THE EFFECT OF APPLYING RELATED INFORMATION THROUGH A

PICTURE ON THE STUDENTS' READING ACHIEVEMENT

SKRIPSI

Submitted in Partial fulfillment of the Requirements
For the Degree of SarjanaPendidikan (S.Pd)
English Education Program

By:

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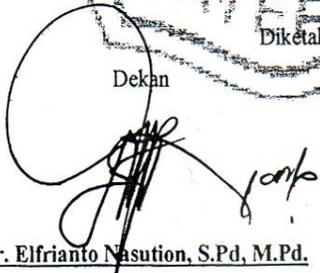
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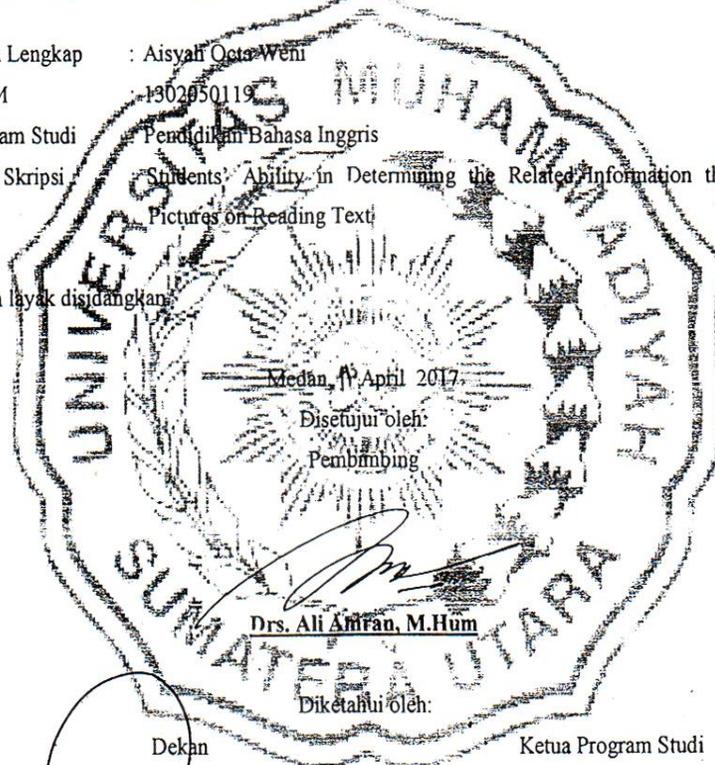
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ABSTRACT

Oktaweni, Aisyah. 1302050119. Students' ability in Determining the Related Information Through Picture on Reading Text at SMP PAB 8 Sampali at Academic Year 2016/2017. English Department of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara Medan 2016.

This research was aimed to find out describing information by using Picture strategy of the students' achievement in learning reading text. The population of this research was eight grades of SMP PAB 8 Sampali at Academic Year 2016/2017. It consisted of one class with 37 students as samples in experimental group and one class with 37 students in control group. The objective was to discover the significant improvement of the students' achievement in describing information if the students were taught by using Picture strategy. This research was conducted by using quantitative research. The instrument of research was test including pre-test and post-test. Based on multiple choice tests, the students' score of experimental group keep improving in every test. In the pre-test the mean score of experimental group was 53.15 while in the post-test the mean score was 83.78. Meanwhile, in pre-test, students' score of control group was 50.27 and in the post-test, the students' score of control group was 59.05. Furthermore, the t-test in this study was 17.29 and the t-table was 2.00 which were used 0.05 as the significant level of this research. Because the t-test value was higher than the t-table (17.29>2.00) so, the result of this research was Ha is accepted. In other words, the result of this research concluded that describing information through Picture strategy can effect students' achievement in learning reading text. Indeed, it was recommended for teachers to apply this strategy in teaching English, especially in teaching reading text.

Keyword: Describing information, Picture Strategy, Reading text

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The Researcher,

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CHAPTER 1

INTRODUCTION

A. The Background Of The Study

Reading as one of the four language skills is an essential skill for students and taught formally from elementary school up to the university level. It also has a great position in learning English in the class,shown by the quantity of test that faced by the students in the national examination in Indonesia which has included 15 listening and 35 reading question based on association of national education standard (BSNP). Reading is a foundation skill for learning, personal growth, and enjoyment,student must be able to read and understand text in all formats (e.g. picture,video,print). Nowdays there are many ways to get the information that student need by reading, such as from newspaper,magazine,novel,articles,journal and also other kind of reading book.

Though reading is supposed to be the most important skill,student often find difficulty to understand the new text without having prior knowledge because they are lack of vocabulary knowledge and they lack of a direct tool to help them in comprehending the text. Therefore, teacher should stimulate them to Describe and infer what the text is about. The students need to know many words to get the information on the text. The teacher needs a strategy to make the students comprehend and catch the idea of the text easily.In this case .pictures can be used as a media to help the students awake their prior knowledge.

Picture is one of visual aids. It is one of themedia that can help the students develop their knowledge about the topic of the text, Harmer (2007) affirms that pictures are useful for getting students to Describe what is coming next in a lesson. When the students read certain text,they will easily get information when they understand the pictures as aresult, teacher should provide some pictures facilitate the students in understanding the content of a text. Furthermore, proper pictures have tobe considered because familiar and simple pictures are needed by the student. For example, if the teacher teaches the student who live or stay in the village environment,it is better to show the text with the picture is set with animals or plants.It will help them in activating their prior knowledge. Meanwhile,if the students are from upside belong,at least the teacher shows the pictures about building,market, station, or other kind of things,places or anything that they have seen and been before.

Describing by using pictures is a strategy which has a high possibility in helping students reading achievement through this strategy,students find clues or connecting points,all of our prior knowledge of places and situations enable us to Describe when we read and this to comprehend and enjoy what we read. Describing brings potential meaning to text and reducing ambiguity (Moreillon,2007:76). The Describing strategy activates student prior knowledge and starts engagement with key concepts; it activates prior knowledge and shows that they were smart enough to figure things out in reading.

But, the problem is how students could be able to recognize the information from the picture that is showed in reading text. Every student has their opinion to judge it,but they have to get the right point of information that would they find from the pictures in reading text.Because usually,if they find some pictures in reading text, they just see at first glance,without realizing and recognizing what is the pictures conveying.The students see the pictures in reading text as an entertainment for them. Actually they could get the information if they pay their attention toward the pictures in reading text. Therefore, they did not give full attention and enthusiasm in the process of reading. According to English syllabus of curriculum,one of the genres learned in Junior High School is descriptive text. Its purpose is to describe person,things and place by using vivid details.Descriptive text appeals to the senses, So it tells how something looks,feels,smells,taste and/or sounds,A good description is like a "word pictures " so the reader can imagine the object,place or person clearly in their mind.

Based on the researcher's observation in real teaching on PPL at VIII grade of SMP PAB 4 Sampali, it found that the text, 50% of students get the score below the minimal completeness criteria (KKM) of SMP PAB 4 Sampali the KKM of reading applied for Grade VIII by school is 70. But when the researcher used pictures as the tools in teaching reading descriptive texts, the students paid more attention to the pictures and when the teacher asked them to describe what will happen in the text. The pictures also help the students in understanding new vocabulary in the text.

Hence, based on the explanation above, the researcher interested in conducting this research related to reading text which has pictures inside. The researcher found out whether they got the information easily from the pictures and understanding the content of the text.

B. The Identification of The Problem

The problems of study were identified as being related:

1. The students had difficulty in describing information through reading text.

2. The students got score below in KKM.

C. The Scope and Limitation

Based on the background above, the scope of this study was reading text using picture and it was limited at VIII Grade SMP PAB 4 Sampali.

D. The Formulation Of The Problems

Based on the identification of the problem, the problems in this study were formulated as: "Is there significant effect in describing information through pictures on reading text".

E. The Objective of The Study

The objective of the study was formulated as "to find out effect in describing information through pictures on reading text.

F. The Significance of the Study

    a. Theoretically

To add the knowledge, experience and insight, as well as in the application of materials research by using Picture strategy, especially regarding our knowledge about describing information and useful for other research who want to do the research about this topic, so they can improve the research better.

    b. Practically

The findings of the study were expected to be significant for:

1. Students, the result of this study can make students easier to understanding, creative, interested in learning process especially learning describing information through reading text.

2. The teacher, as a reference to help them improve the quality of teaching reading effectively.

3. The headmaster, as principle to guide the teacher to be quality and enjoyable teacher.

4. The researcher, to help her encourage and prepare herself to be qualified and competent teacher of English in the future.

5. The readers at UMSU who are interested in conducting a much deeper research on describing information through reading text by using Picture.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

As a skill, reading is clearly one of the most important in many instances around the world. Reading is one of the important skills that should be paid attention to learn the process. Reading can be challenging, particularly when the material is unfamiliar to students. In addition, by reading, the students open their mind and refresh their knowledge every time. As supported by Harmer (2003:68) states that reading is a process of recognition or interpretation of written materials and it ideals with language from it involves letter, words, phrases, and clauses. It means that through reading, people can increases their experience, develop new concept, solve their problem study how the words are used, how to implement the grammatical rules, and enrich their knowledge. If children can read the words of the text, but do not understand what they are reading, they are not really reading. So, basically reading is a crucial goal that children must master in order to be successful in school. As professional educators, the teachers are constantly pushing the students to increase the reading levels in their classrooms.

According to Anderson in Nunan (2003:68) defines reading is away that us done by a reader to get meaning of the text by merging information and their background knowledge. It means that, the readers should have supporting capability

of skills such as phonics and decoding, fluency, vocabulary and word recognition, comprehension and the last for thinking which help them to understand and to interpret the meaning what they have read.

When we write, we compose thoughts on paper. When we read, we compose meaning in our minds. Thoughtful, active readers use the text to stimulate their own thinking and to engage with the mind of the writer. This statement supported by Orr (206:53) states that reading as a language process in which an individual construct meaning through a transaction with written text that has been created by symbols that represent language .the transaction involves the reader's acting upon or interpreting the text, and the interpretation is influenced by the reader's past experiences, language background, and cultural framework as well as the reader's purpose for reading.

Based on the explanation above, the researcher concludes that reading is getting meaning from print. It is not only confined to print in text or book, but also this happen for communication between the reader and the writer. Therefore, the reader should interpret what is written by the writer.

2. Reading Comprehension

Grabe and stoler (2002:17) defines reading comprehension is the ability to understand information in a text and interpret it appropriately. People read for general comprehension (whether for information or for pleasure). We might read a novel,

short story, a news paper, article, or report of some type to understand information in the text, to be entertained and/or use the information for a particular purpose. The overall goals is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate.

To comprehend text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long-term memories. Beginning comprehension instruction builds on children's linguistic, conceptual knowledge and includes explicit instruction on strategies such as summarizing, predicting, and self-monitoring for understanding. As Samuels (2002:169) states that comprehension is a process which the reader constructs meaning using as the building material the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader.

Furthermore, Caldwell (2008:177) states that ability to understand what we read is depending on the background knowledge that we apply in reading a text. If the readers know a lot about a topic of the text ,the reader's know a lot about a topic of the text, the reader's can use that knowledge to interpret the text, to make inferences, to create visual images, and to evaluate the authors' point of view. Many factors affect students' ability to comprehend the text, they are: motivation/purpose/ goals/

engagement; vocabulary/ word knowledge/ background knowledge; automaticity of decoding; fluent reading; understanding and use of strategies employed by effective readers; the nature of the text itself (difficulty and interest);the type of genre of text (faction, non faction, poem) the amount of reading done .

Based on the explanation above, the researcher concludes that reading comprehension means an understanding of what material that. It has been read to establish meaning from the text. It is an active thinking process that depends not only on skill but also on students' background knowledge. In addition, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

3. Students' Ability in Reading

Ability in reading concerned with the mastery and proficiency of students in the area of reading comprehension. Reading comprehension is the skill of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text and constructing an approximate understanding of the writer's message. An ability test is treated directly to classroom lessons, units, or even a total curriculum. Ability tests are limited to particular addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in questions. The primarily role of an ability test is to determine whether course objectives have been met and appropriate knowledge and

skills acquired by the end of a period of instruction. Students' ability is determined by some indicators, they are the student's capability in comprehending a text as what is intended by the writer, the student's capability in answering the questions related to the text, the student's capability in retelling a text briefly, and the student's comprehending a text well in a short time.

4. Concept of Describing

As they read and pose questions ,readers often find themselves answering their own questions with Describes about what will happen next or with inferences drawn from the author's or illustrators creation. The "on the line" strategy of describing and the between the lines strategy of inferring prompts readers to turn the page to find out if their hypotheses are correct. Based on Moreillon (2007:76) states that describe are educated guesses about what will happen next based on what is known from reading the text; Describes can also involve reader prior knowledge. Through this process, readers find clues or connecting points, make Describes or inferences and draw conclusion.

Describing is the strategy most relied upon as we begin reading. Good readers anticipate meaning. They do this by Describing what they think is going to happen in the selection and by revising their predictions as they read. As soon as reader sees the title of a selection, looks at a picture on a cover, or even reads a first line, prior knowledge is sparked, and on the basis of that prior knowledge Describes

or hypotheses take flight. Duffy contends that the secret to making describes as one begins to read is to combine the clues the author provides with previous experiences to make valid guesses about what will occur. As supported by Trehearne (2004:458) states that good readers know how to use their prior knowledge and experiences to help them understand what they are hearing or reading.

In addition, Guisinger (2016) defines describing is universal in that emergent readers of all ages make describes as they listen to stories read to them or read on their own. Successful readers pay attention to what is happening and anticipate that there might be a need to change a describes. Frequent monitoring and re-Describing is repeated as readers processed through text. Describing is an on-going process that actively engages the readers into ways; The readers mind is a jump ahead, trying to figure out what is coming next (making new predictions),while at the same time the reader is revising and refining the old describes.

Making describe is more than just guessing what is going to happen next, it keeps the students actively engaged in the reading process, and being engaged is a key to comprehension. As Bailey (2014) states that there are some of the other benefits of teaching students to make describe are

1) Helps students to ask question while they are reading.
2) Encourages students to skim or re-read portions of the story to better understand it or to recall facts about the characters or events.
3) Provides a way for students to monitor their understanding of the material.

a. Describing through pictures.

There has been benefit of using pictures in teaching reading. Student can pay attention to the object or other mater that they have not seen before and pictures give the students a large experiences and understand the pattern given .Pictures attached in the text help the students comprehend the text easily.

From explanation above, it can be concluded that describing is a process describe something with take hypothesis and can keep students actively in reading process. Describing something using pictures has powerful and has the advantage of engaging students in the task follow. As Schoces (2011:27) states that pictures allows to activate not only prior knowledge but also beliefs, and misconceptions, pictures the creates a bridge between students scheme (internal organization of concepts) and the newly introduced learning. Furthermore, the pictures/images help readers identify the evidence in the image or words or their background knowledge that leads to the next frame .it means that pictures attached in reading text more clearly compared with the text without having illustration at all.

4.1 Describing Through Picture

Based on Harmer (2007:289), in the strategy describe the content of a text from a picture. The teacher gives each student in the class a picture of an object. She then put them in a group has to try to describe what the text is all about. Finally, when the groups have made some describes, the teachers asks them to read following text

aloud. The students now read the text for themselves to answer the following detailed comprehension questions. Moreover, pictures are useful for getting students to predict what is coming next in lesson. Students might look at pictures and try to guess what it shows. They then a text to see if it matches what they described based on the basis of the picture. The pictures/images help readers identify the evidence in the image or words or their background knowledge that leads to the next frame .it means that pictures attached in reading text more clearly compared with the text without having illustration at all.

4.2 Descriptive Text

Description or descriptive etymology is derived from the word describe. Describe means to draw, to illustrate or to picture the object place, person or idea in order to have visual appearance of the object described. As Dirgayasa (2012:3) descriptive text is a type of written text, which has the specific function to give description about an object(human or non human or idea) vividly so that the reader can visualize the object described. The primary purpose of descriptive text is to describe a person or place or thing in such a way that a picture is formed in the readers' mind, capturing an event through descriptive text. Involving paying close attention to the details by using all of the five senses.

According to Knap and Wakins (2005:97) states that description enables the categorization or classification of an almost infinite range of experience,

observations, interaction into a system that allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. There are five types of descriptive text, they are: describing t object, describing, process, describing an event, describing place, describing object, describing personality. In this research, the researcher will be focus in describing an object.

a. **Grammatical features and Generic structures of Descriptive text**

Knapp and Walkins (2005:98) affirm some grammatical functions of descriptive text are

1) When describing things from technical or factual point of views, the present tense is predominantly used (has, eats, lays).

2) Relational verbs are used when classifying and describing appearance/ qualities and part/functions of phenomena (is, are, has).

3) Adjectives can be used to add extra information.

Furthermore, Pardiyono (2007:36) argue that will be described is generic structures of descriptive text, they are

1) Identification: the function is to describe the object that will be described in the text. Statement in identification should be interesting in order to make the readers are interested in reading the whole text completely.

2) Description: It contains of the detail description or elaboration of the topic or theme as described in the identification

b. Example of Description Text

Table 2.1 The Example of Descriptive Text

A friendly Clown	Title
On one corner of my dresser sits a smiling toy clown on tiny unicycle –a gift I received last Christmas from a close friend.	Identification
The clown's short yellow hair, made of yarn, covers its cars but 9s parted above the eyes. The blue eyes are outlined has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume .the left side of the outfit is light blue, and the right side is red. The two colors merge in a dark line that runs down the center of the small outfit .surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. The clown and unicycle together stand about a foot high .As a cherished gift from my good friend Tran ,this colorful figure greets me with a smile every time I enter my room.	Description

5. Assessing Reading Comprehension

Because comprehension is a mental process, it can only observed and assessed indirectly. We cannot get inside a reader's head to observe more visible (Treherne,2004:439). Reading comprehension can be inferred and assessed through: oral or written retellings; read-aloud, answering questions; filling in missing words in cloze; written responses; acting out stories; group discussion; peer and self – assessment; questionnaires; and interviews .

Lim (2009-195) states that there are six aspects that are needed to be assessed in reading comprehension they are .

a. The general information of the text

b. The specific information of the text

c. The meaning of word from context

d. The inferences

e. The conclusion of the text

Those aspects above are able to test students' ability in understanding the passage as whole ;understanding what is implied in text understanding the meaning of

individual word and phrases used in context; and expressing clearly and accurately in own word as far as possible.

B. Relevant Studies

The study analyzing the students' competence in describing pictures on reading text has been done by some researchers, such as:

Retno (2013) who conducted research entitled," the students" competence in describing information from the pictures –attached text at the second grade of SMP PAB 4 SAMPALI   in academic year 212/2013.The result showed that the competence in describing information from the picture-attached text is very good compared to text without picture.

Mutia (2013) investigated the analysis of students competence in describing information from picture on reading text (Research at the 2nd grade students of SMP PAB 4 SAMPALI). This study showed that students pay more attention to picture, because the functions of the pictures are not only for entertaining but giving information.

The finding of Thomas (2005) in her journal entitled "the power of describe: Using describe to increase Comprehension in Kindergarten" is that the children were motivated more and more each time the strategy was presented. It allows optimal participation from all member of the group and a constant flow of communication

about the story. The outcome is that predicting plays upon the natural curiosity of children as motivator for reading.

Camphell and Cuba (2015) also investigated the importance of using picture in describing in their journal entitled "analyzing the role of visual cues in Developing Prediction- Making skills of Third and Ninth Grade English Language Learners "The conclusion of this research is visual cues are useful tools in helping students and comprehending the story.

In the story the researcher want to investigate how good students ability in describing a text through pictures. The researcher will find out whether the students pay more attention to the pictures to get the information and whether their describe is right or not.

C. Conceptual Framework

Reading is one of four skills should be learned by learners of EFLES..Though reading is very supposed to be the most important skill,the students of Junior High school are still hard to master it. This condition is caused by many factors such as the lack of students'interest to read the text,the lack of students ' prior knowledge about the reading text and the in effectiveness technique which was applied by the teacher. Therefore,students are difficult to get the massage revealed by the writer which is conveyed in the text.

Describing by using picture is a strategy which has a high possibility in helping students' reading achievement. Description is the prior elimination of unlikely alternatives. it is the core of reading .All of our prior knowledge places and situations enable us to predict when we read and this to comprehend and enjoy what we read. The describing strategy activates students prior knowledge and starts engagement with key concepts. it activates prior knowledge and shows students that they were smart enough to figure things out in reading.

Students can be able to brainstorm how the information fits in with their previous knowledge. They learn to make connections between their own prior knowledge and the ideas in the text .it is helpful for students to see that sometimes their predictions were off and they have to stop think and might be revise their prediction. Describing and revising also assist students in thinking while they read .they paid attention to see whether they right in their prediction or not.giving the students time to revise their description support them to reread an important component of completely comprehension.

But, only few students can get information through pictures in the reading text, they also must have the prior knowledge .if the teacher asks students to get information from the pictures, teacher also must concerns to their own knowledge, for example, if teacher shows a pictures about a building in a big city to student who has never been in big city, it could be some of them will do not know what the information that they can get from the pictures.

In addition, if the teachers the students who lives in natural/village community or environment, it is better so show the text with the pictures is set with animals, plants or anything they have seen and been before .it will help them in getting information about the text. This study of the research concentrates on the analysis of students' competences in describing information from pictures in reading text. It is concerned about the students' ability to use the pictures in the text to predict what the text about, what happen is next, and revising as they read the text. The pictures in a text are also useful to activate students' prior knowledge in order to comprehend the text.

D. Research Hypothesis

Based on the previous discussion on the background of this study, the hypothesis of the study was as follows:

Ha: There is a significant the effect of Picture Strategy on the students' Achievement in describing information through reading text.

Ho: There is no significant the effect of Picture Strategy on the students' Achievement in describing information through reading text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP PAB 3 Sampali of eight grades at academic year 2016/2017, which was located at Sampali Kec.Percut Sei Tuan Medan. The reason of choosing this school because from the experience in real teaching practice (*PPL*), it is found that the students have problem in their chievement in English learning, especially in reading comprehension. So, the researcher wants to help them by using a proper learning strategy that is easy to do.

B. Population and Sample

1. Population

The population of this research are the eight grade students of SMP PAB 3 Sampali Medan in academic year 2016/2017, which consisted of four classes which VIII-1 amounts to 37 students, VIII-2 amounts to 37 students, VIII-3 amounts to 40 students, VIII-4 amounts to 40 students. So, the total populations are 154 students.

Table 3.1
Population of the Research

No.	Classes	Population
1	VIII-1	37
2	VIII-2	37

3	VIII-3	40
4	VIII-4	40
Total		**154**

2. Sample

The sample in this research was class VIII-1 that amounts to 37 students and VIII-2 that amounts to 37 students which are taken by using Cluster Random Sampling Technique by cards. After the researcher mixed these cards for a moment, two cards were taken randomly as the sample of research and the first chosen is VIII-1 as experiment Group while the second chosen is VIII-2 as control Group. The table population and sample can be seen below:

Table 3.2
Sample of the Research

No.	Class	Sample
1	VIII-1	37
2	VIII-2	37
Total		**74**

C. Research Design

This research was conducted in a descriptive quantitative research. According to Kountur (2007:13) descriptive quantitative is a kind of research that collects the information about the status of phenomenon at the time of conducting researcher and the collecting data are shown by numbers in order to obtain the percentage. It is a

descriptive one because it is use to describe phenomenon such as ability, competence and level of achievement. Besides this study will be considered as quantitative because the result is described in frequencies, percentage and averages.

This research used an experimental method which consisted of two groups; they were experimental group and control group. The experimental group taught by Picture strategy. The control group was taught by using lecture method. Both of groups were given pre-test and post-test. The design of this research would be shown below:

Table 3.3
The Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	**Picture strategy**	√
Control	√	**Lecture Method**	√

Experimental group consisted of 37 students were taught by applying Picture strategy in describing information, and control group consisted of 37 students were taught by using lecture method in learning describing information.

1. Pre-test

Pre-test were given to find out the students' achievement in describing information before giving treatment. In pre-test, the students were tested by using objective test that is multiple choices. The design of pre-test was same with post-test. The test was taken from LKS and internet.

2. Treatment

Treatment was given to the students after the pre-test administrated. The experimental group was taught by applying Picture strategy in describing information while the control group was taught by using lecture method.

3. Post-test

The post-test was given to the students after giving a treatment. The post-test was same as the pre-test. The post-test was the final test in this research, especially in measuring the treatment, whether it is significant or not, it meant to know whether the treatment gave the effect or not on the students' achievement in learning describing information.

D. The Instrument of Collecting Data

In this study, test will as- the instrument of collecting the data. Ary et all (2010-216) states that test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The researcher use pictures within a text to measure students' ability in describing information through picture. The test administered to students, in which the teacher gave the students test in multiple choices form with 20 questions. Each correct answer was given ten scores. So, the highest scores were one hundred. Each incorrect answer was given zero.

E. Procedures of Collecting Data

For collecting the data, the researcher applied pictures within a text to measure students' ability in describing. The data will be collected based on the following steps

1. Giving the same pre-test to both of the groups

2. Preparing pictures within text

3. Students describe the text through the pictures

4. Students write down their predictions

5. Students read the full text and revising their prediction

6. Giving post-test with the same test to both of the groups.

7. Collecting the students' work sheet.

F. Technique of Analyzing The Data

In this research, this technique applied to analyze the data, and the steps are:

1. Correcting the students' answer

2. Scoring the students' answer

$$Score = \frac{Total\,of\,True\,Answer}{Total\,of\,Question}\ x\ 100\%$$

3. Listing the score into tables, first for the experimental group score and the second for the control group scores.

4. Calculating the total score to find the mean with following formula (Indra, 2010:77):

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\sum X$ = total of students' score

$N =$ Number of scores

a. Test significant by using t-test formula by Ary (2010:177):

$$T = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

$T =$ Significant correlated sample

$D =$ Difference between pre -test and post test scores for each sample

$\overline{D} =$ Mean of difference scores (mean of D)

$D^2 =$ quadrate of D

$N =$ Number of scores

b. Standard deviation formula

$$SD = \sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D\right)^2}{N}}{N-1}}$$

Where:

$SD =$ Standard deviation

$D =$ Difference between pre -test and post test scores

$N =$ Number of scores

CHAPTER 4

DATA AND DATA ANALYSIS

A. The Data

The data of this study were the result of test. The data were divided into two group, namely experimental group and control group. This study was conducted in three meeting for each group either control or experimental group. Both of groups were given the same test form in reading comprehension in pre test and post test. Hence, the researcher got the students' score as the data. To know the differences between the students' score in the experimental group and control group, it can be analyzing in data analysis.

B. Data Analysis

The data were collected by asking the students about reading test in multiple choice forms as mentioned on the instrument of collecting data. The data of this study were obtained from the result of the pre test and post test were from experimental and control group. The researcher calculated into formulas to find out the Mean, standard deviation and t-test. The analysis was intended to earn the significance difference between teachings by using Picture on the students' achievement in reading text. The data of pre-test and post-test from two groups are computed by using t-test formula and standard deviation. For make it clear, it could be seen in table below:

Table 4.1
The Result Score of Experimental Group

No.	Students' Name	Pre- test	Post-test
1	AHMAD WILDAN RASYID	60	80
2	ALFRIJA IRZA SAHARA	60	100
3	ALISA FATMA SINAGA	50	100
4	ARMAN PRAYOGI	60	80
5	ARYA HARIANTA	50	80
6	BOBY PRAYOGI	50	90
7	CINDY WIDYA SARAGIH	50	80
8	DINDA PRATIWI	60	70
9	DONI KURNIAWAN GULTOM	50	70
10	EKO YUDHI	60	80
11	FEBRINA ADRIANA	50	90
12	GRACIA PRASTIWI	60	80
13	GRACE PUTRI INDARTI	60	90
14	HELEN YESIKA GULTOM	50	90
15	IKHSAN ARIF	60	80
16	INKA HERA NATASYA	50	70
17	JULI AFNISAH M. MANJORANG	50	70

18	KHAIRANI AKBAR	60	100
19	M. DIO ARIANDA	50	90
20	M. JULIANSYAH	60	90
21	MARSYLA RAMLAH	60	90
22	NUR CALIN	50	80
23	NORMITA SARI SIBARANI	50	70
24	NURUL AZIA PUTRI	50	80
25	OZI SWANDI NAZARA	60	90
26	PUTRI WARNI LUMBANRAJA	50	90
27	RAHMAD MAULANA	50	70
28	RIA RENATA BR GINTING	50	100
29	RIKO ANGGINO SAMOSIR	50	100
30	RESPATI TRI ALDI	60	70
31	RISA APRIANI	50	80
32	SABRINA DWI LESTARI	50	90
33	TEGAR HARIANTO	50	90
34	TEGAR HARDIANN	50	70
35	WIDYA NINGSIH	50	80
36	YANNI ADELIA RUSLI	50	80
37	YULA YOLANDA	50	90
Sum		**1980**	**3100**

Mean		**53.51**	**83.78**

The result of students' score in the experimental group showed that in the pre-test the highest score was 60 and the lowest score in the pre-test was 50. In the post-test, the highest score was 100 and the lowest score was 70. The total score of pre-test was 1980 and the mean was 53.51. In the post-test, the total score was 3100 and the mean of the score was 83.78. So, the total and mean score in post-test of experimental group was higher than the total and mean score in pre-test of experimental group. To know score and mean of experimental Group could be seen this chart below:
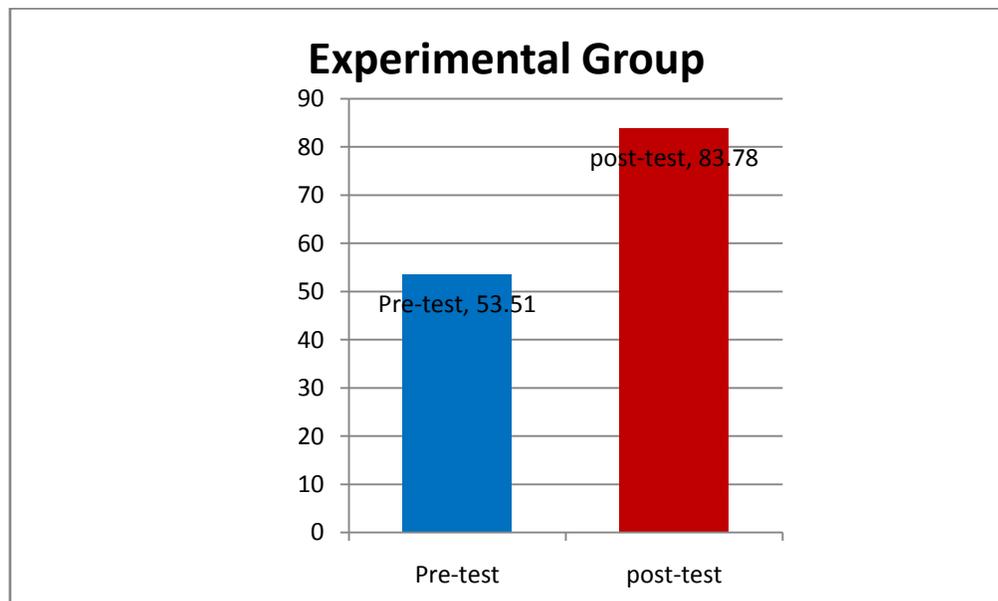

Chart 1: The Result of Experimental Group

Table 4.2
The Result Scores of Control Group

No.	Students' Name	Pre- test	Post-test

1	ADE MAHARANI	40	50
2	AGUS ERIKA.	40	55
3	ANDIKA SIBARANI	45	60
4	AJI GUNA	45	70
5	ALDO	45	55
6	ANISA NURADELA	40	50
7	APRIANTO SIDAURUK	40	55
8	AULIA RAHMAWATI	40	60
9	AYU FITRIANI	50	60
10	BIMA GUNAWAN	40	50
11	CHANTYA NURUL INSANI	50	55
12	CRISTINA	50	55
13	DINDA ANGGRAINI	40	70
14	EGI PRATAMA	50	80
15	ERA HANAVI	50	60
16	FATYA SYAHRANI	50	50
17	FANNY INDRIANI	55	55
18	FATIYA HASYIM SINAGA	55	60
19	GIA REYVALDO SEMBIRING	50	50
20	HAFIDZAH NUR ISLAMIAH	50	60
21	HAYATUL ARDA	55	60

No	Name	Pre-test	Post-test
22	IKBAL	50	60
23	INDRA HERMAWAN	50	60
24	IRMA JULIANA	60	70
25	JEFRI	70	50
26	LILIS ISMAWATI	60	60
27	M. FAUZI ROHMI	50	50
28	MAYLIZA HANDAYANI	55	60
29	MAYORI JUWITA	50	50
30	NADILA CANDY	40	60
31	NAOMI DIASIMA SIMBOLON	70	70
32	RUBIANTI	60	60
33	RIRIN NUFINTA SARI	55	55
34	SITI JURIAH	50	60
35	SRI NICAHAYA	70	70
36	VINA ARSITA	50	70
37	YULI HANDAYANI	40	60
	Sum	**1860**	**2185**
	Mean	**50.27**	**59.05**

It can be seen that the highest score of control group in pre-test was 70 and the lowest score in pre-test was 40. In the post-test, the highest score was 70 and the lowest score was 50 of control group. The total score of pre-test was 1860 and the

mean was 50.27. In post-test, the total score was 2185 and the mean of the score was 59.05. So, the total and mean score in post-test of control group is higher than the total and mean score in pre-test of control group. To know score and mean of experimental Group can be seen this chart below:
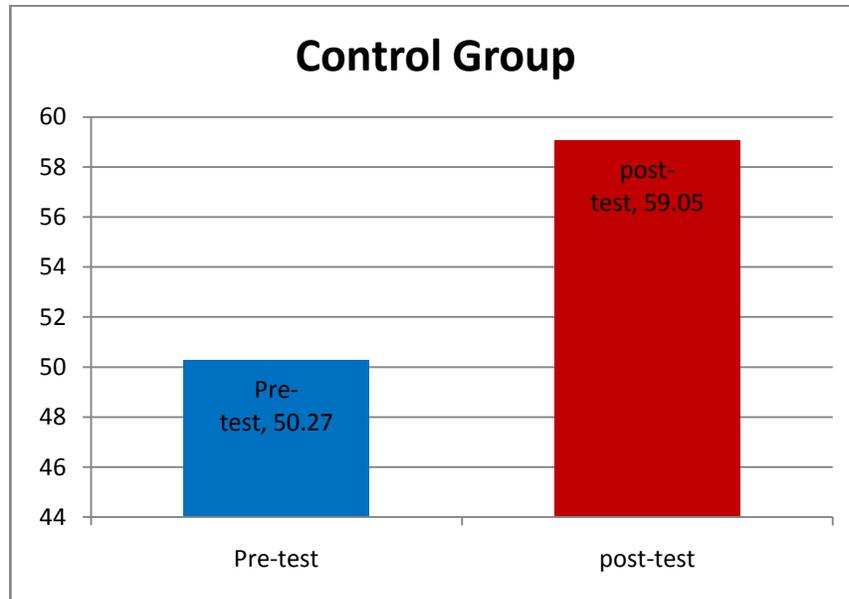

Chart 2: The Result of Control Group

1. **Analyzing the Data by Using T-Test Formula**

After the researcher assessed students' scores, then they were calculated into formulas to find out the Mean, Standard Deviation and T-Test to know the differences between the students' score in the experimental group and control group, it could be seen in the tables below:

Table 4.3
The Result of T-test Experimental Group

No	NAME	Score		Difference of Scores (D)	D^2
		Pre test	Post test		
1	AHMAD WILDAN RASYID	60	80	20	400
2	ALFRIJA IRZA SAHARA	60	100	40	1600
3	ALISA FATMA SINAGA	50	100	50	2500
4	ARMAN PRAYOGI	60	80	20	400
5	ARYA HARIANTA	50	80	30	900
6	BOBY PRAYOGI	50	90	40	1600
7	CINDY WIDYA SARAGIH	50	80	30	900
8	DINDA PRATIWI	60	70	10	100
9	DONI KURNIAWAN GULTOM	50	70	20	400
10	EKO YUDHI	60	80	20	400
11	FEBRINA ADRIANA	50	90	40	1600
12	GRACIA PRASTIWI	60	80	20	400
13	GRACE PUTRI INDARTI	60	90	30	900
14	HELEN YESIKA GULTOM	50	90	40	1600
15	IKHSAN ARIF	60	80	20	400
16	INKA HERA NATASYA	50	70	20	400

17	JULI AFNISAH M. MANJORANG	50	70	20	400
18	KHAIRANI AKBAR	60	100	40	1600
19	M. DIO ARIANDA	50	90	40	1600
20	M. JULIANSYAH	60	90	30	900
21	MARSYLA RAMLAH	60	90	30	900
22	NUR CALIN	50	80	30	900
23	NORMITA SARI SIBARANI	50	70	20	400
24	NURUL AZIA PUTRI	50	80	30	900
25	OZI SWANDI NAZARA	60	90	30	900
26	PUTRI WARNI LUMBANRAJA	50	90	40	1600
27	RAHMAD MAULANA	50	70	20	400
28	RIA RENATA BR GINTING	50	100	50	2500
29	RIKO ANGGINO SAMOSIR	50	100	50	2500
30	RESPATI TRI ALDI	60	70	10	100
31	RISA APRIANI	50	80	30	900
32	SABRINA DWI LESTARI	50	90	40	1600
33	TEGAR HARIANTO	50	90	40	1600
34	TEGAR HARDIANN	50	70	20	400
35	WIDYA NINGSIH	50	80	30	900
36	YANNI ADELIA RUSLI	50	80	30	900
37	YULA YOLANDA	50	90	40	1600

	1120	38000
Σ	1120	38000
M	30.27	1207.02

The data showed that there was a significant improvement on students' marks after they received treatments by using Picture strategy. To get the t-test score of Experimental Group, the researcher used the formula T- test.

$$T = \Delta\sqrt{N} \ or \ T = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$T = \frac{30.27}{\sqrt{\dfrac{38000 - \dfrac{(1120)^2}{37}}{37\,(37-1)}}}$$

$$T = \frac{30.27}{\sqrt{\dfrac{38000 - \dfrac{1254400}{37}}{37\,(36)}}}$$

$$T = \frac{30.27}{\sqrt{\dfrac{38000 - 33902.70}{1332}}}$$

$$T = \frac{30.27}{\sqrt{3.07}}$$

$$T = \frac{30.27}{1.75}$$

T= 17.29

To get the standard deviation score of the Experimental Group students, the researcher used the formula this below:

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

$$SD = \sqrt{\frac{38000 - \frac{(1120)^2}{37}}{37 - 1}}$$

$$SD = \sqrt{\frac{38000 - \frac{1254400}{37}}{36}}$$

$$SD = \sqrt{\frac{38000 - 33902.70}{36}}$$

$$SD = \sqrt{\frac{4097.3}{36}}$$

$$SD = \sqrt{113.81}$$

$$\boldsymbol{SD = 10.66}$$

Consequently, the following data were the Control Group students' scores.

Table 4.4
The Result of T-test Control Group

No	STUDENTS' NAME	Score		Difference of Scores (D)	D^2
		Pre test	Post test		
1	ADE MAHARANI	40	50	10	100
2	AGUS ERIKA.	40	55	15	225

3	ANDIKA SIBARANI	45	60	15	225
4	AJI GUNA	45	70	25	625
5	ALDO	45	55	10	100
6	ANISA NURADELA	40	50	10	100
7	APRIANTO SIDAURUK	40	55	15	225
8	AULIA RAHMAWATI	40	60	20	400
9	AYU FITRIANI	50	60	10	100
10	BIMA GUNAWAN	40	50	10	100
11	CHANTYA NURUL INSANI	50	55	5	25
12	CRISTINA	50	55	5	25
13	DINDA ANGGRAINI	40	70	30	900
14	EGI PRATAMA	50	80	30	900
15	ERA HANAVI	50	60	10	100
16	FATYA SYAHRANI	50	50	0	0
17	FANNY INDRIANI	55	55	0	0
18	FATIYA HASYIM SINAGA	55	60	5	25
19	GIA REYVALDO SEMBIRING	50	50	0	0
20	HAFIDZAH NUR ISLAMIAH	50	60	10	100
21	HAYATUL ARDA	55	60	5	25
22	IKBAL	50	60	10	100

23	INDRA HERMAWAN	50	60	10	100
24	IRMA JULIANA	60	70	10	100
25	JEFRI	70	50	20	400
26	LILIS ISMAWATI	60	60	0	0
27	M. FAUZI ROHMI	50	50	0	0
28	MAYLIZA HANDAYANI	55	60	5	25
29	MAYORI JUWITA	50	50	0	0
30	NADILA CANDY	40	60	20	400
31	NAOMI DIASIMA SIMBOLON	70	70	0	0
32	RUBIANTI	60	60	0	0
33	RIRIN NUFINTA SARI	55	55	0	0
34	SITI JURIAH	50	60	10	100
35	SRI NICAHAYA	70	70	0	0
36	VINA ARSITA	50	70	20	400
37	YULI HANDAYANI	40	60	20	400
	$\sum$			473	7297
	M			12.44	192.02

To get the t-test score of Control Group, the researcher used the formula

suggested by Ary, et al.,

$$T = \Delta\sqrt{N} \ or \ T = \cfrac{\overline{D}}{\sqrt{\cfrac{\sum D^2 - \cfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$T = \cfrac{12.44}{\sqrt{\cfrac{7297 - \cfrac{(473)^2}{37}}{37\,(37-1)}}}$$

$$T = \cfrac{12.44}{\sqrt{\cfrac{7297 - \cfrac{223729}{37}}{37\,(36)}}}$$

$$T = \cfrac{12.44}{\sqrt{\cfrac{7297 - 6046.72}{1332}}}$$

$$T = \cfrac{12.44}{\sqrt{4.53}}$$

$$T = \cfrac{12.44}{2.12}$$

T= 5.86

To get standard deviation score of the Control Group students, the researcher used the formula :

$$SD = \sqrt{\cfrac{\sum D^2 - \cfrac{(\sum D)^2}{n}}{N-1}}$$

$$SD = \sqrt{\cfrac{7297 - \cfrac{(473)^2}{37}}{37-1}}$$

$$SD = \sqrt{\cfrac{7297 - \cfrac{223729}{37}}{36}}$$

$$SD = \sqrt{\frac{7297 - 6046.72}{36}}$$

$$SD = \sqrt{\frac{1250.28}{36}}$$

$$SD = \sqrt{34.72}$$

$$\boldsymbol{SD = 5.89}$$

The researcher put all the summary of the scores from the EG and CG students into a table to ease the readers.

Table 4.5 the Calculation of Mean, Standard Deviation, T-Test, and T-Table

(Experimental Group)

Test	Score	Mean	Standard Deviation	T-Test	T-Table
Pre Test	1980	53.15	10.66	17.29	2.00
Post Test	3100	83.78			

Table 4.6 The Calculation of Mean, Standard Deviation, T-Test, and T-Table

(Control Group).

Test	Score	Mean	Standard Deviation	T-Test	T-Table
Pre Test	1860	50.27	5.89	5.86	2.00
Post Test	2185	59.05			

The table clearly showed the result of the research in both the experimental and the control group. It concluded that students' in Experimental Group performed a very good improvement on reading text after the teaching and learning process during the research. In this section, the discussion focused on the data interpretation which explains the result in relation to the literature and hypothesis testing which answer the research question in which Ha was accepted.

2. **Hypothesis Testing**

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If t-test > t-table, it means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom (df) $\rightarrow$ n-1= 37-1 = 36 and (df)$\rightarrow$ n-1= 74-1 = 73 was 2.00. It means that this research was accepted (Ha) since the students't-test in the Experiment Group was 17.29 and the t-table is 2.00. Because the t-test value was higher than the t-table (17.2>2.00). It concluded that Picture strategy can improve in describing information through reading text.

C. **Discussion**

From the result, it is found that there was significant difference between teaching describing information through reading text by using Picture strategy and

without using Picture strategy. Teaching describing information through reading text after using Picture strategy was more effective than teaching reading text by using conventional method. It could be seen from the difference of mean score from both of the groups. Based on the analysis above, the result of t-test was 17.29. It showed the result of t-test was higher than t-table (17.29 > 2.00). It means that the using of Picture strategy significantly affects students' ability in reading text especially in describing information.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, it concluded after conducting treatment by Picture strategy in teaching reading text especially describing information. It was found that the students' achievement improved. In addition, the t-test was applied in order to know whether the difference between the pre test and post test mean was significant accepted or rejected. The result of calculation in the Experimental Group was 17.29 while the critical value of 0.05 significant levels was 2.00. Because t-test was 17.2 was higher than the t-table was 2.00, it concluded that the effect of picture strategy in learning describing information through reading text was accepted.

B. Suggestions

After drawing the conclusion, the researcher would like to offer some suggestions based on the result and to complete this research.

1. *For Students* To improve the students' achievement in learning describing information through reading text, students have to learn seriously so that they can understand better in class during the teaching and learning process. Also, they should not be reluctant to ask their teacher for help if they had difficulties.

2. *For Teachers* There are many strategies that can be used by English teachers in teaching reading text especially describing text. In this case, they just need to find

out an appropriate strategy in teaching reading text to create good learning atmospheres and help the students to learn enjoyably.

3. *For Headmaster*, as principle to guide the teacher to be quality and enjoyable teacher and ask the teacher to apply Picture strategy as their strategy in teaching.

4. *For Researchers* For further research similar to this present study, the researcher hopes the result of this study can be used as a reference. It was suggested that further studies involve a large number of population

5. *For Readers at UMSU* who are interested in conducting a much deeper research on reading text through Picture strategy.

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LESSON PLAN
(EXPERIMENTAL GROUP)

School   : SMP PAB 3 Sampali

Subject   : English

Class/Semester   : VIII/II

Skill   : Reading

Time   : 2 x 45 minutes

I. Standard Competence

Understanding the meaning of short functual text and essay in a form of descriptive, explanation, and discussion in the daily context to access knowledge.

II. Basic Competence

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

III. Indicator

- ➢ To know the text of descriptive
- ➢ To identify the meaning of the words in the text
- ➢ Answer the question based on descriptive text

IV. Objective

- ➢ The students are able to know the text of descriptive
- ➢ The students are able to identify the meaning of the words in the text
- ➢ The students can answer the question based on descriptive text

V. Teaching Material

MONAS

Monas or National Monument is an icon of the city. Located in downtown Jakarta, a tourist place and educational center that appeals to people in Jakarta and surrounding areas. Monument was established in 1959 and unveiled two years later in 1961. Monas is always crowded by tourists to see the beauty of the city from the top of the monument, adding insight into the history of Indonesia in the diorama room or enjoy the fresh urban forest covering approximately 80 acres in the center of Jakarta.

Monas began construction in August 1959. Overall building designed by the architects Monas Indonesia, Sudarsono, Frederich Silaban and Ir. Rooseno. On August 17, 1961, the monument was inaugurated by President Soekarno. And opened to the public since July 12, 1975. While the area around the city forest park formerly known as Monas Field Gambir. Later the name was changed several times to Field Ikada, Merdeka Square, National Monument Square and then into Monument Park. Monas was built at 132 meters and yoni phallus-shaped.

The entire building is covered by marble.

a. **Flame**

   At the top there is a cup that is topped with a bronze flame height of 17 meters and a diameter of 6 meters with a weight of 14.5 tons. This flame coated gold weighing 45 kg. Flame monument consists of 77 sections joined together.

b. **Peak Court**

Top court breadth of 11x11 m. To reach the top court, visitors can use the elevator to travel about 3 minutes long. All around there are stair lifts emergency. From the top of the monument, visitors can see the skyscrapers buildings in the city. Even if the air is clear, visitors can see Mount Salak in West Java and the Java Sea to the Thousand Islands.

c. **Lower Court**

Under the court of the extent of 45x45 m. Height of the base under the Monument to the court 17 meters. In this section visitors can see Monument Park which is a beautiful city forest.

d. **Historical Museum of National Struggle**

At the bottom of the monument there is a large room that is the National Museum. Height is 8 feet. This museum displays the history of the struggle of the Indonesian nation. This comprehensive museum is 80x80 m. On the fourth side of the museum there are 12 dioramas (show window) that displays the history of Indonesia from the era of kingdoms Indonesian nation ancestors until G30S PKI.

On the monument you can also eliminate your boredom by enjoying Monument Park, which is an urban forest that is designed with a beautiful garden. In this park you can play with a herd of deer were accidentally imported from Bogor Palace to enliven the park. **M**onument Park is also equipped with a dancing fountain. Dancing fountain show is very interesting to watch at night. The fountain will be moved to the appropriate canting beautiful strains of the song being played. There was also a colorful laser show at the fountain. To visit the monument, there are many types of transportation that you can use. If you train users, you can use Jabodetabek KRL types express which stops at Gambir Station. You can also use Trans Jakarta Bus transportation facilities. If you are using personal vehicles, special parking is available IRTI, or you can park your vehicle at Gambir Station.

Elephant

An elephant is the largest and strongest of all animals. It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in it natural habitat. The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly.

The elephant is very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. An elephant is really a smart animal.

VI. Teaching Strategy

➤ Picture strategy

VII. Media and Source

- Media   : Copies of article from the internet
- Source   : Article from the internet

VIII. Teaching and Learning Process

No.	Activities		Time Allocation
	Teacher's Activities	**Students' Activities**	

I.	**a. Opening**
	 Apperception
	   1. Teacher greets the students
	
	   2. Teacher order the students to pray
	
	   3. Check the attendance list of students
	 Motivation
	
	   4. Teacher gives briefly explain the target of standard competence and the basic competence
		1. Students respond the teacher's instruction
		 2. Students start to pray
		 3. Students listen to their names
		
		 4. Students comprehend what the teacher's explain
			10'

II.	**b. Main Activities**		
	Exploration	1. Students pay attention to the teacher's explanation	
	1. Teacher tells the student that the topic of the lesson is Descriptive Text and revise their vocabulary related to the text		
	2. Teacher asks the students whether they understand the material or not	2. Students give the questions or comment whether do not understand the material to the teacher	1'10''
	Elaboration		
	3. Teacher explain some instructions for making a group discussion (a group based on the row in the class)	3. Students pay attention to the teacher's instruction to make a group discussion	
		4. Students start to discuss with their group Based the doll which showed by teacher	
	4. Teacher divides the text and show a picture which related with material		
	5. Teacher invites in group to read the whole text and give a chance to revise their reading	5. Students read the whole text together	
	6. Teacher invite the other group to give their idea about that material	6. Students discuss with their group	
	7. Teacher reviews their reading and invites them to determine main idea from that reading	7. Students cooperate with the teacher to know the true or false about their reading	
	8. Teacher gives excercises	8. Students	

	Confirmation 9. Teacher concludes the result and emphasize about the lesson that has been learned	answer the exercises 9. Students pay attention to the teacher's explanation	
III.	**c. Closing:** 1. Teacher closes the meeting	1. Students pay attention to the teacher's explanation	10'

LESSON PLAN
(CONTROL GROUP)

School   : SMP PAB 3 Sampali

Subject   : English

Class/Semester   : VIII/II

Skill   : Reading

Time   : 2 x 45 minutes

I. Standard Competence

Understanding the meaning of short functual text and essay in a form of descriptive, explanation, and discussion in the daily context to access knowledge.

II. Basic Competence

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

III. Indicator

➢ To comprehend a descriptive text

➢ To identify text organization of descriptive text

➢ To answer the questions based on descriptive text

IV. Objective

➢ The students are able to comprehend a descriptive text

➢ The students are able to identify the text organization of descriptive text

➢ The students are able to answer the questions based on descriptive text

MONAS

Monas or National Monument is an icon of the city. Located in downtown Jakarta, a tourist place and educational center that appeals to people in Jakarta and surrounding areas. Monument was established in 1959 and unveiled two years later in 1961. Monas is always crowded by tourists to see the beauty of the city from the top of the monument, adding insight into the history of Indonesia in the diorama room or enjoy the fresh urban forest covering approximately 80 acres in the center of Jakarta.

Monas began construction in August 1959. Overall building designed by the architects Monas Indonesia, Sudarsono, Frederich Silaban and Ir. Rooseno. On August 17, 1961, the monument was inaugurated by President Soekarno. And opened to the public since July 12, 1975. While the area around the city forest park formerly known as Monas Field Gambir. Later the name was changed several times to Field Ikada, Merdeka Square, National Monument Square and then into Monument Park. Monas was built at 132 meters and yoni phallus-shaped.

The entire building is covered by marble.

e. **Flame**

At the top there is a cup that is topped with a bronze flame height of 17 meters and a diameter of 6 meters with a weight of 14.5 tons. This flame coated gold weighing 45 kg. Flame monument consists of 77 sections joined together.

f. **Peak Court**

Top court breadth of 11x11 m. To reach the top court, visitors can use the elevator to travel about 3 minutes long. All around there are stair lifts emergency. From the top of the monument, visitors can see the skyscrapers buildings in the city. Even if the air is clear, visitors can see Mount Salak in West Java and the Java Sea to the Thousand Islands.

g. **Lower Court**

Under the court of the extent of 45x45 m. Height of the base under the Monument to the court 17 meters. In this section visitors can see Monument Park which is a beautiful city forest.

h. **Historical Museum of National Struggle**

At the bottom of the monument there is a large room that is the National Museum. Height is 8 feet. This museum displays the history of the struggle of the Indonesian nation. This comprehensive museum is 80x80 m. On the fourth side of the museum there are 12 dioramas (show window) that displays the history of Indonesia from the era of kingdoms Indonesian nation ancestors until G30S PKI.

On the monument you can also eliminate your boredom by enjoying Monument Park, which is an urban forest that is designed with a beautiful garden. In this park you can play with a herd of deer were accidentally imported from Bogor Palace to enliven the park. **M**onument Park is also equipped with a dancing fountain. Dancing fountain show is very interesting to watch at night. The fountain will be moved to the appropriate canting beautiful strains of the song being played. There was also a colorful laser show at the fountain. To visit the monument, there are many types of transportation that you can use. If you train users, you can use Jabodetabek KRL types express which stops at Gambir Station. You can also use Trans Jakarta Bus transportation facilities. If you are using personal vehicles, special parking is available IRTI, or you can park your vehicle at Gambir Station.

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VI. Teaching Strategy
> ➢ Conventional Method

VII. Media and Source
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- Source   : Article from the internet

VIII. Teaching and Learning Process

No.	Activities		Time Allocation
	Teacher's Activities	**Students' Activities**	
I.	**a. Opening** *Apperception* 1. Teacher greets the students 2. Teacher order the students to pray 3. Check the attendance list of students *Motivation* 4. Teacher gives briefly explain the target of standard competence and the basic competence 5. Teacher gives a chance to hear and to solve what the students' problem in reading comprehension text	1. Students respond the teacher's instruction 2. Students pray together 3. Students listen their names 4. Students comprehend what the teacher's explain 5. Students ask the teacher about their problem in reading comprehension	10'
II.	**a. Main Activities** *Exploration* 1. Teacher explains the student about the text organization and revise their vocabulary related to the text 2. Teacher asks the students whether they understand the material or not *Elaboration* 3. Teacher explain some instructions for making a group discussion (a group	1. Students pay attention to the teacher's explanation 2. Students give the questions or comment whether do not understand the material to the teacher 3. Students pay attention to the	1'10''

	based on the row in the class) 4. Teacher invites in group to read the whole text and give a chance to revise their reading 5. Teacher reviews their reading and invites them to determine main idea from that reading 6. Teacher gives excercises *Confirmation* 7. Teacher concludes the result and emphasize about the lesson that has been learned	teacher's instruction to make a group discussion 4. Students start to discuss with their group 5. Students read the whole text together 6. Students cooperate with the teacher to know the true or false about their reading 7. Students answer the exercises 8. Students pay attention to the teacher's explanation	
III.	**b. Closing:** 1. Teacher closes the meeting	1. Students close the meeting together	10'

Medan, 15 March 2017

Teacher   Researcher

(   )   (   )

Known by

Head Master of SMP PAB 3 SAMPALI

(   )

APPENDIX III

Test 1

MONAS

Monas or National Monument is an icon of the city. Located in downtown Jakarta, a tourist place and educational center that appeals to people in Jakarta and surrounding areas. Monument was established in 1959 and unveiled two years later in 1961. Monas is always crowded by tourists to see the beauty of the city from the top of the monument, adding insight into the history of Indonesia in the diorama room or enjoy the fresh urban forest covering approximately 80 acres in the center of Jakarta.

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The entire building is covered by marble.

a. **Flame**

At the top there is a cup that is topped with a bronze flame height of 17 meters

and a diameter of 6 meters with a weight of 14.5 tons. This flame coated gold weighing 45 kg. Flame monument consists of 77 sections joined together.

b. **Peak Court**

Top court breadth of 11x11 m. To reach the top court, visitors can use the elevator to travel about 3 minutes long. All around there are stair lifts emergency. From the top of the monument, visitors can see the skyscrapers buildings in the city. Even if the air is clear, visitors can see Mount Salak in West Java and the Java Sea to the Thousand Islands.

c. **Lower Court**

Under the court of the extent of 45x45 m. Height of the base under the Monument to the court 17 meters. In this section visitors can see Monument Park which is a beautiful city forest.

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At the bottom of the monument there is a large room that is the National Museum. Height is 8 feet. This museum displays the history of the struggle of the Indonesian nation. This comprehensive museum is 80x80 m. On the fourth side of the museum there are 12 dioramas (show window) that displays the history of Indonesia from the era of kingdoms Indonesian nation ancestors until G30S PKI.

On the monument you can also eliminate your boredom by enjoying Monument Park, which is an urban forest that is designed with a beautiful garden. In this park you can play with a herd of deer were accidentally imported from Bogor Palace to enliven the park. Monument Park is also equipped with a dancing fountain. Dancing fountain show is very interesting to watch at night. The fountain will be moved to the appropriate canting beautiful strains of the song being played. There was also a colorful laser show at the fountain. To visit the monument, there are many types of transportation that you can use. If you train users, you can use Jabodetabek KRL types express which stops at Gambir Station. You can also use Trans Jakarta

Bus transportation facilities. If you are using personal vehicles, special parking is available IRTI, or you can park your vehicle at Gambir Station.

1. How high is Monas?

   a.   132 m   b. 130 m   c. 134 m   d. 133 m

2. When was Monas built?

   a.13 July 1975   c.12 July 1975

   b.13 July 1961   d.12 July 1961

3. What was monument established?

   a.1959   b.1960   c.1961   d.1962

4. Who are the arcitect who built Monas?

   a.R.M. Soerdasono & Ir.Soekarno

   b.Ir.Soekarno & Moh.Hatta

   c.M.Yamin & Frederich Silaban

   d.Frederich Silaban & R.M. Soedarsono

5.How wide is Monas Tower?

   a.70 ha   b.35 ha   c.60 ha   d.80 ha

6. How the way to visit Monas?

   a. To visit Monument by transportation

   b. To visit monument by feet

   c. To visit monument by airplane

   d. To visit monument by climbing a tower

7. What is the main idea of the first paragraph above?
   a. History of Monas

   b. The Hight of tower of Monas

   c. Located of Monas

   d. Some architects of Monas

8. What is the purpose of the text above?
   a.   To retell the story of National Monument
   b.   To describe history of Monas

c. To inform to reader about Monas

d. To describe something about characteristic of architect of Monas

9. Which of the following statement is wrong according to the text above?

   a. Dancing fountain show is very interesting to watch at night

   b. Monas was built at 132 meters and yoni phallus-shaped

   c. From the top of the monument, visitors can see the skyscrapers buildings in the city

   d. On the fourth side of the museum there are 21 dioramas (show window)

10. What is the name around of the city forest park?

   a. Field Ikada

   b. Monas Field Gambir

   c. Monument Park

   d. Mount Salak

Test 2

Elephant

An elephant is the largest and strongest of all animals. It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in it natural habitat. The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lift leaves and put them into its mouth. In fact, it serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly.

The elephant is very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. An elephant is really a smart animal.

11. What is the text about?
    a. Habitat of elephant
    b. Describe of elephant
    c. Bodies' elephant
    d. The elephant is very intelligent animal

12. What is the main idea of the first paragraph above?
    a. Characteristic of elephant
    b. An elephant is the largest and strongest of all animals.
    c. An elephant is a smart animal.
    d. Elephant live in the zoo
13. Which of the following statement is false according to the text above?
    a. The trunk is the elephant's peculiar feature
    b. The trunk serves the elephant as long arm and hand.
    c. Elephant have large hanging ears
    d. Elephant cannot carry heavy loads, hunt for tigers and even fight
14. What is the purpose of the text above?
    a.   To retell the story an elephant
    b.   To know the reader about habitat of elephant
    c.   To describe characteristic of elephant
    d.   To inform the reader about an elephant
15. It serves the elephant as long arm and hand, What does the word "it" in the sentence refer to?
    a.   Animal
    b.   Elephant
    c.   Tail
    d.   Trunk
16. Where can we found an elephant?
    a.   In the park
    b.   In the mount
    c.   In the zoo
    d.   In the natural habitat
17. How the characteristic of elephant?
    a.   Long nose , thick legs and small tail
    b.   Small nose, large hanging ears and small eyes
    c.   Trunk, long white tusk and thin legs
    d.   Small tail, thick nose and long trunk
18. What does the word "clumsy" in first paragraph mean in bahasa Indonesia? it means "…." In bahasa indonesia
    a. Janggal
    b. Berat
    c. Lambat

    d. Gemuk

19. Which of the following statement is true according to the text above?
    a. We can seen an elephant in the park
    b. Elephant have a great strength which useful for man
    c. Elephant have trunk, long nose, thin legs and large eyes
    d. The trunk is the elephant's weight feature

20. The elephant draws up water by….
    a. Nose
    b. Body
    c. Trunk
    d. Legs

APPENDIX IV

Key Answer

Test 1

1. a
2. c
3. a
4. d
5. d
6. a
7. c
8. b
9. d
10. b

Test 2

1. b
2. a
3. d
4. c
5. d
6. d
7. a
8. a
9. b
10. c

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Aisyah Octa Weni
N.P.M : 1302050119
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Ability in Determining the Related Information through Pictures on Reading Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
17 Maret 2017	BAB IV discussed & Revised	
	BAB V discussed & Revised	
25 Maret 2017	Abstract Revised	
27 Maret 2017	Akknowledgement	

Medan, April 2017

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum)

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Aisyah Octaweni
N.P.M	:	1302050119
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Students' Ability in Determining the Related Information Through Pictures on Reading Text

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 8 Februari 2017
Hormat saya
Yang membuat pernyataan,

METERAI
TEMPEL
05DBAAEF106386094
6000
ENAM RIBU RUPIAH

Aisyah Octaweni

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum