in Bali?	
	c. What is the most famous beach in Bali?			4. Stating the objectives.	1'
	5. Stating the objectives.	1'	**II.**	**Main Activities**	
				5. Distributing the reading text to the students.	5'

II.	**Main Activities**				
	6. Distributing the reading text to the students.	5'		6. Reading the text loudly about "Kuta Beach" (teacher as a model on giving an example on how to read the text correctly).	5'
	7. Reading the text loudly about "Kuta Beach" (teacher as a model on giving an example on how to read the text correctly).	5'		7. Asking the students to read silently and find difficult words.	8'
	8. Asking the students to read silently and find difficult words.	8'		8. Asking the students to discuss with their friends to find the meaning of the difficult words.	12'
	9. Asking the students to discuss with their friends to find the meaning of the difficult words.	12'		9. Asking the students to do the task in pairs.	15'
	10. Asking the students to do the tasks in pairs.	15'		10. Discussing the task with the whole class to find out the correct answer.	20'
	11. Discussing the task with the whole class to find out the correct answer.	20'	III.	**Closing**	
				11. Guiding the students to draw conclusion orally about the topic that has been discussed.	4'

III.	**Closing**				
	13. Guiding the students to draw conclusion orally about the topic that has been discussed.	4'		12. Parting.	1'
	14. Parting.	1'			

VII. Media and Sources

Media:

Experimental group	Control group
Reading texts with composite pictures.	Reading texts without composite pictures.

Source:

- *http://www.caramudahbelajarbahasainggris.net/2014/06/contoh-descriptive-text-tentang-kuta-beach-dan-artinya.html*

- *http://www.indonesia-tourism.com/yogyakarta/parangtritis-beach.html*

VIII. Evaluation

Product evaluation: Giving posttest to both control group and experimental group.

Banyuwangi, 26 November 2015

The trainee teacher

Okky Cendana Gradita

NIM. 100210401132

INSTRUCTIONAL MATERIALS

Set Induction Activity

The Composite Picture for Experimental Group

Leading questions:

- Have you ever played on the beach?

- What activities do people usually do at the beach?

- What is the most famous beach in Bali?

The social function of descriptive text

A descriptive text is a text that describes the features of someone, something, or a certain place.

The general structures of descriptive text are as follows

1. *Introduction* is the part of the paragraph that introduces the character.

2. *Description* is the part of the paragraph that describes the character.

The language features of descriptive text are as follows

1. Using adjective, example: a beautiful beach, a handsome man, etc.

2. Using simple present tense, example: he is playing soccer, etc.

3. Using action verbs, example: run, sleep, walk, etc.

The following is the example of a descriptive text

Text 1

Parangtritis Beach

One of the attractive beaches near Yogyakarta is Parangtritis. The location of Parangtritis beach is about 27 km from Yogyakarta. Every day, especially on holiday, there are many visitors from local or foreign. The journey can be reached by public transportation or private transportation.

Introduction

There are a lot of beautiful scenery in parangtritis, such as the view of beautiful coral in there. The wave in Parangtritis beach is very big, so no one is playing surf like in Kuta Beach. We can see sunrise in Parangtritis beach, the scenery is very beautiful.

Parangtritis beach is very large beach. So, we can play various games in there such as, play sand beach, play kite, play football, etc. There are also many souvenir stalls around there, so we can buy souvenir for our family or our friends. Parangtritis beach is very beautiful, so it's a good place for refreshing.

Description

(Adapted from: http://www.indonesia-tourism.com/yogyakarta/parangtritis-beach.html)

Main Activities

Read the text carefully!

Text 2

Kuta Beach

1   Kuta is a very popular beach. It is a beach that is very popular both in Indonesia and around the world. Kuta beach is located in Badung regency, Bali. It is near to the Ngurah Rai airport and is about 9 km from Denpasar.

      In Kuta Beach, there are many variety of facilities including shop, 5 restaurants, hotel, massage spa, market, ice cream shop, as well as some very famous surfing spots in the world. Furthermore, you will see a lot of tourists with a variety of activities. The tourists usually spend their time for sunbathe, reading a book, surfing, playing sand, and swimming. This is a beach that is very crowded every day.

10   When you visit Kuta beach, you do not have to worry about accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you accommodation with the lowest to the highest budget. Kuta Beach is a beach that is highly recommended for you. It gives natural beauty, and the environment around it also gives a deluxe facility.

(Adapted from: http://www.caramudahbelajarbahasainggris.net/2014/06/contoh-descriptive-text-tentang-kuta-beach-dan-artinya.html)

Task 1

Choose the correct answer based on the text by crossing (X) a, b, c, or d on your answer sheet!

1. What does the text tell about?
   a. It tells about Kuta Beach.
   b. It tells about Ngurah Rai Airport.
   c. It tells about Denpasar.
   d. It tells about Badung.

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

   a. Kuta beach is located in Badung regency.

   b. Kuta is a very popular beach.

   c. Kuta beach is near to the Ngurah Rai airport.

   d. Kuta Beach is about 9 km from Denpasar.

3. *"It is a beach that is very popular..."*

   What does the word *"It"* in *line* 1 refer to?

   a. Denpasar.

   b. Ngurah Rai.

   c. Badung.

   d. Kuta beach.

4. How far is Kuta beach from Denpasar?

   a. Seven Kilometers.

   b. Eighth Kilometers.

   c. Nine Kilometers.

   d. Ten Kilometers.

5. Which sentence is TRUE according to the text?

   a. There are many types of hotels and resorts in Kuta beach.

   b. Kuta is a very ugly beach.

   c. Kuta beach is not very popular both in Indonesia and other countries.

   d. Kuta beach is very quiet every day.

6. What is the main idea of the second paragraph?

   a. There are many variety of facilities in Kuta beach.

   b. This is a beach that is very crowded every day.

   c. A lot of tourists playing baseball in Kuta beach.

   d. Kuta beach is the most beautiful beach in the world.

7. How many activities are stated in paragraph 2?

   a. Three activities.

   b. Four activities.

   c. Five activities.

   d. Six activities.

8. What is the main idea of the third paragraph?

    a. There are lot of hotel and resort in the vicinity of Kuta beach.

    b. Kuta Beach is a beach that is highly recommended for you.

    c. You do not have to worry with the existing system of accommodation.

    d. The environment around Kuta beach also gives a classy facility.

9. *"It gives natural beauty"*

    What does the word *"It"* in line 13 refer to?

    a. Hotels.

    b. Resorts.

    c. Accommodation.

    d. Kuta beach.

10. *"it also gives a deluxe facility"*

    What does the opposite meaning of the word "Deluxe" in line 14?

    a. Simple.

    b. Splendid.

    c. Luxurious.

    d. Marvelous.

Task 2

Write (T) if the statement is true and (F) if the statement is false based on the text above!

1. Kuta is a very popular beach in Bali.

2. The location of Kuta beach is not far from Denpasar and Ngurah Rai airport.

3. In Kuta beach there is a famous restaurant in the world.

4. In Kuta beach, you can see a lot of tourists doing many activities in there.

5. Kuta beach is a place for rich people only.

ANSWER KEY

Task 1

1. A

2. B

3. D

4. C

5. A

6. A

7. C

8. C

9. D

10. A

Task 2

1. T

2. T

3. F

4. T

5. F

The Distribution of the Test Item

Aspects of Reading	Task 1	Task 2
General Information	1, 2, 6, 8, 10	1, 3, 4,
Specific Information	3, 4, 5, 7, 9	2, 5

APPENDIX E

LESSON PLAN
MEETING 2

Subject	: English
Level/Semester	: VIII/I
Time	: 2 x 40'
Language Skill	: Reading Comprehension
Genre	: Descriptive

I. Standard Competence

2. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

II. Basic Competence

2.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

III. Indicators

1. Finding the general information of written text in the forms of descriptive entitled "Bandung Lake".
2. Finding the specific information of written text in the forms of descriptive entitled "Bandung Lake".

IV. Objectives

1. Students are able to identify the general information of a simple essay written text in the genre of descriptive entitled "Bandung Lake".
2. Students are able to identify the specific information of a simple essay written text in the genre of descriptive entitled "Bandung Lake".

V. Material: Enclosed.

VI.   **Teaching and Learning Activities**

Strategy   : CTL.

Method   : Lecturing method and Discussion method.

No.	Experimental Group	Time	No.	Control Group	Time
I.	**Set Induction**		I.	**Set Induction**	
	1. Greeting the students.	0,5'		1. Greeting the students.	1'
	2. Checking the students' attendance.	1,5'		2. Checking the students' attendance.	1,5'
	3. Showing a composite picture related to the topic.	0,5'		3. Giving some leading questions to the students:	1,5'
	4. Giving some leading questions to the students such as:	1,5'		a. Have you ever gone to the lake?	
	a. Have you ever been to the lake?			b. What kinds of activity can you do there?	
	b. What kinds of activity can you do there?			4. Stating the objectives.	1'
	5. Stating the objectives.	1'	II.	**Main Activities**	
				5. Distributing the reading text to the students.	5'

II.	**Main Activities**				
	6. Distributing the reading text to the students.	5'		6. Reading the text loudly about "Bandung Lake" (teacher as a model on giving an example on how to read the text correctly).	5'
	7. Reading the text loudly by referring to the composite picture about "Bandung Lake" (teacher as a model on giving an example on how to read the text correctly).	5'		7. Asking the students to read silently and find difficult words.	8'
				8. Asking the students to discuss with their friends to find the meaning of the difficult words.	12'
	8. Asking the students to read silently and find difficult words.	8'		9. Asking the students to do the tasks in pairs.	15'
	9. Asking the students to discuss with their friends to find the meaning of the difficult words.	12'		10. Discussing the tasks with the whole class to find out the correct answer.	20'
			III.	**Closing**	
	10. Asking the students to do the task in pairs.	15'		12. Guiding the students to draw conclusion orally about the topic that has been discussed.	4'
	11. Discussing the tasks with the whole class to find out the correct answer.	20'			

III.	**Closing**				
	13. Guiding the students to draw conclusion orally about the topic that has been discussed.	4'		13. Parting.	1'
	14. Parting.	1'			

VII. **Media and Sources**

Media:

Experimental group	Control group
Reading texts with composite pictures.	Reading texts without composite pictures.

Source:

- *http://www.indonesia-tourism.com/forum/showthread.php?1737-Sarangan-Lake*
- *http://www.indonesia.travel/en/destination/*

VIII. **Evaluation**

Product evaluation: Giving posttest to both control group and experimental group.

Banyuwangi, 30 November 2015

The trainee teacher

Okky Cendana Gradita

NIM. 100210401132

INSTRUCTIONAL MATERIALS

Set Induction Activity

The Composite Picture for Experimental Group

Leading questions:

- Have you ever been to the lake?
- What kinds of activity can you do there?

The following is the example of a descriptive text

Text 1

Sarangan Lake

Telaga Sarangan is also known as a sand lake. It is a natural lake that lies at the foot of Mount Lawu, Plaosan district, Magetan regency, East Java. Located about 16 kilometers west of the city Magetan, Sarangan has 30 hectare width and 28 meters depth. With air temperatures between 18 and 25 degrees Celsius, Telaga Sarangan is able to attract hundreds even thousands of visitors each year. The atmosphere obviously becomes the most interesting place for the downtown people.

Introduction

Telaga Sarangan is Magetan's tourism place. Around the lake, there are two star hotels, 43 motels, and 18 cottages. Beside hotels, there are also many souvenir shops and food vendors. The visitors can enjoy the lake by renting the boat over the lake, horse riding around the lake, playing in the playground or shopping in traditional market. For those who like to eat satay, they can eat rabbit satay which becomes the special food characteristic of Sarangan.

Furthermore, Telaga Sarangan has several important annual events, such as anchoring the offerings on Friday Pon in Ruwah month (Javanese calender), Ledug Sura 1 Muharram, and fireworks on New Year's Eve.

Description

(Adapted from: http://www.indonesia-tourism.com/forum/showthread.php?1737-Sarangan-Lake)

Read the text carefully!

Text 2

Bandung Lake

1   Bandung Lake is a famous tourism object in Lamongan. It is very beautiful, comfortable, shady, and cheap place. We do not have to pay for entrance, we only pay for parking. The location of Bandung Lake is in the center of Lamongan. It is beside Al-Azhar mosque.

5   There are a number of things you can find in Bandung Lake. Around it, there is a parking area. It is very wide and clean. If you want to park your car and motorcycle, you can pay Rp2000. After you enter the gate, you can find a big lake with clean water. In the edges of the lake there are many trees. It can make the lake very shady. Furthermore, besides the lake

10 there is a playground. You will see many kids playing in there. They are playing swings, playing football, playing hula hoop, playing jump rope, playing kite, playing paper boat, and so on. In addition, you can fishing in the lake too. After that, you can see a gazebo that made of stone. Usually some people take picture at there.

15   Finally, Bandung Lake is very beautiful and many people use this place for picnic. It is the cheapest one in Lamongan. We can enjoy the cool air, beautiful scenery, and play in the lake too.

(Adapted from: http://www.indonesia.travel/en/destination/)

\

Task 1

Choose the correct answer based on the text by crossing (X) a, b, c, or d on your answer sheet!

1. What does the text tell us about?
   a. Al-Azhar mosque.
   b. Lamongan.
   c. Bandung Lake.
   d. Playground.

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

    a. Bandung Lake is a famous tourism object in Lamongan.

    b. We don't have to pay for entrance, we only pay for parking.

    c. The location of Bandung Lake is in the center of Lamongan.

    d. Bandung Lake is beside Al-Azhar mosque.

3. *"beautiful, comfortable, shady, and cheap place"*

    What does it mean by the word *"Beautiful"* in line 2?

    a. Lovely.

    b. Ugly.

    c. Bad.

    d. Poor.

4. *"It is very wide and clean"*

    What does the word *"It"* in line 6 refer to?

    a. Bandung Lake.

    b. Big gate.

    c. Parking area.

    d. Lamongan.

5. How much do we have to pay for the parking?

    a. One thousand rupiah.

    b. Two thousand rupiah.

    c. Three thousand rupiah.

    d. Four thousand rupiah.

6. What is the main idea of the third paragraph?

    a. After you enter the gate, you can find a big lake with clean water.

    b. In the edges of the lake there are many trees.

    c. Besides the lake there is a playground.

    d. In the playground there is a swing.

7. "some people take picture at there"

What does the word *"There"* in line 14 refer to?

a. The gate.

b. The lake.

c. The edges.

d. The gazebo.

8. Which sentence is NOT TRUE according to the text?

a. We can play rollerblading in the playground.

b. We can play swings in the playground.

c. We can ride a bike in the playground.

d. We can ride a motorcycle in the playground.

9. *"It is the cheapest one in Lamongan"*

What does the opposite meaning of the word *"Cheapest"* in line 16?

a. Lowest.

b. Most expensive.

c. Most popular.

d. Easier.

10. How many activities can we see in the third paragraph?

a. Five activities.

b. Six activities.

c. Seven activities.

d. Eight activities.

Task 2

Write (T) if the statement is true, and (F) if the statement is false!

1. Bandung Lake is very beautiful, comfortable, shady, and cheap. ☐

2. There are a number of things you can find in Bandung Lake. ☐

3. The color of the swing in the playground is yellow. ☐

4. You can't see many kids playing in the playground. ☐

5. Bandung Lake is the cheapest tourism object in Lamongan. ☐
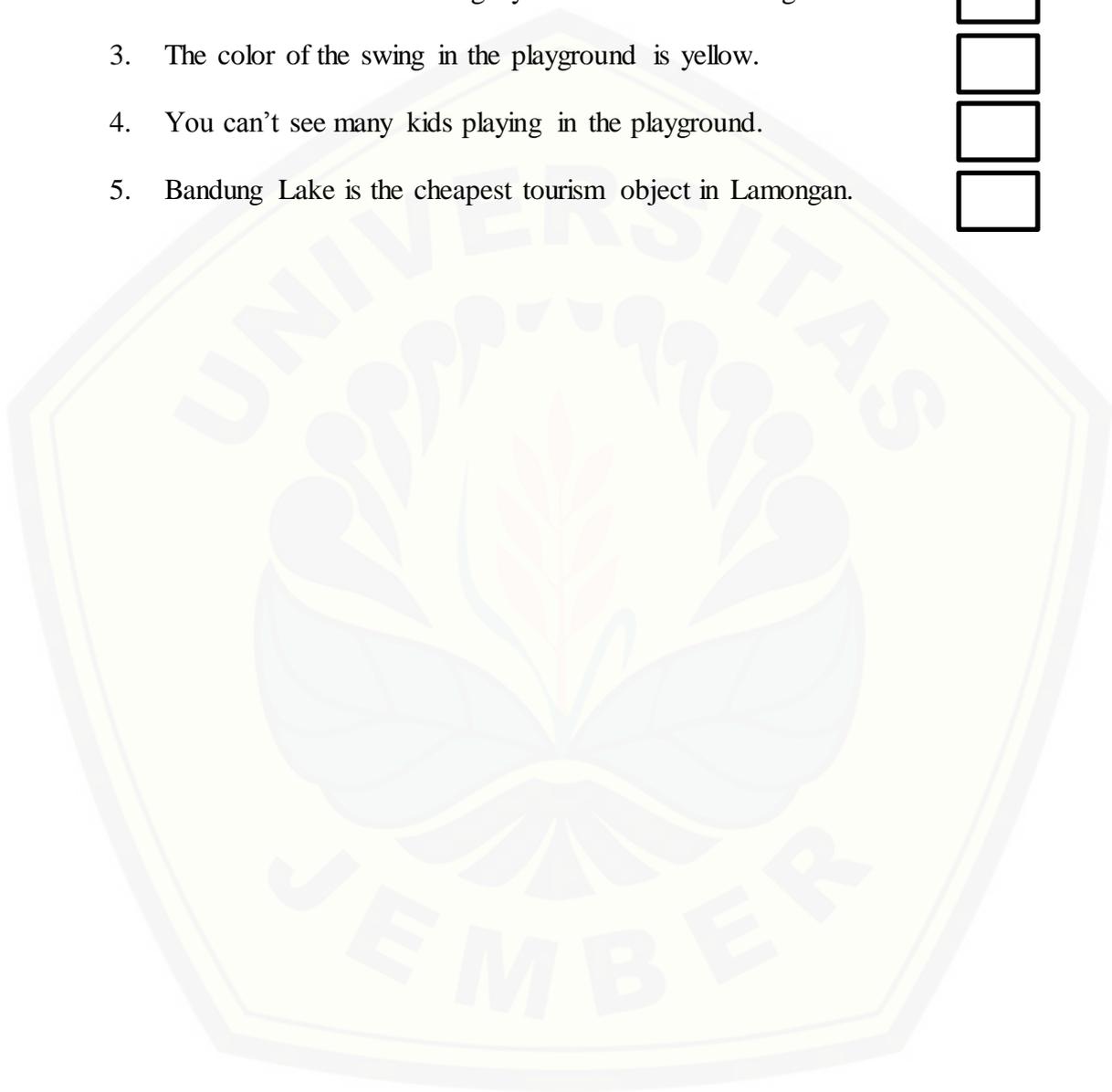
ANSWER KEY

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

Task 2

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

The Distribution of the Test Item

Aspects of Reading	Task 1	Task 2
General Information	1, 2, 6, 8, 10	2
Specific Information	3, 4, 5, 7, 9	1, 3, 4, 5

APPENDIX F

Post Test

Subject   : English

Class / Semester : VIII / 1

Skill   : Reading

Text type   : Descriptive

Time   : 60 Minutes

Read the text carefully!

This text below is for questions no. 1 to 10

1   The Hawaiian Islands are located in the middle of the Pacific Ocean, it so far away from any other land. There are eight islands totaled with different sizes.

3   Although they differ from each other in some ways, they share many features.

    They all have a tropical climate, with temperatures of about 78°C in the

5   winter and 85°C in the summer. Rain falls often, but not for long. The islands also share a natural beauty, with mountains and waterfalls, rainforests, and long

7   beaches. Their waters are filled with colorful fish, dolphins, and giant sea turtles.

(Taken from: Contextual Teaching and Learning, 2008: 62)

Choose the correct answer based on the text above by crossing (X) a, b, c, or d!

1. What does the above text tell about?
    a. It tells about Pacific Ocean.
    b. It tells about Hawaiian Island.
    c. It tells about Tropical Climate.
    d. It tells about Beauty of the Island.

2. Which sentence is TRUE according to the text?

    a. There are eight islands in Hawaii.

    b. The islands have different climate.

    c. The temperature is 78°C in the summer.

    d. The islands are located in the middle of the Java ocean.

3. *"in the middle of the Pacific Ocean"*

    What does it mean by the word "*ocean*" in line 1?

    a. River.

    b. Waterfall.

    c. Sea.

    d. Fountain.

4. *"Although they differ from each other"*

    What does the word "*they*" in line 3 refer to?

    a. Pacific Ocean.

    b. Colorful fish.

    c. Long beaches.

    d. Hawaiian island.

5. How many islands are there in Hawaii?

    a. Five islands.

    b. Six islands.

    c. Seven islands.

    d. Eight islands.

6. How is the temperature of the island in the summer?

    a. Seventy five degrees.

    b. Seventy eight degrees.

    c. Eighty five degrees.

    d. Eighty seven degrees.

7. *"share a natural beauty"*

What does it mean by the word *"beauty"* in line 6?

    a. Lovely.

    b. Bad.

    c. Ugly.

    d. Poor.

8. *"Rain falls often"*

What does it mean by the word "*Often*" in line 5?

    a. Hard.

    b. Rare.

    c. Difficult.

    d. Common.

9. How many types of sea animal are there in Hawaii?

    a. Fish, penguin and giant crab.

    b. Penguin, dolphin, and giant crab.

    c. Dolphin, penguin, and giant turtle.

    d. Fish, dolphin, and giant turtle.

10. What kind of natural beauty can you find in Hawaiian Islands?

    a. Mountains and waterfalls, mangrove tree, and long beaches.

    b. Mountains and waterfalls, rainforests, and the river.

    c. Mountains and waterfalls, rainforests, and long beaches.

    d. Mountains and waterfalls, tropical forest, and long beaches.

This text below is for questions no. 11 to 20

1   Singapore is an island city with 4 million people inside it. It is a beautiful city with lots of parks and open spaces. It is also a clean city.

3   Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. It also

5 has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial

7 days.

        Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell

10 Chinese, Indian, Malay and European food, and it prices are quite reasonable.

(Taken from: Contextual Teaching and Learning, 2008: 65)

11. What is the appropriate title of the text?
    a. Singapore.
    b. Chinatown.
    c. The most Beautiful City.
    d. The Cleanest City.

12. "It is also a clean city"
What does the opposite meaning of the word *"clean"* in line 2?
    a. Pure.
    b. Dirty.
    c. Neat.
    d. Innocent.

13. Which statement is TRUE according to the text?
    a. Singapore has five million people inside it.
    b. Singapore is famous for its beautiful beach.
    c. Singapore is an island city.
    d. Singapore restaurant sell Indonesian food.

14. What is the main idea of paragraph 2?

    a. The business district is very modern.

    b. Most of the people live in high-rise flats.

    c. Singapore also has some nice older sections.

    d. In Chinatown there are rows of old shop houses.

15. What kind of foods can you find in Singaporean restaurant?

    a. Chinese, Indian, and American.

    b. Korean, Indian, Indonesian.

    c. Chinese, Japanese, European.

    d. Indian, Malay, and European.

16. *"The business district is very modern"*

    What is the similar meaning of the word *"modern"* in line 4?

    a. Fresh.

    b. Ancient.

    c. Antique.

    d. Primitive.

17. What is the main idea of paragraph 3?

    a. Singapore is famous for its shops and restaurants.

    b. There are many good shopping centers.

    c. Most of the goods are duty free.

    d. Singapore's restaurants sell four kinds of foods.

18. *"it prices are quite reasonable"*

    What does the word *"it"* in line 10 refers to?

    a. Singapore shops.

    b. Singapore restaurants.

    c. Shopping centers.

    d. Restaurants foods.

19. Most of the <u>goods</u> are duty free. (Line 9)

What is the similar meaning of the underlined word?

a. Nice.

b. Well.

c. Stuff.

d. Kind.

20. What is the type of the text above?

a. Narrative text.

b. Descriptive text.

c. Procedure text.

d. Recount text.
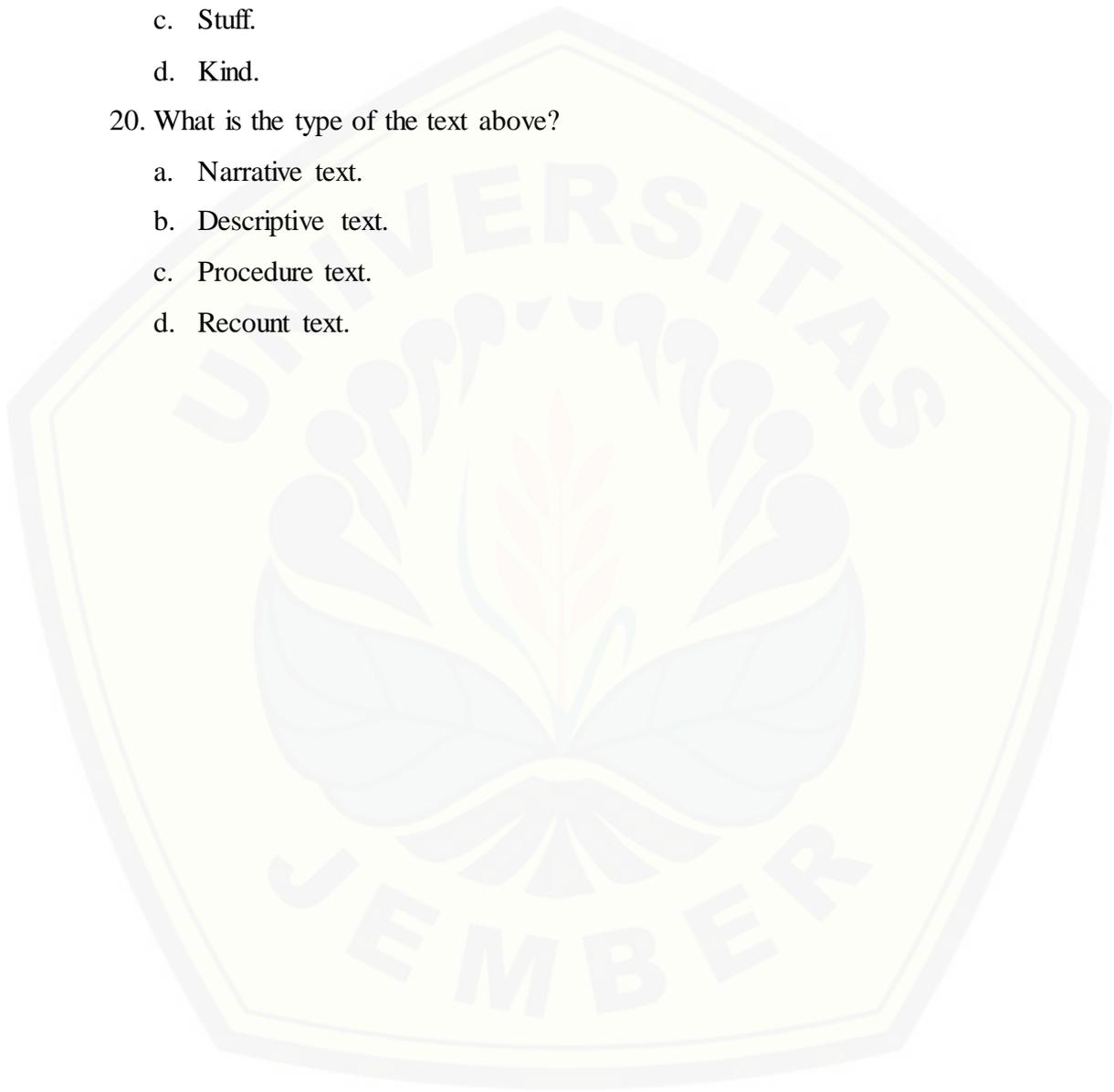
ANSWER KEY

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

The Distribution of the Text Item

Purpose of Reading	Text 1	Text 2
General Information	1, 3, 7, 8	11, 12, 14, 17, 19, 20
Specific Information	2, 4, 5, 6, 9, 10	13, 15, 16, 18,

APPENDIX G

The Output of Homogeneity Test Scores

ONEWAY Descriptives

nilai

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
kelas A	39	65.26	9.931	1.590	62.04	68.48	50	90
kelas B	38	65.39	13.325	2.162	61.02	69.77	35	90
kelas C	40	63.50	11.558	1.827	59.80	67.20	40	85
kelas D	39	62.18	12.183	1.951	58.23	66.13	30	85
kelas E	39	61.79	9.699	1.553	58.65	64.94	40	90
kelas F	40	60.63	13.214	2.089	56.40	64.85	40	85
kelas G	39	62.69	14.412	2.308	58.02	67.36	40	85
kelas H	39	63.08	10.859	1.739	59.56	66.60	50	85
Total	313	63.05	11.964	.676	61.72	64.38	30	90

ONEWAY ANOVA

nilai

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	738.113	7	105.445	2.732	.024
Within Groups	43923.069	305	144.010		
Total	44661.182	312			

APPENDIX H

The Result of Try Out Test of Odd Number

No.	1	3	5	7	9	11	13	15	17	19	Total
1	0	0	0	1	0	1	0	0	0	1	3
2	1	0	1	0	1	0	1	0	0	0	4
3	0	1	0	0	1	1	1	1	1	1	7
4	1	0	0	0	0	1	1	0	1	1	5
5	0	1	0	0	1	0	1	1	1	1	6
6	1	1	0	1	1	1	1	1	1	0	8
7	1	0	0	0	0	0	0	1	0	0	2
8	1	0	0	1	0	0	1	0	0	0	0
9	1	0	1	1	1	0	0	1	0	1	6
10	0	1	1	1	1	0	0	0	0	0	4
11	1	0	1	0	1	1	0	1	0	1	6
12	0	0	0	0	0	1	1	0	1	1	4
13	1	1	0	0	1	1	0	0	1	0	5
14	1	1	0	0	1	1	1	1	1	0	7
15	1	1	0	0	1	1	1	0	1	1	7
16	1	1	1	0	1	0	1	1	1	1	8
17	0	0	1	1	1	1	0	1	1	1	7
18	0	1	1	1	1	1	1	1	1	1	9
19	0	1	0	1	1	1	1	1	1	0	7
20	0	0	1	1	1	1	1	1	1	1	8
21	1	0	0	0	1	1	1	1	1	1	7
22	1	0	1	0	1	0	1	1	1	1	7
23	1	0	0	0	1	0	1	1	1	1	6
24	1	0	0	1	0	1	0	0	0	1	4
25	1	0	1	0	1	1	0	0	0	1	5
26	1	0	1	0	0	0	0	1	0	0	3
27	1	1	0	0	0	1	1	1	1	1	7
28	1	1	0	0	1	0	1	0	0	1	5
29	1	0	1	0	1	0	1	1	1	1	7
30	1	1	1	0	1	1	0	0	1	1	7
31	1	0	1	0	0	1	1	1	0	0	5
32	0	1	1	0	1	1	1	1	1	1	8
33	0	1	0	1	0	0	0	1	1	0	4
34	1	1	0	1	0	1	0	1	1	0	6
35	0	1	0	1	1	0	0	0	1	1	5
36	0	1	1	1	0	1	1	1	1	1	8
37	1	0	0	0	0	1	0	0	0	0	2
38	1	1	1	1	0	1	0	0	0	1	6
39	1	1	1	1	0	0	1	0	1	1	7
40	1	0	1	0	1	0	0	0	0	1	4
Total	27	20	19	16	25	24	23	23	25	27	226

APPENDIX I

The Result of Try Out Test of Even Number

No.	2	4	6	8	10	12	14	16	18	20	Total
1	0	0	0	0	0	1	0	0	1	0	2
2	1	1	1	1	0	1	0	0	0	1	6
3	0	1	1	1	1	0	1	0	1	1	7
4	0	1	0	1	1	0	1	1	1	1	7
5	1	1	1	1	0	0	1	0	1	1	7
6	0	1	1	0	0	0	1	0	1	1	5
7	0	1	0	0	0	1	0	0	0	0	2
8	1	0	1	0	0	1	0	0	0	0	3
9	1	1	1	0	1	1	0	1	1	1	8
10	1	0	1	0	1	0	0	0	0	1	4
11	1	0	1	0	0	0	1	1	0	1	5
12	0	0	0	1	0	0	1	0	1	0	3
13	0	0	1	1	0	0	1	0	0	1	4
14	1	0	1	1	0	0	1	0	1	1	6
15	1	1	0	1	1	0	0	0	1	0	5
16	1	0	1	1	1	1	1	1	1	1	9
17	0	0	0	1	1	1	1	1	1	0	6
18	1	0	1	1	1	1	1	1	1	1	9
19	1	1	1	0	0	0	1	0	1	1	6
20	0	0	0	1	1	1	1	1	1	1	7
21	1	0	1	1	1	0	0	1	1	1	7
22	1	0	1	1	0	0	1	0	1	1	6
23	1	0	1	1	1	0	1	0	1	1	7
24	1	0	1	0	0	1	0	0	1	0	4
25	1	1	0	1	0	1	1	1	1	0	7
26	1	1	1	1	0	1	0	0	0	1	6
27	1	1	0	1	1	0	1	0	0	0	5
28	1	1	1	1	0	0	1	0	1	1	7
29	1	0	1	1	0	0	1	0	1	1	6
30	0	1	1	1	1	0	1	0	1	1	7
31	0	1	1	0	0	0	0	0	0	0	2
32	1	0	1	1	1	1	1	1	0	1	8
33	0	1	1	0	0	1	1	0	1	1	6
34	1	1	1	0	0	0	0	1	1	1	6
35	1	0	1	0	1	1	0	1	0	1	6
36	1	1	1	1	0	0	1	0	1	1	7
37	1	0	1	0	1	0	0	0	0	1	4
38	0	1	0	0	0	1	0	0	0	0	2
39	1	0	1	0	1	0	0	0	0	1	4
40	1	0	1	0	0	1	1	1	0	0	5
Total	27	19	30	23	17	17	24	13	25	28	223

APPENDIX J

The Calculation of Each Odd (X) and Even (Y)

No.	Name	Odd (X)	Even (Y)	X²	Y²	XY
1	Adji Bagus Alvian	3	2	9	4	6
2	Afni Nur Hafifah	4	6	16	36	24
3	Alderry Refa Pingky Renanda	7	7	49	49	49
4	Ana Soviyatul Humairoh	5	7	25	49	35
5	Andika Rizki Pratama	6	7	36	49	42
6	Arbassaif Yudistya Pratama	8	5	64	25	40
7	Ayu Apriliani	2	2	4	4	4
8	Bilal Firdaus	0	3	0	9	0
9	Devi Oktaviani	6	8	36	64	48
10	Dwi Arda Harfikah Putri	4	4	16	16	16
11	Eka Rahayu Praning Tyas	6	5	36	25	30
12	Endik Jauhari	4	3	16	9	12
13	Erick Mahardika	5	4	25	16	20
14	Fera Diana Astaviani	7	6	49	36	42
15	Haryo Noor Fachry	7	5	49	25	35
16	Icha Putri Rahmadiana	8	9	64	81	72
17	Inez Salsa Khofi Rahmawati	7	6	49	36	42
18	Julian Rizal Dwi Nugroho	9	9	81	81	81
19	M. Hafidz Bahtiar Bintang Syah Putra	7	6	49	36	42
20	Mohamad Ksatria Raya	8	7	64	49	56
21	Muhammad Aunur Raafi	7	7	49	49	49
22	Munirul Ichwan	7	6	49	36	42
23	Muriahana Arista Febriyanti	6	7	36	49	42
24	Nila Agustina	4	4	16	16	16
25	Nur Lailiyah	5	7	25	49	35
26	Pandu Dharma Andika	3	6	9	36	18
27	Putri Zahwa Intan Purwaningrum	7	5	49	25	35
28	Raghib Abdien Bahtiar	5	7	25	49	35
29	Ratna Maulida	7	6	49	36	42
30	Ridho Akhsanul Amal	7	7	49	49	49
31	Ristia Daeng Savitri	5	2	25	4	10
32	Rizki Akbar Maulana	8	8	64	64	64
33	Sandi Apriliyanto	4	6	16	36	24
34	Sasiyatul Umroh	6	6	36	36	36
35	Shinta Mila Hadi	5	6	25	36	30
36	Tasqia Zumarnis	8	7	64	49	56
37	Vina Nurieta Zain	2	4	4	16	8
38	Weldan Maulana Wizard	6	2	36	4	12
39	Yanti Wulandari	7	4	49	16	28
40	Mohammad Avan Fadhila	4	5	16	25	20
	TOTAL	226	223	1428	1379	1347

APPENDIX K

The Result of Difficulty Index Analysis

Number of Test Items	R	N	FV	Criteria
1	21	40	0.53	Fair
2	21	40	0.53	Fair
3	15	40	0.38	Fair
4	16	40	0.40	Fair
5	17	40	0.43	Fair
6	28	40	0.70	Fair
7	19	40	0.48	Fair
8	20	40	0.50	Fair
9	22	40	0.55	Fair
10	24	40	0.60	Fair
11	23	40	0.58	Fair
12	14	40	0.35	Fair
13	19	40	0.48	Fair
14	25	40	0.63	Fair
15	27	40	0.68	Fair
16	13	40	0.33	Fair
17	28	40	0.68	Fair
18	26	40	0.65	Fair
19	21	40	0.53	Fair
20	28	40	0.70	Fair

APPENDIX L

Score of Post Test

No.	Experimental Group	Control Group
	X	Y
1.	65	70
2.	70	70
3.	75	60
4.	85	55
5.	70	65
6.	70	70
7.	85	85
8.	75	60
9.	80	80
10.	85	65
11.	75	80
12.	70	90
13.	60	55
14.	70	90
15.	85	70
16.	75	75
17.	80	65
18.	80	85
19.	55	80
20.	90	85
21.	80	65
22.	85	70
23.	80	85
24.	85	70
25.	80	65
26.	70	60
27.	75	65
28.	75	85
29.	75	85
30.	85	50
31.	70	80
32.	90	50
33.	70	75
34.	65	60
35.	75	65
36.	85	70
37.	75	75
38.	70	70
39.	80	
Σ	2970	2700
	76.15	71.05

APPENDIX M

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai	experimental group	39	76.15	7.985	1.279
	control group	38	71.05	10.915	1.771

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	4.014	.049	2.345	75	.022	5.101	2.175	.768	9.435
	Equal variances not assumed			2.336	67.722	.022	5.101	2.184	.743	9.460

Appendix N

The Tabulation of Student's Reading Post Test Scores

No.	Experimental Group		Control Group	
	X	X2	Y	Y2
1.	65	4225	70	4900
2.	70	4900	70	4900
3.	75	5625	60	3600
4.	85	7225	55	3025
5.	70	4900	65	4225
6.	70	4900	70	4900
7.	85	7225	85	7225
8.	75	5625	60	3600
9.	80	6400	80	6400
10.	85	7225	65	4225
11.	75	5625	80	6400
12.	70	4900	90	8100
13.	60	3600	55	3025
14.	70	4900	90	8100
15.	85	7225	70	4900
16.	75	5625	75	5625
17.	80	6400	65	4225
18.	80	6400	85	7225
19.	55	3025	80	6400
20.	90	8100	85	7225
21.	80	6400	65	4225
22.	85	7225	70	4900
23.	80	6400	85	6400
24.	85	7225	70	4900
25.	80	6400	65	4225
26.	70	4900	60	3600
27.	75	5625	65	4225
28.	75	5625	85	7225
29.	75	5625	85	7225
30.	85	7225	50	2500
31.	70	4900	80	6400
32.	90	8100	50	2500
33.	70	4900	75	5625
34.	65	4225	60	3600
35.	75	5625	65	4225
36.	85	7225	70	4900
37.	75	5625	75	5625
38.	70	4900	70	4900
39.	80	6400		
Σ	2970	228600	2700	195425
Mean	76,15		71,05	

Appendix O

The Schedule of the Research

No	Activities	Date (in the year of 2015)
1.	Homogeneity Test	23rd November
2.	The Analysis of Homogeneity Test	23rd November
3.	Try Out	24th November
4.	The Analysis of Try Out Score	24th November
5.	Treatment to the Experimental Group	26th November, 30th November
6.	Activity to the Control Group	26th November, 30th November
7.	Post Test	3rd December
8.	Analysis of the Post Test	3rd December, 4th December

Appendix P

The Names of Respondents

No.	Experimental Group VIII A	Control Group VIII B
1.	Alicia Belva Rahma Pramesti	Abdul Gopur
2.	Aprilia Sukmawati	Achmad Alfitri Mulyawan
3.	Aqsha Elang Mulia Angkasa	Aditiyo
4.	Arika Rahmadini	Aditya Bintang Firmansyah
5.	Arvito Caesario Arifianto Putra	Afgatha Yora Pradipta
6.	Atalla Rafilah Khalda	Afifah Khoirunisa
7.	Aulia Rachmanita Putri	Afisy Fince Margalopa Nibelacinta Jay
8.	Ayub Priyo Gumilang	Ahmad Saifulloh
9.	Bagus Adji Prasetio	Ahmad Zakaria
10.	Berlian Fitria	Ajeng Sri Wulansari
11.	Devina Farah Nur Suprapmita	Amelia Devi
12.	Dewi Maisyaroh Andini	Andhika Nur Rohman Wahyu P
13.	Diah Kristin Safitri	Aprido Alif Wicaksana
14.	Diah Yasmin Anggita	Dadang Purwanto
15.	Dinah Nabilah Sari	Dani Rizki Cahya Alif
16.	Dinda Carmedita Ainun Putri	Devara Rizky Ardisha
17.	Dwi Tari Pratiwi	Dinda Putri Fayza
18.	Fadia Arumning Puspitasari	Diva Maysaroh
19.	Ferellie Indra Wurie	Dwi Karya Yoga Saputra
20.	Hanggara Rekso Putra	Eka Layla Okta Widiyawati
21.	Herlina Oktaviandra Arum	Feby Febriyanti
22.	I Made Bagus Darma Laksana	Hans Pramudya Maulana
23.	Imelda Putri Febrianti	Hariyani
24.	Ismi Isti Utami	Indah Wahyuni
25.	Kirania Rosa Putri Santoso	Jesisca Jasmine Luchia Dharmawan
26.	Nurul 'Aini	M. Fikron Hamdani
27.	Qori Dewi Trisnawati	Marella Delia Firdaus
28.	Raizaldy Fahmi	Marsela Ermala Puspitasari
29.	Restu Abdi Wardana	Muhammad Farid Mustakim
30.	Risa Yulianti	Munika Duwi Anindia
31.	Rosalinda Suhariyanti	Neve Arsita Ayuni
32.	Santi Agustin	Nur Handayani
33.	Sigit Pramono	Ramadhan Firdausy
34.	Siti Fatimah	Riqi Wardana
35.	Talyta Eprilianingrum	Sandy Arya Winata
36.	Tiara Nisrina Putri	Unggul Dwiadmojo Pamungkas
37.	Vikry Arsana Putra Rismayana	Yuristya Kayumi Meilana
38.	Widya Nisa Wulan Kinasih	Risqi Lintang Nusa
39.	Yuliana Eka Safitri	

(Source : SMPN 2 Banyuwangi document)

APPENDIX Q

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334 988, Faks: 0331-332 475
Laman: www.fkip.unej.ac.id

2 3 NOV 2015

Nomor 6:264 /UN25,1.5/LT/2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMPN 2
BANYUWANGI

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember tersebut dibawah ini:

Nama   : Okky Cendana Gradita

NIM   : 100210401132

Jurusan   : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang **"The Effect of Using Composite Pictures on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Banyuwangi"** di Sekolah yang Saudara pimpin.

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

Demikian atas perhatian dan kerjasama yang baik disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

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

APPENDIX R

PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 2 BANYUWANGI
Jl. Ranggawuni 41 ☎ (0333) 424728 Banyuwangi Kode Pos.68417

| NIS : 200990 | NSS : 20.1.05.25.18.002 | NPSN: 20525633 |

SURAT KETERANGAN
Nomor : 421.3/319/429.245.200990/2015

Yang bertanda tangan di bawah ini :

Nama	:	SUBIYANTORO, M.Pd
N I P	:	19591201 198111 1 003
Pangkat / Gol Ruang	:	Pembina TK.I , IV/b
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Negeri 2 Banyuwangi

Menerangkan dengan sebenarnya bahwa :

Nama	:	OKKY CENDANA GRADITA
NIM	:	100210401132
Jurusan	:	Pendidikan Bahasa dan Seni
Fakultas	:	FKIP
Angkatan	:	2010
Sekolah	:	UNIVERSITAS JEMBER

Nama tersebut diatas telah melaksanakan penelitian di SMP Negeri 2 Banyuwangi dengan judul *"The Effect of Using Composite Pictures on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Banyuwangi "* pada tanggal 26 Nopember 2015 s.d 03 Desember 2015.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Banyuwangi, 03 Desember 2015
Kepala Sekolah

SUBIYANTORO, M.Pd
NIP. 19591201 198111 1 003