

Hak Cipta Diindungi Undang-Undang

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

The theoretical framework of this research is based on the concepts, theories and previous research about reading comprehension and magazine that will be discussed below.

1. The Nature of Reading Comprehension

Reading comprehension is a part of the reading skills that is needed by the students in both academic and personal reading. Without comprehension, reading will be useless. Because the goal of reading is to comprehend what we read. It means that it allows the reader to interact with the text and try to interpret the text in a meaningful way. According to Nunan (2003), the goal of reading is comprehension. Guthrie et al (2004), also stated that reading comprehension consists of the process of constructing the conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.

According to Klingner, et.al (2007), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that reading comprehension is not a simple process. In reading comprehension, the readers need their prior

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knowledge about the text to build their comprehension. Snow (2002), also defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which consists of three elements: the reader, the text, and the activity or purpose for reading. It means that reading comprehension is not a simple process. In reading comprehension, readers need their prior knowledge about text they read to build their comprehension.

Moreillon (2007), stated that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Then, Patel & Jain (2008), also added that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. Thus, in reading comprehension readers need to understand about components include in the texts.

Regarding the definition of reading comprehension above, the researcher concludes that the goal of reading is comprehension. reading comprehension is a complex process in term of constructing the meaning in purposes to know what texts talk about. In comprehending texts, readers also need to understand about meaning of context, vocabulary, grammatical structure and concept of texts. So that the readers can have good reading comprehension.

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2. Types of Reading Comprehension

Reading comprehension also can be differed by its purpose. According to Richards & Schmidt (2010), there are four types of reading comprehension based on its purpose:

- a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluate comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Based on the explanation above, there are four types of reading comprehension which have different purposes of each type. Literal comprehension means reading is to know information in general. At inferential comprehension, the reader aims at findings specific information of the text. At the critical comprehension, the readers compare and conclude their own knowledge and values with the text. Meanwhile, appreciative comprehension brings the reader to go within an emotional response from a text.

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3. Descriptive Text

In this research, the researcher focuses on students' reading comprehension of descriptive text. According to Mursyid (2005), descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. The social function of descriptive text is to describe a particular person, place, or thing.

Moreover, as pointed out by Harmer (2004), descriptive text is a text having aim to describe a particular person, place or thing. Linguistic features are focusing on specific participant, the simple present tense, adjectives, noun phrase, and conjunction. In the descriptive text, the tense usually used is simple present tense. At list there are two stages in descriptive that; identification and description. In line with the statement above, the students are required to know those stages in order to get the specific ideas of the text quickly.

Based on the explanation above, descriptive text is a text having aim to describe a particular person, place or thing. Thus, descriptive text is to describe a person, place or thing. The purpose of descriptive text is to describe a person, place, or thing. The generic stuctures of descriptive text are idetification and decription.

4. The Students' Reading Comprehension in Descriptive Text

Students' reading comprehension in descriptive text means that the students know and understand all components in descriptive text, such as

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generic structures and language features. It means if the students have good ability in recognizing organization and features in descriptive text, automatically they also have good reading comprehension in descriptive text. The indicators in descriptive text can be seen in the following explanation:

a. Identifying the Topic in Descriptive Text

A paragraph can be defined as a group of related ideas. The sentence relates to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

b. Identifying the Language Features in Descriptive Text

Then, the descriptive text also can be identified with some language features below:

- 1) Focus on specific participants as the main character;
- 2) Use present tense as dominant tenses;
- 3) Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena);
- 4) Use action verbs or material process and behavioural process in giving additional description regarding action and behaviour done by the participants in text;
- 5) Use mental verb or mental process when describing feelings;
- 6) Use nominal group frequently to describe;

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- 7) Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic;
- 8) Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

c. Identifying the Specific Information in Descriptive Text

According to Myracle (2014), the students identify central ideas based on specific information from the text, along with accurately summarizing information presented in a text. It means that when reading students are expected to identify why things occur, or need to occur, in a certain order based in their understanding of what they have read, students explain how information is organized, as it relates to the development of concepts in a descriptive text.

d. Identifying the Communicative Purposes in Descriptive Text

The communicative purpose in descriptive text is to describe a person, place, or thing. In this case the students are demanded to know the goals or the communicative purposes in descriptive text.

e. Identifying the Generic Structure in Descriptive Text

As pointed out by Emilia & Christie (2013), there are some aspects in descriptive text that should be known by readers. In term of generic structure of descriptive text can be analyzed as follows:

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1) Identification

The identification element aims at introducing and identifying specific participant (a person, thing, place, animal or event) to be described in the descriptive text.

2) Description

The description aims at describing the specific participant in text. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habits or qualities.

5. Factors Influence Students' Reading Comprehension in Descriptive Text

Successful students' reading comprehension depends on numerous factors; one of them is readers' motivation. Pertaining to the statement above, Watson, et.al (2010), explained the factors essential to the students' reading comprehension; working memory capacity, prior knowledge, motivation, vocabulary, text coherence and text structure. It means that the students are required to have personal store of those aspects in order to comprehend the text given. Conversely, if they do not have personal store of those aspects, it means that the learning process cannot be running well.

Readers' experience and background knowledge also influence on students' reading comprehension. In accordance with the statement above, Richardson et al., (2006), revealed that students' reading comprehension is influenced by the reader's personal store of experience and knowledge. It indicates that the reader's store of knowledge and experience certainly

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contributes, as well as the reader's attitude toward reading. Moreover, Snow (2002), also mentioned that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Snow (2002), stated that reading comprehension entails three elements that; the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part. In considering the reader, it includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly formed in form of any printed text or electronic text.

In this research, the researcher used descriptive text that was given to the students. Mursyid (2005), stated descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. The social function of descriptive text is to describe a particular person, place, or thing. Thus, the students' reading comprehension in descriptive text is to get pleasure or happiness. If the students get this point in their personal feeling, it will increase students' motivation to read automatically.

According to Adult Education (2006), in teaching reading, a teacher can possibly use authentic materials that can be taken from magazine and periodical journal. Mulholland (2002), said that many educators advocate using magazine to improve student's reading skills. He declared a magazine

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as one of the potential teaching materials that contains a variety of authentic written articles. Thus, it can be concluded that magazine is a useful medium in teaching reading comprehension. By using magazine, teachers can make learning process more effective and interesting. And it also can make students more active during learning process. There are many things that should be done by the students in order to understand the text. One factor that influences students' reading comprehension is students' knowledge of comprehension strategies. Magazine is one of comprehension media for helping the students in order to increase students' reading comprehension, then, make them easy and familiar in reading descriptive text.

6. Assessing Reading Comprehension

Assessment refers to a systematic approach to collect information and make inference about students' ability which can be done by test, interview, observation, questionnaires etc. (Richards & Schmidt, 2010). According to Brown (2004), assessment is an ongoing process that encompasses a much wider domain. Thus, assessment is a process to know students' ability by using test, interview, observation, questionnaires etc. In assessing reading comprehension for Junior High School students, Brown (2004), also mentioned some possible activities which can be done in term of selective reading, they are:

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a. Multiple-Choice

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

b. Matching Tasks

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

c. Editing Tasks

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

d. Picture-Cued Tasks

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

e. Gap-Filling Tasks (Fill in the Blank)

In this type, the students are required to complete the sentence by filling the blank.

Based on explanation above, there are some activities that can be done in assessing students' reading comprehension. Thus, in this research, the researcher used multiple choice to measure students' reading comprehension, consisting of 20 questions.

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7. Magazine

Magazine is a periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership. Magazines can be found in many countries with many types and size. According to Tafani (2009), magazines are resources for different subjects, cutting out pictures and passages associated with particular topics. Magazines are also sources in language development in providing pictures to stimulate verbal or written stories. For example, they may be used for introducing colors and clothes, means of transport, short stories, stimulating picture discussions and for other supplementary materials as well, which cover a topic that may be under discussion in a language class. It means that magazine can give authentic information that contains a wide variety of text types, language styles easily found as a reading materials, contain many stories, and lots of advertisement that sell products.

According to Adult Education (2006), in teaching reading, a teacher can possibly use authentic materials that can be taken from magazine and periodical journal. Mulholland (2002), said that many educators advocate using magazine to improve student's reading skills. He declare a magazine as one of the potential teaching materials that contains a variety of authentic written articles. Turow (2008), stated that magazine collection of materials (stories, ads, poems, and other items) that editors believe will interest audiences. According to Jill (2004), magazines are generally intended to

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inform or entertain readers on general interest topics in broad subject areas.

According to Jill (2004), there are ten types of magazine, they are:

a. Farm magazines

These are magazines featuring news and information pertaining to the agricultural sector. It is a resource for farmers and vendors of farmers' markets. There are various farm magazines that contain information about various farming equipment, farming practices, ideas and technology.

b. Sports magazines

A sports magazine usually features articles or segments on sports comprising of many photographic images and illustrations. Some magazines concentrate on all general sports news and related issues while others concentrate on specific sports or games such as football, baseball, athletics etc.

c. Business magazines

Most of these magazines are dedicated to the dissemination of information related to particular business areas like accounting, banking, finance, international business, management, marketing and sales, real estate, small business etc. They explore latest news and reviews on current trends in the world of business.

d. Environmental magazines

The aim of this type of magazine is to provide information about environmental issues and to share ideas about our very diverse and

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dynamic environment so that readers can live more sustainable lives and connect themselves to ideas and ongoing efforts for change, as well as for building a more just and sustainable future.

e. Entertainment magazines

Entertainment magazines are usually glossy in nature and provide entertainment. They usually carry news, original stories, scandals, gossips and exclusives about celebrities in various entertainment fields such as film, music, TV, fashion and related similar areas of the industry.

f. Automobile magazines

Automobile magazines offer a rich and varied examination of the automotive universe in all its forms, illustrated with vibrant photography. They present interesting automotive news in the industry and celebrate the automotive lifestyle and its personalities, past and present.

g. Children's magazines

The main aim of children's magazines is to engage children to learn new things through entertainment and to provide memories that last a lifetime. The content is delivered through colourful images, read-aloud stories and various fun activities that both the parent as well as the child can enjoy together.

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h. Women's magazines

Women's magazines play a variety of roles as educator, family counsellor, beauty specialist and life style expert. Women's magazines, on many occasions, have become an arena for debate and promotion of education for women. The personal nature of the content also makes it a unique material specifically for women.

i. Men's magazines

Men's magazines bring the latest style tips, travel guides, lifestyle improvement, offering advice and information useful to men on a variety of topics including money, health, sports, cars, adventure, politics and so on. Men's magazines use masculinity as a marketing tool.

j. Literary magazines

A literary magazine devoted to literature, usually publishes short stories, poetry, essays, literary criticism, book reviews, biographical profiles of authors, interviews and any content related to literature. Its aim is to promote literature, encompass an overall sense of the word, preserve indigenous literature and provide a platform for creative researchers through its articles.

There also include several other types of magazines in the special interest magazine genre. Magazines on architecture, art, computer, customer, film, health, history, horror fiction, luxury, music, political issues,

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public relations, satire, science fiction, shelter, trade, wildlife etc. are some among them.

Thus, it can be concluded that magazine is a useful medium in teaching reading comprehension. By using magazine, teachers can make learning process more effective and interesting. And it also can make students more active during learning process. The use of magazine will be very helpful in learning and teaching process. According to (Siswita et.al., 2003), the procedures of using Magazine are as follows:

Table II.1
Learning Principle of Procedure Using Magazine

Procedures	Principles
1. The teacher writes the topic on the whiteboard, that is about descriptive text.	According to Richard and Schmid (2010), topic is describing the information structure of sentences, a term for that part of a sentence which names the person, thing, or idea about which something is said (the comment). The concept of Topic and Comment are not identical with subject and predicate. Subject-Predicate refers to the grammatical structure of a sentence rather than to its information structure (see subject-prominent language).

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<p>2. Teacher gives the text to the students about descriptive text taken from English Magazine.</p>	<p>According to Mickan (1985), class is a community with ongoing opportunities to observe texts used functionally. Text are situated in contexts. The teacher as text is model for students to observe target language in action in many different ways use of the target language for class management, for lesson organization, or teaching content, and for social relationships. The teacher is a reading teacher, a writing teacher and a conversing teacher. The teacher explains the purpose of text and their function in social practices. Students observe texts in action in order to experience the function of texts in contexts of use.</p> <p>Cervetti et al (2001), said that magazines are really useful and interesting teaching materials for reading class. Magazines are enriched with a variety of both news and entertainment articles. Therefore, magazines are really advantageous for teaching reading skills.</p>
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3. Teacher explains the difficult words	According to Patel & Jain (2008), reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts.
4. The teacher asks the students to read text.	According to Nation (2000), receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it.
5. The teacher gives questions to the students to make students understand about the information.	In teaching and learning activities teachers must give a different text for their task. It's important to increase their skill in reading. According to Mao (2012), to make students active in reading process by presenting them with decision making activities (e.g. drawing a diagram with the information given in the text).

8. The Role of Magazine in English Language Teaching

In the present days, magazine plays important role in English Language Teaching. It can be used to teach the three main skills (reading, speaking and writing) and other subskills (pronunciation, grammar, vocabulary, etc). There are three potential pedagogical value and rationale for using classroom media proposed by Ludwig, et.al (2004):

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- a. To raise interest level: students appreciate (and often expect) a variety of media
- b. To enhance understanding: rich media materials boost student comprehension of complex topics, especially dynamic processes that unfold over time
- c. To increase memorability: rich media materials lead to better encoding and easier retrieval

In another research, Vavla (2009) also stated the advantages of magazines as follows:

- a. They provide a valuable source of authentic materials which can be easily adapted to classroom use. The wide range of topics they cover allows teachers to use them in many different subjects and occasions. They provide facts, data and stories which can serve as supplements to subject content.
- b. Magazines are child friendly as they are full of pictures and colors. Young children especially are easily attracted by colorful magazines and this may serve as a tool to motivate the students' reading skills
- c. Magazines offer to students a 'real' natural source of language comprised of words characterized by several connotation components pertaining to a wide variety of language styles, enriching this way the students' passive and active vocabulary.
- d. Magazines (similarly to newspapers) are the first to present to our students (and not only) the changes in which the language undergoes

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and they can do this much faster than textbooks as they are published daily, weekly or monthly.

- e. Magazines can also be used basically for the culture they transmit. Since they serve as a country's mirror, students are able to be in contact with the culture of the language they are studying through magazines in particular and printed media in general.

Thus, it can be concluded that magazine can be suitable medium in teaching English for junior high school students since magazine appears in interesting materials and contains several kinds of information which are related to the fact about real life.

Besides that, magazine is also provided with information about hobbies, music, gossip about artist, several advertisement, etc. All of the content of magazine is usually interesting for the reader because its appearance in full color, full picture, etc. Usually young learners are interested in pictured or colored materials. The use of different text types develops a variety of reading styles, encourages reading for different purposes and familiarizes learners with the features of the different text types. So, it is assumed that the use of text in magazine can improve students' reading comprehension.

9. Teaching Reading Comprehension in Descriptive Text by using Magazine

Teacher is the main person in the class. In other words, teachers' role can influence the students' ability. Nunan (2001), said that the students have to monitor their comprehension processes and be able to discuss with

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teacher what strategies they use to comprehend the text whether cognition and metacognition or not. By doing this, the students should use both their cognitive and metacognitive skills. In conclusion, the teacher should teach the students with an appropriate media to increase the students' ability in reading.

Furthermore, Media are very useful in learning English. It can increase the students' interest in reading and improve their reading comprehension. Teachers instructors and learners are helped by using media to achieve the learning goals (Pandey, 2014). It means that an appropriate media are very useful and helpful in order to achieve the goals of teaching reading efficiently. Furthermore, teaching comprehension with media is more effectively because it can motivate the students to learn and how to interpret the text based on the context. Then, the following is suggestion for teaching reading (Tovani, 2000):

- a. Become a passionate reader of what you teach.

In this case, the teachers have to search for interesting text and get it into the hands of the students. Thus, it is important to give the students the gift of something wonderful to read.

- b. Model how good readers read.

It means that the teachers have to think about what the students have to do in order to construct meaning and share this information with the others students. Different types of reading require different strategies. Just show the students how to read the material assign.

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Based on the explanation above, the teachers have to teach the students how to use strategies that will help them read the assigned. Reading cannot be separated from comprehension because the results of reading activity is to comprehend what has been read. It can be explained that comprehension is a capacity to understand meaning in a text and the writer's idea. Therefore, readers should have more concentration in reading activity in order to get better understanding.

Teacher should create enjoy and fun situation in the classroom in order to make students interested in reading and they will be motivated to read. As a result, their reading skills will develop. To be successful in reading comprehension, students need to actively process what they read. The goal of teaching reading descriptive text is to make students or readers able to find out the topic, language features, specific information, and communicative purpose.

Thus, the teacher acts as model, demonstrator and instructor while the students act as a critical thinking/ readers, because of that the teachers and the students must work together in order to achieve the purpose in teaching reading. The teacher and the students have to apply their own responsibility. It is clearly explained that teaching reading is a crucial part in the educational process in all levels. By having reading skill, the students can get a lot of information, knowledge, or widest insight. Thus, both of the aims and principles in teaching reading in a school must be considered by the English teacher at that school. As a good teacher we should teach reading

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by using interesting media to make the students enjoy and understand about the material. Magazine is an interesting strategy for the students.

B. The Relevant Research

In order to avoid plagiarism and to ensure the advantages of learning English by using magazine, there are some previous researchers that are dealing with the use of magazine in learning process as follows:

First, a research was conducted by Titin Suhartini Puspita Ningrum entitled “To Improve the Students’ Reading Comprehension Through the English Teen Magazine of the seventh-grade students of SMP N 1 Mlati In the Second Semester of Academic Year of 2013/2014”. This researcher used action research. The finding of this research showed that the use of an English teen magazine was successful to improve the students’ reading comprehension. In summary, the students can use the English teen magazine as the reading materials to improve their reading comprehension.

Second, a research was conducted by Mega Dwi Susanti entitled “The Effectiveness of Using Short Stories in Teenager’s Magazine Toward the Students Reading Comprehension Ability in Narrative Text at SMPN 1 Boyolangu Academic Year 2013/2014”. This research was be conducted in experimental design using quantitative approach with One-Group Pretest-Posttest design. The finding of this research was the students were more interested in learning narrative text by using short stories in teenager’s magazine. They could be easier to imagine the story told. The use of short

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stories in teenager's magazine in teaching narrative text was more effective than without short stories in teenager's magazine.

Third, a research was conducted by Nur Hikmah Laila entitled "Improving students' reading ability by using printed mass media (a classroom action research conducted in the eighth grade students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year)". This researcher used action research. The finding of this research was that using printed mass media, especially magazine could improve the students' reading skills at SMP N 3 Colomadu Karanganyar. The results of the research showed that there was improvement of the students' reading skills through the use of printed mass media. The students made a good improvement in some aspects of reading skills, such grammatical words classes, system, particular meaning, and task achievement. They were more confident to reading aloud. They actively participated during the teaching and learning process.

Based on the explanation above, it shows that the difference between the previous researchers and this research is that the previous researchers aimed at knowing the improvement of students' reading comprehension by using Magazine. Besides, in this research, the researcher aims at knowing the effect of using Magazine on students' reading comprehension. Furthermore, based on the research findings of previous researchers, it indicates that the use of Magazine is successful and can be applied toward students' reading comprehension.

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C. The Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research. They are variable X and Y. Variable X is the group of control and experiment, which refers to the assumption of statistical analysis of using independent sample t- test. On the other hand, Variable X is as independent (magazine) and Variable Y is as dependent (reading comprehension). Therefore, the operational concept can be seen in the following indicators.

1. Variable X: Magazine (proposed by Siswita et.al., 2003)
 - a. The teacher writes the topic on the whiteboard, that is about descriptive text.
 - b. Teacher gives the text to the students about descriptive text taken from English Magazine.
 - c. Teacher explains the difficult words.
 - d. The teacher asks the students to read text.
 - e. The teacher gives questions to the students to make students understand about the information.
2. Then, the indicators of students' reading comprehension as the dependent or variable Y as follow (based on syllabus of the school):
 - a. Students' ability to identify topic of descriptive text
 - b. Students' ability to identify language features of descriptive text
 - c. Students' ability to identify specific information of descriptive text

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- d. Students' ability to identify communicative purpose of descriptive text

D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that the students who are treated with Magazine will improve their ability in reading comprehension. In short, the more effective medium is used, the more effective teaching and learning process will be.

2. The Hypothesis

Based on the assumption above, hypothesis for this research can be forwarded as follows:

- a. The Null Hypothesis (Ho)

There is no significant effect of using magazine on students' reading comprehension at State Junior High School 4 Pekanbaru.

- b. The Alternative Hypothesis (Ha)

There is a significant effect of using magazine on students' reading comprehension at State Junior High School 4 Pekanbaru.