THE EFFECT OF USING PICTURES TOWARD READING
INTEREST AT THE SECOND YEAR STUDENTS'
OF SMPN 3 KUBU DISTRICT ROKAN
HILIR REGENCY

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PEKANBARU
1432 H/2011 M

THE EFFECT OF USING PICTURES TOWARD READING INTEREST AT THE SECOND YEAR STUDENTS' OF SMPN 3 KUBU DISTRICT ROKAN HILIR REGENCY

A Thesis
Submitted to Fulfill One of the Requirements
for Bachelor Degree in English Education
(S.Pd.)

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SUPERVISOR APPROVAL

The thesis entitled "*The Effect of Using Pictures toward Reading Interest at the Second Year Students of SMPN 3 Kubu District Rokan Hilir Regency*" is written by Syafroini, NIM.10714000880. It is accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau, to fulfill a requirement for getting Undergraduate Degree (S.Pd) in English Education.

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EXAMINER APPROVAL

The thesis entitled *"The Effect of Using Pictures toward Reading Interest at the Second Year Students' of SMPN 3 Kubu District Rokan Hilir Regency"* is written by Syafroini, NIM. 10714000880. It has been approved and examined by the examination committee of undergraduate degree on Dzulqo'dah 28, 1432 H/October 26, 2011 M at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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The title of this thesis is the effect of using pictures toward reading interest at the second year students of SMPN 3 Kubu Distict Rokan Hilir Regency.

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

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Pekanbaru, August 19, 2011
The writer

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ABSTRACT

Syafroini (2011):The Effect of Using Pictures toward Reading Interest atthe Second Year Students' of SMPN 3 KubuDistrict RokanHilir Regency.

This research is quasi experimental research. There are two variables in this research. They are x variable (the effect of using pictures) as independent variable and y variable (reading interest) as dependents variable. Based on the writer' preliminary study at the second year students of SMPN3 Kubu, shows that students' reading interest is low. The writer has tried to solve this problem by implementing the Pictures as media. The pictures are one of the media in teaching and learning process that can be implemented to the students in learning reading.

The objective of this research isto find out there is significance effect of using pictures toward reading interest. The sample of this research is the second year students of SMPN3 Kubu District RokanHilir regency.

The writer used observation, and questioner, to collect the data of this research. The data was analyzed by using T- test.

Having analyzed the data with independent sample T- test, it can be seen that there is a significance effect of using pictures toward reading interest at the second year students at SMPN3Kubu District RokanHilir Regency. It provided by finding t_o(3.46), which is greater than t-table at 5% grade of significance (2,01) and at 1% grade significance (2.68). it mean that H_o is rejected while H_a is accepted.

شفريني (٢٠١١): تأثير استخدام
المتوسطة العليا الحكومية 3 بمركز كوبو منطقة روكان هيلير.

كانت طريقة هذا البحث هي شبه التجرية أو الاختبار. ويتكون هذا البحث من المتغيرين هما
المتغيرx(تأثير استخدام الصور) وهو متغير مستقل ثم المتغير ٧ (   ) كالمتغير غير
. بناء على الدراسة الأولية رأت الباحثة أن رغبة الطلاب على قراءة النصوص الإنجليزية
ضعيغة ولذلك تشوقت الباحثة في أداء هذا البحث بوتسطة تطبيق طريقة الصور للوسائل في هذا
. وقد تستخدم هذه الوسيلة لتحسين رغبة الطلاب في القراءة.

الهدف من هذا البحث لنيل البيانات سواء هناك تأثير هام من تطبيق الوسائل إلى رغبة
. الموضوع في هذا البحث طلبة الصف الثاني بالمدرسة المتوسطة العليا
الحكومية ٣ بمركز كوبو منطقة روكان هيلير.

وأساليب جمع البيانات التي استخدمت الباحثة هي الملاحظة و الاستبيان وفي تحليلها

-   .

بعد تمام تحليل البيانات باستخدام صيغة عينة مستقلة ت-الاختبار، أدركت الباحثة أن النتيجة
ت هي٣.٤٦ وكانت هذه النتيجة أكبر من ت الجدول في مسوى الدلالة 5   (٢.٠١)
1   (٢.٦٨). ومع ذللك كانت الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة.
واستنبطت الباحثة أن هناك ـاثيرا هاما من تطبيق طريقة الصور إلى رغبة الطلاب في القراءة
بالمدرسة المتوسطة العليا الحكومية 3 بمركز كوبو منطقة روكان هيلير.

ABSTRAK

Syafroini (2011): PengauruhPenggunaanGambarTerhadapMinat Baca Siswa di SMPN 3 KecamatanKubuKabupatenRokanHilir.

Metodepenelitianiniadalahkuasiekperimen.   Ada duavariabeldalampenelitianini, yaitu; variabelX(the effect of using pictures) sebagaivariabelbebasdanvariabel Y (reading interest) sebagaivariabelterikat. Berdasarkanstudipendahuluan, penulismendapatkan data bahwaminatsiswakelasdua SMPN3 Kubudalammembacabacaanbahasainggristergolongrendah.Penulistertarikuntukmenga tasimasalahinidenganmelakukanpenelitiandenganmenerapkan pictures sebagai media. Media inidapatdigunakanuntukmeningkatkanminatbacasiswadalammembaca.

Tujuandaripenelitianiniadalahuntukmendapatkan data apakahadaefek yang signifikandaripenerapan   media initerhadapminatsiswadalammembaca.Subjekdaripenelitianiniadalahsiswakelasdua SMPN3 Kubukec.Kubukab.RokanHilir.

Teknikpenggumpulan data yang digunakanpenulisadalahobservasi, dankuisioner.Untukmenganalisa data, penulismenggunakan T- test.

Setelah data dianlisadenganmenggunakanrumus independent sample T-test, dapatdiketahuibahwanilai t adalah 3.46. Nilaitersebutlebihbesarnilainyadari t- table padatarafsignifikan 5% (2.01) dantaraf 1% (2.68).dariketerangantersebut, diketahuibahwahipotesis null (ho) ditolak, sementarahipotesis alternative (ha) diterima. Dengandemikian, dapatdisimpulkanbahwaadaeffek yang signifikandaripenerapan pictures terhadapminatbacasiswa di SMPN3 Kubu.

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CHAPTER I

INTRODUCTION

A. **Background of the Problem**

Reading interest becomes a problem for some students many students have low reading interest. The low reading interest may have an impact on the education quality. Considering that reading is primary need in education, reading interest is an important role in reading, because reading is a complicated production skill. To read well, people must have good capabilities in reading. One of them is interest. Basically, an interest cannot be separated from our life. It is important because interest is basic in our life works. We need it if we want to be successful in every field. Interest is an attitude that students bring it into their learning process. It means that interest is influential in learning. The students have to be interested in every subject and also reading comprehension because without interest, the students cannot study well. When the students have a good interest, they will be easy to understand about what materials they have learned. JhonEidswick says that interest has a strong influence on learning.[1]

In order to accomplish students' need toward reading school based curriculum, (KTSP) provides reading as one of skills that must be taught and learned in senior high school. In SMPN 3 Kubu, reading has been taught since the first year of English teaching period. Reading is taught twice a week with duration 45 minutes for one hour. According to syllabus 2007-2008 at the second grade of

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[1]JhonEidswick. *The Influence of Interest on Reading.,* (www.eric.ed.gov, January, 2009) p. 1

junior high school, the best competence of reading refers to read the text book aloud and clearly.[2]

Based on the preliminary research at SMPN 3 KUBU (ROKAN HILIR), the teacher used conventional technique. The teachers taught reading in the types of genre available in students' text book. Through the types of genre in their text books, the students recognized and understood about the kind of the texts. Besides, the teacher introduces the kind of the text, read and explained the text. And then the teachers ask some questions to be answered best on the text given. In the end of the class, the students will get feedback from the teacher and then answer the question based on the text. Based on the descriptive above, ideally students in SMPN 3 KUBU (ROKAN HILIR) should be able to read clearly and loudly and the students will have a good interest for reading text in their text book. But, in fact even though the teacher uses text books in teaching to make students interested in reading text and gives their attention in learning process. They do not give their attention to the teacher, and also to reading text. Many of the students are talking with their friend during learning process and some of the students outside of the class when the teacher teaches. When the teacher asks some question only some of them can answer well and other are not.

Based on the teacher experience above, many students have lack of interest especially in reading. Based on the teacher's experience above, the problems that are faced by students can be explained in the following phenomena:

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[2]Sylabus of SMPN 3 Kubu 2007- 2008. Unpublished : p. 24

1. Some of the students come late to the class when English class is beginning.

2. Some of the students are lazy to read the reading book.

3. Some of the students did not have the reading book

4. Some of the students do not pay attention to teacher's explanation on reading materials.

5. Some of the students are lazy to do the reading assignment.

To improve the students' reading interest needs an appropriate strategy and technique helping them as a solution for their problems. In teaching and learning process, there are two factors can influence students' attention, they are learning process and media of learning. Pictures are part of the media in teaching. Pictures will guide the students to read. The students will focus on the pictures to understand the vocabularies. The color of the pictures is very interesting. All kinds of pictures have arts, explanations, and their own interpretation. Lingon says that pictures can create a motivation for reading because it can make the students interested and involved in the text.[3]

Based on the explanation above, the writer is interested in concluding a research entitle**''The Effect of Using Pictures toward Reading Interest at The Second Year Students' of SMPN 3 KUBU District RokanHilir Regency''**

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[3] Fred Lingon, ElizabetTannebaum, *Picture Stories Language and Literacy Activities for Biginners*(Long,an) p. 1v

B. The Problem

1. The Identification of the Problem

1. Why do some of the students come late to the class when English class is beginning?

2. Why are some of the students lazy to read the reading book?

3. Why do not of the students have the reading book?

4. Why do not some of the students pay attention to the teacher's explanation about the reading material?

5. Why are some of the students lazy to do the assignment?

6. How is students' reading interest taught by using conventional technique?

7. How is students' reading interest taught by using pictures?

8. Is there any significant difference between reading interest taught by using pictures and conventional technique at the second year students of SMPN 3 Kubu?

2. Limitation of the Problem

The writer will limit the problem from this research on the context of the effect of using pictures toward reading interest at the second year students of SMPN 3 Kubu(RokanHilir) and shorten the time of the research. The writer also limits the material and uses pictures in the reading text at the second semester of the second year students of SMPN 3Kubu.

3. The Formulation of the Problem

Based on the limitation of the problems above, these research questions are formulated as follows:

1. How is students' reading interest taught by using conventional technique?

2. How is students' reading interest taught by using pictures?

3. Is there any significant difference between reading interest taught by using pictures and conventional technique at the second year students of SMPN 3 Kubu?

C. The Reason of Choosing the Title

1. The writer wants to obtain the students' reading interest by using pictures and identifies whether the use of the pictures in improve reading interest.

2. The writer is interested in doing this research because interest is an important factor in learning process and in this research the writer will focus on reading interest.

3. The research is very relevant to the writer's status as a student education English department.

4. The title of this research has never been researched yet.

D. The Objective and Significance of the Research

1. To find out students' reading interest before taught by using pictures.

2. To find out students' reading interest after taught by using pictures.

3. To find out whether or not there is significant effect of using pictures toward reading interest at the second year students' of SMPN 3 Kubu (RokanHilir).

After conducting this study, the writer hopes:

1. Theoretically, this research finding is expected to support the existence of the second or foreign language learning and acquisition.

2. Practically, this research finding is expected to give positive contribution and information to the researcher herself in conducting her knowledge especially in the field of the educational research.

3. Finally, this research finding is also to provide the readers or those who are concerned to the process of English language learning with the information or both theories and information.

E. The Definition of the Term

1. Pictures

Hornby says that picture is painting, drawing; sketch some thing, especially at work of art.[4]Pictures will guide the students to read. The students will focus on the pictures to understand the vocabularies. The color of the pictures is very interesting. In this research, the writer wants to know the effect of using the pictures toward students' reading interest.

2. effect

Hornby says that effect is a change procedure by an action or caused as define. Its Means that effect is an activity that can change cause by the something[5]. So, in this research, the writer wants to know the effect of using pictures toward students' reading interest.

3. interest

Interest is a statement of desire to learn or to know about somebody's something, curiosity concerned with felling, showed and expressed.[6] It means that the student have felling as like or dislike.

4. reading

Reading perceives a written text in order to understand its contents. This can be done silently. The understanding result is called reading comprehension.[7]

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[4]Hornby.*Oxford the Advance Learner Dictionary of Current English*. (2000) p. 991
[5]Ibit p. 422
[6] Jack c Richards. *Longman Dictionary of Language and Applied Linguistics* (Malaysia : Longman Group Uk Limited, 1992)p. 306
[7]Ibit p. 65

G. The Organization of Writing

This paper consist of five chapters, each chapter has some parts the organization of writing as follow:

ACKNOWLEDGMENT

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CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Reading interest

   a. Interest

Basically, an interest is cannot be separated from our life, it is important because interest is basic to our life's works. We need it if we want to successful in every field. Interest is an attitude that students bring it to their learning process.

On other hand, interest is very important role in teaching learning process besides motivation, and intelligent and soon.[1]

It means that interest is influential in learning process. In learning activity the students have to have an interest, because without interest the students cannot study well. And when they have a good interest they will be easy to understand the material what they have learned. Paul says that interest is adaptive because it motivates people to develop diverse experiences that can be helpful when unforeseen events occur.[2]

Loretta says that interest is an important factor that should be taken into consideration when choosing materials for reading instruction.[3]

Abu Ahmadi states that interest is persisting tendency to pay attention to enjoy some activity or content.[4]

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[1]Abu Ahmadi. *StrategiBelajarMengajar.* (PustakaSetia :Bandung 1987)p. 107

[2] Paul J. Silvia. *Exploring the Psychology of Interest.* (Oxford University Press:Oxford New York 2006) p. 21

[3] Loretta Frances Belloni. *The Effects of Interest on Reading Comprehension of Low- Achieving Students.*(Lousiana : Journal of Reading November, 1978)p. 106

They are two terms of interest:

1. State to learn or to know about some thing

2. Quantity that arouses concern oneself or about curious/power to do hold one's attention with one corner oneself.

Based on some definition above, interest seem to be attention to an object or hobby / a like that has emotional ensure and always active to receive something that comes from out. It can arise the stimulant as motivation to someone to do activity that he / she likes.

Actually, attention and interest are very different, because attention only temporary and might not be followed by the comfortable object, then interest is always followed by felling, enjoyment, comfort, pleasure, and from this some one who gets satisfaction.

They are many factors influencing someone in their teaching and learning process they are:

1. Internal factor

Internal factor is coming from personal factor.

   a. Physical factor: condition of the students figure and their sense. The condition of physic is influential for the students in learning

   b. Mental factor: intelligent, attention, interest, aptitude, so if some one has low interest, the result of their study will be different from the students who have interest in their study.

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[4] Abu Ahmadi , loc. Cit.

2. External factor

   External factors are the factors that come from out side of the students, Such as environment, teacher, and students' parents.

   From statement above, the writer concludes that interest is very important in learning some thing, Interest is influential in learning, in learning activity, the student have to have interest because without interest, the students cannot study well. And when the students have a good interest they will be easy to understand the material what they have learned.

   The components of interest

Generally, interest can be divided in three part, they are:

1. Expressed interest.

   In oxford dictionary state expressed to shows or to make feeling, opinion or and action.[5] Mean that someone expresses his interest with certain words. For example by using words like, always, often and etc.

2. Manifest interest

   Some one manifests his interest with certain activities. For example, someone who interest in reading books, he will buy, collect or borrow books and always has time to read it.[6]

3. Inventoried interest.

   Some one can evaluate their interest by answering some questions.

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[5] Oxford Advancer Learner Dictionary. Op. Cit. P. 464.
[6] Dewaketutsukardi.*BimbingandanKonseling* (BinaAksara : Jakarta, 1989)p. 63

Dale H. schuck states that three perspectives on interest.[7] There are:

1. Personal interest

   Is relatively stablemen during disposition, personality trait, personal interest usually assumed to be direct toward some specific activity or topic.

2. Situational interest

   The psychological state of being interested in the task or activity

3. Interest as psychological state

   Is aroused or activated as a function of interestingness of the context.

   b. Reading

Reading is an interactive process which transfers meaning from the writer to the reader. According to kalayoHasibuan reading is an activity with a purpose.[8] A person may read in order to gain information or verify existing knowledge, a person also read for enjoyment, or to enhance knowledge of the language being read. Reading perceiving a written text in order to understand its context which can be does by silently.

Honby states that reading is an action of a person who reads the text. By reading activity, students are required to have good interaction with the text, and need more attention from the reader in order that students get exact or close meaning of the text well..[9] Reading perceives a written text in order to understand

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[7] Dale Hschunk , et al. *Motivation In Education*. (New Jersey : Pearson Merrill Prentice Hall, 2008)p. 213
[8]Kalayo, Hasibuan. *Teaching English As a Foreign Language.*(Alaf Riau Graha UNRI Press 2007)p. 114
[9]Longman Dictionary of Contemrory English. (England : Pearson Education Ltd. 2001)p. 273

its contents. According to Murcia reading is to learn which involves complex thinking skills which can help them to get the meaning on the text.[10] David Nunan says that reading is a fluent process of readers combining information from a text and their own background knowledge to build the meaning.[11] Based on the definition above, the writer can conclude that reading is a skill that presents the writer's idea. Reading is an interactive process between what a reader already knows about topic or subject given, and what the writer writes.

Based on Kathleen there are many factors that influence students' reading ability.[12] They are:

1. Internal factors

   Internal factors mean that influence to students that come from inside.

   a. Background knowledge

      The amount of knowledge about a topic influence how easily and how fast we will be able to read about it.

   b. Physical and mental state.

      How we feel a cold, how much sleep we have had, and whether we are recovering from cold, and whether we are happy or relaxed.

   c. Interest level

      Most of the people have little difficult understanding and remembering material if the subject is highly interesting. Interest, then, can, facilitate

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[10]Celce- Mursia, Mariane. *Teaching English as Second or Foreign Language*. (Los Angles : University of California, 1991)p. 200
[11] David Nunan. Practical.*English Language Teaching.(*McGraw – Hill /Contemprorary: Singapore. 2003)p.68
[12]Mcwhorter, T Kathleen.*Efficient and Flexible Reading*. (Niagara Country Community College, Hoper Collongs Publisher. 1992)p. 10

comprehension and rate; also, a lack of interest or motivation can have an adverse effect.

d. Reading skill

Our ability to comprehend directly influences how well and how fast is able to read a given page: our vocabulary is also an important factor

2. External factors

External factors mean factors that come from outside the students. For example: reading facility, reading purpose, parent motivation, economic background, reading habit, teacher, and environment.

From the statement above the writer conclude that reading interest is some one seems to pay attention to an object or hobby to read that has emotional ensure and actively to receive something that comes from out, Then she reads some thing always followed by felling, enjoyment, comfort, pleasure, and from this some one get satisfaction.

2. Using Pictures

According to Honby picture is painting, drawing, sketching of some thing especially as work of art.[13] Pictures are one of the media in teaching and learning Picture is illustration, it cans manifest of real thing, for example picture of animal, picture of flower, etc. In this paper picture is a visual aids which can be used to emerge students' interest in reading comprehension. . There are a lot of sources of pictures; one of them is from magazine. Magazine sources are colored illustration and advertisement. Pictures from magazine are always authentic and colorful.

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[13]Honby. Op. Cit. P. 991.

Sudjana Says that using media in teaching and learning can create a news interest and make the students easier to understand the material.[14] It means that using pictures in teaching and learning process can make the student more active to express their idea.

a. The advantages of using pictures

1. Can stimulate and motivate students to become more observant and expressing their idea.

2. Are inexpensive, many even be free, and fairly easy to locate.

3. Can be used by individual or in groups.

4. Can be displayed for as long as necessary so the students can work at their own rate.

5. Are up-to-date and can bring reality into the classroom.

6. Can be used to introduce, supplement, or summarize a unit.

7. Enriches reading and can help clarify misunderstanding

3. Kind of Pictures

Edgar dale says that pictures can change students learning experiences from level of symbol word to the concrete/real one (direct experience).[15] It means that using picture in learning process can make the students be able to express their idea from their mind. By seeing the pictures, the students can show some places, some people, and mountain, animal like in real although they have never known.

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[14]Sudjana .*FungsidanMamfat Media Pendidikan*.(Http: Ayitstudio85. Blogspot.com.2007) p. 1
[15] Edgar Dale in Sri Anitah .*Media Pembelajaran*(Sura Karta: SebelasMaret University Press 2008)p. 8

John Haycraft says that pictures are also useful for identifying verb of action.[16] It means that pictures can be used to introduce anything like people, place, famous people and etc. by seeing the pictures the students can describe features and expression and say what they think of individual's characters and perhaps imagine other thing. If the teachers use pictures of famous people, she can tell the students what the person was really like. It can make the students interested and want to know about the person/people.

The important picture has to be selected first, before the teacher shows to the students, we need to select the suitable pictures before presenting in the class. Here some characters of pictures.[17]

The characteristic of good pictures

    a. Suitable for students level and their ability

    b. Simple

    c. Realistis like the real one (People,Animal, Momtain and ect.)

    d. Can be taught by hand

From the statement above, the pictures has to be selected first, because it will be structure or vocabulary represented in the picture, the size of the picture also influences the students' attention.

    a. Large picture

Large picture will be shown to the whole class. They must be big enough to be seen by all students. The students in the class also influence the teacher to select

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[16]JhonHaycraft. *An Introduction to English Language Teaching.*(longman Singapore ;1986) p.104

[17] Sri Anitah. Op. Cit. P. 9.

the picture, depends on the material, the students will be interested in the content. Such as simple picture about the famous person, a color of the picture will be distracting, based on the showing of some pictures, the students try to predict what they think best on the picture.

b. small picture

Good pictures are small picture that can be used by the whole class. They can be used for group or pair of work. In a group pair of work pictures will be examined more closely by students. The small picture makes the students more familiar to the presentation by the teacher. It is useful to have enough pictures for several groups' pair of the students.

4. Pictures as media for students' reading interest.

In teaching and learning, there are two factors that can influence students' attention, media of learning and teaching learning. Hamalik says that the use of media in learning process can improve new interest, and can create a motivation and stimulus in learning activity, and give influences to the students' psychology.[18]

1. Kinds of visual aids (media)

a. blackboard

b. pictures

c. map and globe

d. caricature

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[18]Hamalik.Mamfaat*Media Pendidikan*(http://Ayitstudio85.blogspot.com. 2005

Based on the example above, picture is one of the media in teaching and learning process. According to Lingon pictures can create a motivation for reading because it can make the students interested and involved in the text.[19]

 Sri Anitah says that the picture can create students' interest, has many art and color it makes students more interested, and more attentive in learning process.[20] Emondo. J. Mora in Abdul Haris says that a teacher should consider some aspect in applying the picture in classroom:

1. Material, it means that the kind and the number of picture that the teachers should carry out the activity in the class. The picture should be interesting and attractive to capture the students' attention.

2. procedure, first, before showing picture , the teacher asks some question then showing picture, whole showing picture the teacher asks some questions about the picture.

3. Since reading comprehension will be determined by the students' knowledge background, intended to the student to realize their knowledge about the topic read and activate their memory of reading text. [21]

Sri Anitah says that same ways in presenting pictures in class room

1. the students should know what they see in the pictures

2. the teacher shows the pictures to the students

[19] Op. cit. *Picture Stories Language and Literacy Activities for Beginners*
[20] Sri Anitah. *Media Pembelajaran*. (Sura Karta: SebelasMaret University Press 2008)p. 9
[21]FitriYanti. "A Comparative Study on the Ability in writing a Short Paragraph With and Without Pictures of the Second Year Students' of SMA S 2 MutiaraDuri".(Pekanbaru :2006)p. 20

3. the responds of students about the pictures

4. what are the teacher's responds

5. what are the relationship of the pictures to the lesson

6. should explain the pictures

B. Relevant Research

In order to ensure the advantages of learning by using pictures, researcher has found out a relevant research. Abdul Haris (2003) Haris concluded a research, entitled " The Influence of Using Pictures and Without Using Pictures During Pre – Reading on Students Reading Comprehension Achievement at the Second Year Students of MTS Darul Huda Bantul." He was interested in conducting this research because he wanted to know how far students' English reading influence by using picture before reading text. In his research he just focused on pre-reading activity. He said that using picture during pre- reading activity was effective, because the picture could give stimulation to the students to imagine what the pictures tell about, picture also could create a new interest. And how did the students feel in whole activity, and post activity? Were they still kept their sprite and their attention in reading activities? So in this research the writer finds out how is students' interest in reading by using picture.

In the other research Fitriyanti (2006) she conducted a research, entitled "A Comparative Study on the Ability in Writing a Short Paragraph With and Without Pictures.She was interested in concluding a research to look for there is significance difference between students' ability in writing short paragraph with and without picture. She got the result of students' ability in writing short

paragraph with and without picture. The last result is 2.992> 2.000 it means that t observe is higher t critical, so there is significant different between students' ability in writing short paragraph with and without picture.

So, based on this relevant research, using picture is more effective in learning writing, learning by using picture increases the students' vocabularies, idea, image and soon. Becausethe picture is one of the images that uses stimulus, to add information.In understanding something that is never known before. By using Picture the students can create new ideas that make the student easy to write.

C. The Operational Concept

Operational concept is a concept as guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make easy to measure. In research, there are two variables: effect of using pictures as (X) variable and students' interest in reading comprehension as (Y) variables. To measure each variable the writer will identify them in some indicators as follows:

Procedure of using picture in reading

1. The teacher asks some questions related to the topic

2. The teacher shows a pictures

3. The students describes the pictures

4. The teacher gives a comment to the students' describe

5. The teacher relates the pictures to the topic / lesson

6. The teacher present the lesson

7. The teacher explains the lesson by using picture

8. The teacher asks the students to read the lesson/ text.

Students' reading interest (Y variable)

1. Students are always present in learning English

2. Students feel enjoy in reading

3. Students always spend their time in class during teaching learning English

4. Students always spend their time with reading book

5. Students give more attention in learning

6. Students do their task enjoyable.

D. The Assumption and Hypothesis

a. The assumption

In this research, the research assumes that (1) Students have different interest in reading, and(2) Teaching by using media can influence students' interest.

b. The hypothesis

Ho: There is no significant effect of using picture toward students' interest in reading at the second year of SMPN 3 Kubu.

Ha: there is a significant effect of using picture toward students' interest in reading at the second year of SMPN 3 Kubu

CHAPTER III

RESEARCH METHOD

A. The Research Design

The type of this research is experimental research. According to Cresswell, Experiment is test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.[1] The design of this research is quasi-experimental non-randomized control group pretest-posttest design.[2]intended to find out the effect of using pictures toward students' reading interest. In this research, the writer used two classes, they were experimental class and control one.

Before conducting treatment to experimental class, all students of both classes were tested to answer the questioner, called pre questioner. Then the experimental class was given treatments for eight times. While control class used conventional technique. However, the materials given and purpose of the research to each group were the same. After eight times treatments, both of the classes were to answer the questioner, called post questioner.

According to Cresswell the type of this research can be designed as follows:[3]

Table III.1

The Research Design

Group	Pre – test	Treatment	Post – test
A	Test 1	X	Test 2
B	Test 1		Test 2

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[1]Jhon. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (New Jersey: Pearson Education, 2008), p. 229.
[2] Ibid; p. 314
[3]*Ibid.,*

A = Experimental Group

B = Control Group

T1 = Pre – Test to experimental Group and Control Group

X = Receive the treatment using outlining technique

T2 = Post – Test to Experimental and Control Group

B. The Time and the Location of the Research

This research was conducted at SMPN 3 Kubu district RokanHilir regency. The time of conducting research activities, started from may until june 2011

C. The Subject and the Object of the Research

The subject of the research was the second year students of SMPN 3 Kubu district RokanHilir regency 2010/2011.The object of the research was the use of pictures toward students' interest in reading.

D. The Population and the Sample

The population of this research was the second year students of SMPN 3 KUBU. The sample of this research was 54 students of V111A it can be seen in the following table.

Table III. 2

The Sample of This Research

No	Classes	Population		Total
		Male	**Female**	
1	VIII 1	15	12	27
2	VIII 2	14	13	27

According Arikunto, if the population is more than 100 respondents, we can take 25% or more than it. Therefore, the writer took30% from the population being the sample.[4] Here the writer took the VIII class as a sample. The sample of this research was two classes. Both groups were selected without random assignment. It was class VIII 1 1for experimental class and VIII 2 for control classs.

E. The Treatment Procedures

    1. Planning

   This research was conducted in SMPN 3Kubu. The participants of this research were the students of VIII 1 as experimental class and VIII 2 as control class which consisted of 54. The research had done frommay up to June 2011. The purposes of this research were to know the students' reading interest taught by using pictures and those who were taught by using conventional technique and to know the difference of reading interest between students who were taught by using pictures and those who were taught by using conventional technique. During this research, the writer acted as the teacher for both classes. In experimental class, the writer collaborated with the observer in order to observe the process of teaching and learning and to check and to ensure whether all stages of teaching by using picturest procedure had been accomplished or not. The material was given during this research.The treatment activities, the researcher grated the students to reading text by using pictures as media in teaching and learning.

[4]SuharsimiArikunto. *ProsedurPenelitian: SuatuPendekatanPraktis*. (Jakarta: RhinekaCipta,2006), p. 134.

2. Implementation

It consisted of 10 meetings which focused on the topic of reading text. The first meeting was used to conduct questionnairein the form of extensive reading interest for both classes. The second to ninth meetings were used to conduct the treatment for experimental group only. The treatment was using pictures in teaching reading.

F. The Technique of Collecting Data

To obtain the data needed in this research, the investigator will used technique as follows:

1. Observation

Observation was used to get the data about the implementation of pictures in teaching reading.

2. Questioner

The data were got from writers' question. The questionnaire is one the technique in collecting the data of Y variable. In this case, the researcher gave some questions. Those were given to the students to be answered. The questions were related to students' statement about their reading interest.

G. The Technique of Data Analysis

The data were analyzed by using quasi-experimental research, the writer use T test. Hartono said that T test is one of the test statistic tests used to whether there is or not the different significant of two sample of mean in two variables[5].

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[5]Hartono, *Statistik untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2009), p. 178

The technique of data analysis used in this research is T-test formula. The writer uses the formula in Hartono as follow:[6]

$$to = \frac{M_y - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

to : The value of t-obtained

M_x : Mean score of experiment class

M_y : Mean score of control class

SD_x : Standard deviation of experiment class

SD_y : Standard deviation of control class

N : Number of Student

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[6]Ibit. p. 208

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data presentation

This research was to find out the effect of using pictures toward reading interest at the second year students of SMPN 3 KubuDistricRokanHilir Regency. Observation and questionnaire were used to obtain the required data. The observation was used to gather the information about the effect of using pictures in class room activities and questionnaire was used to gather the information about students' reading interest.

1. The Use of Pictures in Teaching Reading.

TABLE IV.1

SUMMARY OF ITEM OBSERVATION IN TEACHING READING

No	Items	Yes	
		F	**P**
1.	The teacher asks some question related to the topic / material.	**7**	87.5%
2.	The teacher shows the pictures	**7**	87.5%
3.	The students describe the pictures	6	75.%
4.	The teacher gives comments to the students' description	6	75.%
5.	The teacher relates the picture to the lesson	8	100 %
6.	The teacher explains the lesson	8	100 %
7.	The teacher explains the lesson by using pictures	**7**	87.5%
8.	The teacher asks the students to read the text	7	87.5%
	Total	56	700 %

The table above shows that 56 activities were well done during the class and 8 activities were not well done.

The percentage result of information is further computed as follows:

$$P = \frac{F}{N} \times 100\ \%$$

$$P = \frac{56}{N\ 64} \times 100$$

P = 87.5%

The table above also shows that there are some categories that were implemented, they are as follows:

1. The teacher asks some question related to the topic/the lesson (87.5%)

2. The teacher shows the pictures (87.5%)

3. The teacher relates the picture to the lesson (100%)

4. The teacher explains the lesson (100%)

5. The teacher explains the lesson by using pictures (87.5%)

6. The teacher asks the student to read the text (87.5%)

While, the table above also shows that there were some categories not well implemented, they are as follows:

1. The students describe the pictures (75%)

2. The teacher gives comments to the students' describe. (75%)

2. The students' reading interest.

The table above shows some questionnaires of students' reading interest.

TABLE IV.2
Students Present in Learning English

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	1	3.70%	2	7.40%	5	18.5%	3	11.1%
2	often	7	25.9%	13	48.1%	6	22.2%	13	48.1%
3	sometimes	14	51.8%	12	44.4%	10	37.0%	8	29.6%
4	seldom	5	18.5%	0	0%	4	14.8%	3	11.1%
5	Never	0	0%	0	0%	2	7.40%	0	0%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 3.70% of the respondents in experiment class always come to the class every English class and this increases 7.40% at the end of treatment. And in control class 18.5% of the respondents always come to the class at English class and at the end decreases 211.1% at the end of the class. 25.9% of the respondents are often in the beginning and this increases 48.1% at the end of treatment. 22.2% of the respondents often in the beginning and this increases 48.1% at the end in control class.51.8% are sometimes in the beginning and this decreases 44.4% at the end of treatment. And in control class 37.0% of the respondents are sometimes in the beginning and decrease 29.6% at the end.18.5% are seldom and decrease 0% at the end of treatment. In control class 14.8% of the respondents are seldom and decrease

11.1% at the end. And no respondents are never in this statement. 7.40% of the respondents are never in the beginning and at the end 0% at control class.

From the table above, we can see that the experiment class increases 15.10% and on control class decreases 4.9%.

TABLE IV.3
Students Discipline When Enter to the Class

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	1	3.70%	5	18.5%	4	14.9%	1	3.70%
2	often	8	29.6%	14	51.8%	6	22.2%	7	25.9%
3	sometimes	15	55.5%	8	29.6%	12	44.4%	16	59.2%
4	seldom	3	11.1%	0	0%	5	18.5%	3	11.1%
5	Never	0	0	0	0%	0	0	0	0%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 3.70% of the respondents come to the class on time and increase 18.5% at the end of the treatment. In control class 14.1% of the respondents come on time at English class decrease to 3.70% at the end. 29.6% of the respondents are often in the beginning and increase 51.8% at the end of treatment. While at control class 22.2% of the respondent are often then increase 29.9% at the end. 55.5% of the respondents are sometimes and decrease 29.6% at the end of treatment. In control class44.4% of the respondents are sometimes and decrease 59.2% at the end. 11.1% of the respondents are seldom. 18.5% are seldom and decrease 11.1% and 0% at the end of treatment. No respondents are never in this case on experiment and control class.

From the table above, we can see that the experiment class increase 19.3% and on control class decreases 3.33%.

TABLE IV.4

Students Comfort at English Class

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	1	3.70%	3	11.1%	5	18.5%	2	7.40%
2	often	5	18.5%	9	33.3%	9	33.3%	7	25.9%
3	sometimes	14	51.8%	14	51.8%	12	44.4%	15	55.5%
4	seldom	7	25.9%	1	3.70%	1	3.705	3	11.1%
5	Never	0	0%	0	0%	0	0%	0	0%
Total		27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 3.70% of the respondents feel enjoy at English class and increase 11.1% at the end of the treatment. In control class 18.5% of the respondents are always and decrease 7.40% at the end. 18.5% of the respondents are often in the beginning and increase to 33.3% at the end of treatment. In control class 33.3% of the respondent are often and decrease 25.9% at the end. 51.9% of the respondents are sometimes and also at the end. 44.4% of the respondents are sometimes and increase to 55.5% at the end of control class. 25.9% of the respondents are seldom and decrease 3.70% at the end of treatment. 70. % are seldom and at the end decrease 11.1%. No respondents are never on experiment and control class.

From the table above, we can see that experiment class increases 24.7% and control class increases 12.2%.

TABLE IV.5
Students' Interest to Read English Stories

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	2	7.40%	6	22.2%	3	11.1%	2	7.40%
2	often	6	22.2%	13	48.1%	5	18.5%	10	37.0%
3	sometimes	13	48.1%	8	29.6%	9	33.3%	12	44.4%
4	seldom	6	22.2%	0	0%	10	37.0%	3	11.1%
5	Never	0	0%	0	0%	0	0	0	0%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 7.40% of the respondents like to read English stories and increase 22.2% at the end of the treatment. In control class 11.1% of the respondents are always and decrease 7.40% at the end. 22.2% of the respondents are often in the beginning and increase 48.1% at the end of treatment. At control class 18.5% of the respondent are often and increase 44.4% at the end. 48.1% of the respondents are sometimes and decrease 29.6% at the end. In control class 48.1% are sometimes and decrease 29.9% at the end.
 22.2% of the respondents are seldom and decrease 0% at the end of treatment. 37.0% of the respondents are seldom and decrease 11.1% at the end. 3.70. % on control class. No respondents are never on experiment and control class.

From the table above, we can see on experiment class increase 37.9% and on control class increase to 9.60%.

TABLE IV.6
Students' Interest to Read English Book

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	2	7.40%	3	11.1%	4	14.8%	2	7.40%
2	often	3	11.1%	15	55.5%	2	7.40%	6	22.2%
3	sometimes	11	40.7%	9	33.4%	7	25.9%	14	51.8%
4	seldom	8	29.6%	0	0%	10	37.0%	3	11.1%
5	Never	3	11.1%	0	0%	4	14.8%	2	7.40%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 7.40% of the respondents like to read English book in the class and increase 11.1% at the end of treatment. In control class 14.8% of the respondents are always and decrease 7.40% at the end.11.1% of the respondents are often in the beginning and increase 55.5% at the end of treatment. 7.40% of the respondent are often then increase 22.2% at the end. 25.9% of the respondents are sometimes then increase 51.8% at the end of the control class. 40.7% of the respondents are sometimes and decrease 33.3% at the end in control class. 29.6% of the respondents are seldom and decrease 0% at the end of treatment. 70. % are seldom and at the end decrease 11.1% on control class. No respondents are never on experiment class and 3 14.8% of the respondents are never and decrease 7.40% at the end of control class.

From the table above we can see on experiment class increase 37.9% and on control class increase 9.6%.

TABLE IV.7
Students Activity in Leisure Time

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	2	7.40%	3	11.1%	2	7.41%	2	7.40%
2	often	3	11.1%	3	11.1%	3	11.1%	2	7.40%
3	sometimes	10	37.0%	19	70.3%	7	25.9%	12	44.4%
4	seldom	7	25.9%	2	7.40%	10	37.0%	8	29.6%
5	Never	5	18.5%	2	0%	5	18.5%	3	11.1%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 7.40% of the respondents like to read English book if they have a leisure time and increase to 11.1% at the end of treatment. In control class 7.40% of the respondents are always also at the end. 11.1% of the respondents are often in the beginning and at the end of treatment. 11.1% of the respondent are often and decrease 7.40% at the end of control class. 37.05% of the respondents are sometimes and increase 70.3% at the end. In control class 37.0% of the respondents are sometimes then decrease 29.6% at the end. 25.9% of the respondents are seldom and decrease 7.40% at the end of treatment. 18.5% are seldom and at the end decrease 11.1% in control class.18.5% respondents are never and 0% at the end. 14.8% of the respondents are never and decrease 7.40% at the end of control class.

From the table above we can see on experiment class increase 23.10% and on control class increase 16.2%. In this case, the score of experiment class is higher than control class.

TABLE IV.8
Students Readiness before Learning

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	1	3.70%	2	7.40%	1	3.70%	1	3.70%
2	often	5	18.5%	7	25.9%	1	3.70%	4	14.8%
3	sometimes	13	48.1%	16	59.2%	8	29.6%	14	51.8%
4	seldom	7	25.9%	2	7.40%	13	48.1%	6	22.2%
5	Never	1	3.70%	0	0%	4	14.8%	2	7.40%
	Total	27	100%	27	100%	27	100%	27	100%

`The table above shows various responses among the respondents in experiment and control class. It can be seen that 3.70% of the respondents read the English book before the lesson taught and increase 7.40% at the end of treatment. In control class 3.70% of the respondents are always also at the end. 18.5% of the respondents are often in the beginning and increase 25.9% at the end of treatment. 70% of the respondent are often and increase 14.8% at the end of treatment. 29.6% of the respondents are sometimes and increase 51.8% at the end in control class. 14.1% of the respondents are sometimes and increase 25.9% at the end in control class. 25.9% of the respondents are seldom and decrease to 7.40% at the end of treatment. 48.1% are seldom and at the end decrease 22.2% of control class. 3.70% respondents are never. In control class14.8% of the respondents are never and decrease 7.40% at the end.

From the table above, we can see that experiment class increase 13.10% and on control class increases to 22.2%.

TABLE IV.9
Students' Activity in Visiting Library

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	0	0%	0	0%	1	3.70%	1	3.70%
2	often	3	11.1%	11	40.7%	2	7.40%	6	22.2%
3	sometimes	15	55.5%	14	51.8%	11	40.7%	14	51.8%
4	seldom	8	29.6%	2	7.40%	11	40.7%	6	22.2%
5	Never	1	3.70%	0	0%	1	7.40%	0	0%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that no respondents are always in this statement. In control class 3.70% of the respondents are always also at the end.11.1% of the respondents are often and increase 40.7% at the end of treatment. 7.40% of the respondent are often and decrease 22.2% at the end. 55.5% of the respondents are sometimes in the beginning and decrease to 51.8% at the end of treatment. In control class 40.7% of the respondents are sometimes then increase to 51.8% at the end .29.6% of the respondents are seldom and decrease 7.40% at the end. 40.7% are seldom and at the end decrease to 22.2% at the end of control class.3.70% of the respondents are never and decrease 0% at the end of treatment. No respondent are never in control class.

From the table above we can see on experiment class increases 21.60% and on control class increases 22.0%.

TABLE IV.10
Students' Purpose in Visiting Library.

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	2	7.40%	2	7.40%	3	11.1%	1	3.70%
2	often	4	14.8%	16	59.2%	4	14.8%	7	25.9%
3	sometimes	15	55.5%	6	22.2%	10	37.0%	16	59.2%
4	seldom	6	22.2%	3	11.1%	10	37.0%	2	7.40%
5	Never	0	0%	3	11.1%	0	0%	2	3.70%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen 7.40% of the respondents always go to library for borrowing English book and also at the end of treatment. In control class 11.1% of the respondents are always and decrease 3.70% at the end. 14.8% of the respondents are often in the beginning and increase to 59.2% at the end of treatment. In control class 14.8% of the respondent are often and increase to 25.9% at the end. 55.5% of the respondents are sometimes and decrease to 22.2% at the end. 37.0% respondents are sometimes at beginning increase to 59.2% at the end of control class. 22.2% of the respondents are seldom and decrease 11.1% at the end of treatment. 37.0% of the respondents are seldom and decrease 7.40% at the end. In this statement no respondents are never on experiment class. No respondents are never at beginning but at the end of the class 3.70%.

From the table above we can see that experiment class increases 6.2% and control class increase 6.10%.

TABLE IV.11

Students' Interest to English Book

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	1	3.70%	1	3.70%	1	3.70%	1	3.70%
2	often	2	7.40%	5	18.5%	7	25.9%	1	3.70%
3	sometimes	13	48.1%	19	70.3%	9	33.3%	5	18.5%
4	seldom	8	29.6%	1	3.70%	9	33.3%	14	51.8%
5	Never	3	11.1%	1	3.70%	1	3.70%	6	22.2%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen 3.70% of the respondents always go buying the English book when they go to book store and also at the end of treatment. In control class 3.70% of the respondents always and also at the end. 25.9% of the respondent are often and decrease to3.70% at the end. 7.40% of the respondents are often in the beginning and increase 18.5% at the end of treatment. 33.3% respondents are sometimes at beginning, decrease 18.5% at the end of control class. 29.6% of the respondents are seldom and decrease to 3.70% at the end of treatment. 41.1% of the respondents are sometimes and increase 3.70% at the end. 33.3% of the respondents are seldom and increase 51.8% at the end of control class. 11.1% respondents are never and decrease 3.70%. At the end of treatment 3.70% respondents are never at beginning but at the end of control class 22.2%.

From the table above we can see that experiment class increases 13.3% and control class decrease 36.8%.

TABLE IV.12

Students Activity during Teaching and Learning Process

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	0	0%	1	3.70%	1	3.70%	1	3.70%
2	often	6	22.2%	12	44.4%	1	3.70%	2	7.40%
3	sometimes	14	51.8%	14	51.8%	11	40.7%	5	18.5%
4	seldom	6	22.25	0	0	12	44.4%	14	51.5%
5	Never	1	3.70%	0	0	0	0%	5	18.5%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 0 % of the respondents are always go out from the class during teaching and learning English and 3.70% the end of treatment. In control class 3.70% of the respondents always and also at the end. 22.2% of the respondents are often in the beginning and increase 44.4% at the end of treatment. In control class 70% of the respondent are often and decrease 7.40% at the end. 51.8% of the respondents are sometimes and also at the end. 22.2% of the respondents are seldom and decrease 0 % at the end of treatment. 7.40% of the respondents are seldom and increase to 51.8% at the end of control class. 3.70% respondents are never and decrease 0 %. 3. 40.7% respondents are sometimes at beginning, decrease 18.5% at the end. 7.40% respondents are never at beginning but at the end of control class 18.5%.

From the table above we can see that experiment class increase 21.3% and control class increases 13.2%.

TABLE IV.13
Students Comfort in Learning

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	0	0%	0	0%	2	7.40%	2	7.40%
2	often	2	7.40%	14	51.8%	8	29.6%	3	11.1%
3	sometimes	14	51.8%	11	40.7%	10	37.0%	15	55.5%
4	seldom	10	37.0%	0	0%	7	25.9%	6	22.2%
5	Never	1	3.70%	0	0%	0	0%	1	3.70%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen 0 % of the respondents always spend their time to study in the class and also at the end. In control class 7.40% of the respondents are always and also at the end. 7.40% of the respondents are often in the beginning and increase 51.8% at the end of treatment. 29.6% of the respondent are often and decrease 11.1% at the end of control class. 51.8% of the respondents are sometimes, decrease 40.7% at the end of treatment. In control class 37.0% respondents are sometimes at beginning, increase to 55.5% at the end.3.70% of the respondents are seldom and decrease 0 % at the end of treatment. In control class 25.9% respondents are seldom and decrease 3.70% at the end. 3.70% respondents are never and decrease 0 %.   No respondents are never at beginning but at the end of control class 3.70%.

From the table above we can see that experiment class increase 39.4% and on control class increase 11.6%.

TABLE IV.14

Students' Attention to the Teacher

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	0	0%	1	3.70%	0	0%	0	0%
2	often	3	11.1%	9	33.3%	6	22.2%	7	25.9%
3	sometimes	3	11.1%	16	59.2%	9	33.3%	12	44.4%
4	seldom	12	44.4%	1	3.70%	10	37.0%	5	18.5%
5	Never	4	14.8%	0	0%	2	7.40%	3	11.1%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen 0 % of the respondents always pay attention to the teachers' explanation and increase 3.70% at the end of treatment. In control class no respondents are always and also at the end. 22.2% of the respondent are often and increase 25.9% at the end. 11.1% of the respondents are often in the beginning and increase 33.3% at the end of treatment 44.4% of the respondents are sometimes, increase 59.2% at the end of treatment. 33.3% respondents are sometimes at beginning, increase 44.4% at the end of control class. 29.6% of the respondents are seldom and decrease 3.70% at the end of treatment. 37.0% respondents are seldom and decrease 18.5% at the end of control class. 14.8% respondents are never and decrease 0 %. 7.40% respondents are never at beginning end increase 11.1% at the end of control class.

From the table above we can see that experiment class increases 33.8% and on control class increase 8.4%.

TABLE IV.15

Students' Attention in Learning

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	1	3.70%	1	3.70%	2	7.40%	1	3.70%
2	often	5	18.5%	8	29.6%	2	7.40%	8	29.6%
3	sometimes	10	37.0%	17	62.9%	14	51.8%	15	55.5%
4	seldom	8	29.6%	1	3.70%	5	18.5%	2	7.40%
5	Never	3	11.1%	0	0%	4	14.5%	1	3.70%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen3.7 0 % of the respondent are always angry if their friends disturb them when the teacher explains the lesson and also at the end of treatment. In control class 7.40% of the respondents are always and decrease 3.70% at the end. 7.40% of the respondent are often and increase 29.6%at the end. 18.5% of the respondents are often in the beginning and increase 29.6% at the end of treatment.. 37.0% of the respondents are sometimes, increase to 62.9% at the end of treatment. 51.8% respondents are sometimes at beginning, increase to 55.5% at the end of control class. 29.6% of the respondents are seldom decrease 3.70% at the end of treatment.18.5% are seldom and decrease 7.40% at the end of control class.11.1% respondents are never and decrease 0%. 14.8% respondents are never at beginning end decrease to 3.70% at the end of control class.

From the table above we can see that experiment class increase 28.6% and on control class increases 17.6%.

TABLE IV.16

Students Effort in Using Dictionary

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	0	0%	0	0%	0	0%	1	3.70%
2	often	7	44.4%	12	44.4%	2	7.40%	7	25.9%
3	sometimes	15	55.5%	14	51.8%	13	48.1%	18	66.6%
4	seldom	4	14.8%	1	3.70%	11	40.7%	1	3.70%
5	Never	1	3.70%	0	0%	1	3.70%	0	0%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 0 % of the respondent are always open the dictionary if they find a new word without asking the teacher and also at the end of treatment. And in control class 0% of the respondents always and increase 3.70% at the end. 25.9% of the respondents are often in the beginning and increase 44.4% at the end of treatment. 0 %. 7.40 % of the respondent are often and increase to 25.9%at the end.55.5% of the respondents are sometimes, decrease 51.8% at the end of treatment. In control class 48.1% respondents are sometimes at beginning, increase 66.6% at the end.14.8% of the respondents are seldom and decrease 3.70% at the end of treatment. 40.7% respondents are seldom and decrease 3.70% at the end of control class. 3.70% respondents are never and decrease 3.705% at the end. And in control class 3.70% respondents are never at beginning end decrease 0% at the end.

From the table above we can see that experiment class increase 12.2% and on control class increase 7.10%.

TABLE IV.17

Students' Confidents in the Class

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	0	0%	0	0%	0	0%	0	0%
2	often	6	22.2%	13	48.1%	8	29.6%	9	33.3%
3	sometimes	13	48.1%	14	51.8%	11	40.7%	16	59.2%
4	seldom	8	29.6%	0	0%	8	29.6%	2	7.40%
5	Never	0	0%	0	0%	0	0%	0	0%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 0 % of the respondent are always not shy to ask to the teacher if they do not understand and also at the end of treatment. In control class 0% of the respondents are always at beginning and also at the end.22.2% of the respondents are often in the beginning and increase 48.1% at the end of treatment. 29.6 % of the respondent are often and increase 33.3% at the end.48.1% of the respondents are sometimes, increase 51.8% at the end of treatment. 40.7% respondents are sometimes at beginning, increase to 59.2% at the end of control class. 29.6% of the respondents are seldom and decrease to 0% at the end of treatment. In control class 29.6% respondents are seldom and decrease 7.40% at the end. No respondents are never at the beginning and also at the end of the treatment. And in control class also.

From the table above, we can see on experiment class increase 36.2% and on control class increase 8.6%.

TABLE IV.18

Students' Honestly in Doing Exercise

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	1	3.70%	1	3.70%	0	0	0	0%
2	often	4	14.8%	2	44.4%	2	7.40%	8	29.6%
3	sometimes	16	59.2%	14	51.8%	9	33.3%	17	62.9%
4	seldom	6	22.2%	0	0%	13	48.1%	2	7.40%
5	Never	0	0%	0	0%	3	11.1%	0	0%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 3.70 % of the respondent always do the exercise by themselves do not cheat to their friends and also at the end of treatment. In control class 0% of the respondents are always at beginning and also at the end.14.8% of the respondents are often in the beginning and increase 44.4% at the end of treatment. 7.40 % of the respondent are often and increase 29.6% at the end of control class. 59.2% of the respondents are sometimes, decrease to 51.8% at the end of treatment. 51.8% respondents are sometimes at beginning, increase to 62.9% at the end of control class. 22.2% of the respondents are seldom and decrease 0% at the end of treatment. 48.1% respondents are seldom and decrease to 7.40% at the end of control class. No respondents are never at the

beginning and also at the end of the treatment.11.1% of the respondents are never at beginning 0% and the end of control class.

From the table above we can see that experiment class increase 9.2% and on control class increase 35%.

TABLE IV.19

Students' Interest in Doing Exercise

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	1	3.70%	1	3.70%	0	0	1	3.70%
2	often	7	25.9%	17	62.9%	8	29.6%	5	18.5%
3	sometimes	13	48.1%	9	33.3%	13	48.1%	19	70.3%
4	seldom	6	22.2%	0	0%	5	18.5%	1	3.70%
5	Never	0	0%	0	0%	1	3.70%	1	3.70%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 3.70 % of the respondents always like to do English exercise and also at the end of treatment. In control class 0% of the respondents are always at beginning and increase 3.70% at the end. 25.9% of the respondents are often in the beginning and increase 62.9% at the end of treatment. 29.6 % of the respondent are often and decrease 18.5% at the end of control class. 48.1% of the respondents are sometimes, decrease 33.3% at the end of treatment. 48.1% respondents are sometimes at beginning, increase 70.3% at the end of control class. 22.2% of the respondents are seldom and decrease 0% at the end of treatment. 18.5% respondents are seldom and decrease 3.70% at the

end of control class. No respondents are never at the beginning and also at the end of the treatment. 3.70% of the respondents are never at beginning and also at the end of control class.

From the table above we can see that experiment class increases 19.0% and on control class increases 6.2%.

TABLE IV.20

Students' Feeling if They Can Answer the Exercise

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	0	0%	0	0%	0	0%	0	0%
2	often	7	25.9%	14	51.8%	6	22.2%	8	29.6%
3	sometimes	18	66.6%	13	48.1%	16	59.2%	17	62.6%
4	seldom	2	7.40%	0	0%	5	18.5%	2	7.40%
5	Never	0	0%	0	0%	0	0%	0	0%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen that 0% of the respondent are always proud if they can answer the question given by teacher and also at the end of treatment. In control class 0% of the respondents are always at beginning and at the end. 25.9% of the respondents are often in the beginning and increase 51.8% at the end of treatment. 22.2 % of the respondent are often and increase 29.6% at the end. 66.6% of the respondents are sometimes, decrease 48.1% at the end of treatment. 59.2% respondents are sometimes at beginning, increase to 62.9% at the end. 7.40% of the respondents are seldom and decrease to 0% at the end of treatment. 18.5% respondents are seldom and decrease 7.40% at the end of control

class. No respondents are never at the beginning and also at the end of the in experiment and control class.

From the table above we can see that experiment class increases 10.5% and on control class increases 6.1%.

TABLE IV.21

Students' Effort to Finish Exercise

NO	Alternative	Experiment class				Control class			
		pre		post		pre		post	
		F	P	F	P	F	P	F	P
1	Always	1	3.70%	1	3.70%	1	3.70%	1	3.70%
2	often	13	48.1%	15	55.5%	7	25.9%	10	37.0%
3	sometimes	10	37.0%	11	40.7%	14	51.8%	15	55.5%
4	seldom	3	11.1%	0	0%	4	14.8%	1	3.70%
5	Never	0	0%	0	0%	1	3.70%	0	0%
	Total	27	100%	27	100%	27	100%	27	100%

The table above shows various responses among the respondents in experiment and control class. It can be seen 3.70 % of the respondent are always like trying to finish exercise on time and also at the end of treatment. In control class 3.70% of the respondents are always at beginning and also at the end of the class. 48.1% of the respondents are often in the beginning and increase 55.5% at the end of treatment. 25.9 % of the respondent are often and increase 55.5% at the end. 37.0% of the respondents are sometimes, increase to 40.7% at the end of treatment. 14.8% respondents are sometimes at beginning, increase 70.3% at the end. 11.1% of the respondents are seldom and decrease 0% at the end of treatment. 18.5% respondents are seldom and decrease 3.70% at the end. No

respondents are never at the beginning and also at the end of the treatment. 3.70% of the respondents are never at beginning and decrease to 0% at the end of control class. From the table above we can see on experiment class increase 5.4% and on control class increase 12 %.

B. DATA ANALYSIS

1. Using pictures in class room

From the table IV.I the percentage of using pictures for each category can be seen as follows:

1. The teachers ask some question based on the pictures (87.5%)
2. The teacher shows the pictures (87.5%)
3. The students describe the pictures (75%)
4. The teacher give comments to the students' describe (75%)
5. The teacher relates the picture to the lesson (100%)
6. The teacher explain the lesson (100%)
7. The teacher explains the lesson by using pictures (87.5%)
8. The teacher asks the student to read the text (87.5%)

Furthermore, the result of observation percentage above is interesting to make tables of observation percentage in order to to know the difference between the activities that were well done and activities that were not well implemented. The following table is the recapitulation of using pictures.

TABLE IV.22

Summary of the Percentage of Using Pictures

No	Result observation	F	P
1	Yes	56	700%
2	No	8	100%

The implementation of the observation percentage of using pictures in teaching and learning English is good, for the obtained percentage is 700%. Therefore, it can be said that using pictures was applied by the teacher.

2. Students' reading interest

From the formulation of the problem, there were three answers about formulation of the problem that must be found by the writer. The writer asked "how is students' reading interest before and after taught by using pictures? To find out the finding, it is necessary to analyze and measure the data gained from the pre and post questionnaire given before treatment. And post questionnaire was given after treatment. Below is the table of students' reading interest before using pictures.

TABLE IV.23

THE STUDENTS' READING INTEREST BEFORE USING

PICTURES ON EXPERIMENT CLASS

Items	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	1	3.70%	7	25.9%	14	51.8%	5	51.8%	0	0%
2	1	3.70%	8	29.6%	15	55.5%	3	11.1%	0	0%
3	1	3.70%	5	18.5%	14	51.8%	7	25.9%	0	0%
4	2	7.40%	6	22.2%	13	48.1%	6	22.2%	0	0%
5	2	7.40%	3	11.1%	11	40.7%	8	29.6%	3	11.1%
6	2	7.40%	3	11.1%	10	37.0%	7	25.9%	**5**	18.5%
7	1	3.70%	5	18.5%	13	48.1%	7	25.9%	1	3.70%
8	0	0%	3	11.1%	15	55.5%	8	29.9%	1	3.70%
9	2	7.40%	4	14.8%	15	55.5%	6	22.2%	0	0
10	1	3.70%	2	7.40%	13	48.1%	8	29.9%	3	11.1%
11	0	0%	6	22.2%	14	51.8%	6	22.2%	1	3.70%
12	0	0%	2	7.40%	14	51.8%	10	37.0%	1	3.70%
13	0	0%	3	11.1%	12	44.4%	8	29.9%	4	14.8%
14	1	3.70%	5	18.5%	10	37.0%	8	29.9%	3	11.1%
15	0	0%	7	25.9%	15	55.5%	4	14.8%	1	3.70%
16	0	0%	6	22.2%	13	48.1%	8	29.9%	0	0%
17	1	3.70%	4	14.8%	16	59.2%	6	22.2%	0	0%
18	1	3.70%	7	25.9%	13	48.1%	6	22.2%	0	0%
19	0	0%	7	25.9%	18	66.6%	2	7.40%	0	0%
20	1	3.70%	13	48.1%	10	37.0%	3	11.1%	0	0%
Total	17	3.11%	106	18.6%	268	49.2%	126	23.3%	23	4.2%

From the table above, the obtained data then were computed by the

following calculation to obtain the score as well as its percentage:

$$17 + 106 + 268 + 126 + 23 = 540$$
$$17 \times 5 \ = 85$$
$$106 \times 4 = 424$$
$$268 \times 3 = 804$$
$$126 \times 2 = 252$$
$$23 \times 1 = \underline{23\ \ }$$
$$1586$$
$$P = \ \underline{1586}x\ 100\%$$
$$540 \times 5$$
$$P = \underline{1567\ }\ x\ 100\%$$
$$2700$$
$$P = 59\%$$

From the calculation above, it can be said that the students' reading interest in experiment class decreases where the obtained is 59%

TABLE IV.24

SUMMARY OF POST QUESTINAIRE OF EXPERIMENT CLASS

Items	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	2	7.40%	13	48.1%	12	44.4%	0	0%	0	0%
2	5	18.5%	14	51.8%	8	29.6%	0	0%	0	0%
3	3	11.1%	9	33.3%	14	51.8%	1	3.70%	0	0%
4	6	22.2%	13	48.1%	8	29.6%	0	0%	0	0%
5	3	11.1%	15	55.5%	9	33.3%	0	0%	0	0%
6	3	11.1%	3	11.1%	19	70.3%	2	7.40%	0	0%
7	2	7.40%	7	25.9%	16	59.2%	2	7.40%	0	0%
8	0	0%	11	40.7%	14	51.8%	2	7.40%	0	0%
9	2	7.40%	16	59.2%	6	22.2%	3	11.1%	0	0%
10	1	3.70%	5	18.5%	19	70.3%	1	3.70%	1	3.70%
11	1	3.70%	12	44.4%	14	51.8%	0	0%	0	0%
12	2	7.40%	14	51.8%	11	40.7%	0	0%	0	0%
13	1	3.70%	9	33.3%	16	59.2%	1	3.70%	0	0%
14	1	3.70%	8	29.6%	17	62.9%	1	3.70%	0	0%
15	0	0%	12	44.4%	14	51.8%	1	3.70%	0	0%
16	0	0%	13	48.1%	14	51.8%	0	0%	0	0%
17	1	3.70%	12	44.4%	14	51.8%	0	0%	0	0%
18	1	3.70%	17	62.9%	9	33.3%	0	0%	0	0%
19	0	0%	14	51.8%	13	48.1%	0	0%	0	0%
20	1	3.70%	15	55.5%	11	40.7%	0	0%	0	0%
Total	35	6.4%	232	47.9%	172	47.7%	14	2,6%	1	0.1%

From the table above, the obtained data then were computed by the following calculation to obtain the score as well as its percentage:

$$35+ 232 + 172 + 14 + 1 = 454$$
$$35 \times 5 \ = 175$$
$$232 \times 4 = 928$$
$$172 \times 3 = 516$$
$$14 \times 2 = 28$$
$$1 \times 1 = \underline{1\ \ }$$
$$1647$$
$$P = \underline{1648}x\ 100\%$$

$$P = \underline{\begin{array}{c} 454 \times 5 \\ 1648 \\ 2270 \end{array}} \times 100\%$$

$$P = 71\%$$

From the above computation, it is clear that students' reading interest in experiment class after treatment is 71%

TABLE IV.25

SUMMARY OF PRE QUESTIONER OF CONTROL CLASS

Items	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	5	18.5%	6	22.2%	10	3.70%	4	14.8%	2	7.40%
2	4	14.8%	6	22.2%	12	44.4%	5	18.5%	0	0%
3	5	18.5%	9	33.3%	12	44.4%	1	3.70%	0	0%
4	3	11.1%	5	18.5%	9	33.3%	10	37.0%	0	0%
5	4	14.8%	2	7.40%	7	25.9%	10	37.0%	4	14.8%
6	2	7.40%	3	11.1%	7	25.9%	10	37.0%	5	18.5%
7	1	3.70%	1	3.70%	8	29.6%	13	48.1%	4	14.8%
8	1	3.70%	2	7..40%	11	40.7%	11	40.7%	2	7.40%
9	3	11.1%	4	14.8%	10	37.0%	10	37.0%	0	0%
10	1	3.70%	7	25.9%	9	33.3%	9	33.3%	1	0%
11	1	3.70%	1	3.70%	11	40.7%	12	44.4%	2	7.40%
12	2	7.40%	8	29.6%	10	37.0%	7	25.9%	0	3.70%
13	0	0%	6	22.2%	9	33.3%	10	37.0%	2	7.40%
14	2	7.40%	2	7.40%	14	51.8%	5	18.5%	4	14.8%
15	0	0%	2	7.40%	13	48.1%	11	40.7%	1	3.70%
16	0	0%	8	29.6%	11	40.7%	8	29.6%	0	0%
17	0	0%	2	7.40%	9	33.3%	13	48.1%	3	11.1%
18	0	0%	8	29.6%	13	48.1%	5	18.5%	1	3.70%
19	0	0%	6	22.2%	16	59.2%	5	18.5%	0	0%
20	1	3.70%	7	25.9%	14	51.8%	4	14.8%	1	3.70%
Total	35	6.7%	95	19.2%	206	39.8%	163	25.2%	32	5.37%

From the table above, the obtained data then were computed by the following calculation to obtain the score as well as its percentage:

$$35 + 95 + 206 + 163 + 32 = 531$$
$$35 \times 5 = 175$$

$$95 \text{ x } 4 = 380$$
$$206 \text{ x } 3 = 618$$
$$163\text{x } 2 = 326$$
$$32 \text{ x } 1 = \underline{32}$$
$$1531$$
$$P = \underline{1531} \text{ x } 100\%$$
$$531\text{x}5$$
$$P = \underline{1531} \text{ x } 100\%$$
$$2655$$
$$P = 57\%.$$

From the calculation above, it can be concluded that the students'

reading interest in pre questionnaire is 57%.

TABLE IV.26

SUMMARY OF POST QUESTIONNAIRE OF CONTROL CLASS

Items	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	3	11.1%	13	48.1%	8	29.6%	3	11.1%	0	0%
2	1	3.70%	7	25.9%	16	59.2%	3	11.1%	0	0%
3	2	7.40%	7	25.9%	15	55.5%	3	11.1%	0	0%
4	2	7.40%	10	37.0%	12	44.4%	3	11.1%	0	0%
5	2	7.40%	6	22.2%	14	51.8%	3	11.1%	2	7.40%
6	2	7.40%	2	7.40%	12	44.4%	8	29.6%	3	11.1%
7	1	3.70%	4	14.8%	14	51.8%	6	22.2%	2	7.40%
8	1	3.70%	6	22.2%	14	51.8%	6	22.2%	0	0%
9	1	3.70%	17	62.9%	16	59.2%	2	7.40%	1	3.70%
10	1	3.70%	1	3.70%	5	18.5%	14	51.8%	6	22.2%
11	1	3.70%	2	7.40%	5	18.5%	14	51.8%	5	18.5%
12	3	11.1%	2	7.40%	15	55.5%	6	22.2%	1	3.70%
13	0	0%	7	62.9%	12	44.4%	5	18.5%	3	11.1%
14	1	3.70%	8	29.6%	15	55.5%	2	7.40%	1	11.1%
15	1	3.70%	7	25.9%	18	66.6%	1	3.70%	0	0%
16	0	0%	9	33.3%	16	59.2%	2	7.40%	0	0%
17	0	0%	8	29.6%	17	62.9%	2	7.40%	0	0%
18	1	3.70%	5	18.5%	19	70.3%	1	3.70%	1	11.1%
19	0	0%	8	29.6%	17	62.9%	2	7.40%	0	0%
20	1	3.70%	10	37.0%	15	55.5%	1	3.70%	0	0%
Total	20	4.44%	139	25.7%	275	50.9%	87	15.1%	25	4.62%

From the table above, the obtained data were then computed by the following calculation to obtain the score as well as its percentage:

$$20+ 139 + 206 + 275+ 87+25 = 546$$
$$20 \times 5 = 100$$
$$139 \times 4 = 556$$
$$275 \times 3 = 825$$
$$87 \times 2 = 174$$
$$25 \times 1 = \underline{25}$$
$$1680$$
$$P = \frac{1680}{546 \times 5} \times 100\%$$
$$P = \frac{1680}{2730} \times 100\%$$
$$P = 62\%$$

From the calculation above, it can be concluded that the students' reading interest in post questionnaire is 62%. Furthermore, it shows that students' reading interest of control class did not increase significantly. In other words the reading interest of control class increases from (57%) to (62%).

To find out the third formulation of the problem of significant differences of using pictures toward reading interest. It necessary to refer to the table below:

TABLE IV.27

STUDENTS' READING INTEREST IN EXPERIMENT AND CONTROL

CLASS

STUDENTS	EXPERIMENTAL		STUDENTS	CONTROL	
	PRE	POST		PRE	POST
1	61	72	1	64	63
2	56	68	2	57	59
3	59	72	3	56	70
4	55	63	4	53	56
5	51	67	5	59	64
6	68	74	6	63	60
7	56	74	7	61	60
8	70	71	8	61	59
9	62	70	9	58	69
10	54	70	10	54	65
11	59	65	11	55	58
12	62	71	12	60	70
13	57	75	13	59	55
14	67	73	14	53	60
15	62	70	15	61	70
16	59	73	16	59	59
17	59	66	17	55	65
18	56	71	18	57	65
19	59	77	19	62	59
20	53	73	20	53	59
21	58	69	21	53	63
22	48	67	22	51	66
23	59	71	23	55	59
24	67	73	24	51	53
25	56	71	25	59	56
26	58	73	26	58	67
27	58	69	27	49	53
TOTAL	1589	1908	TOTAL	1536	1662
MEAN	59	71	MEAN	57	62

To clarify the increment of interest in both classes at the end of treatment in experimental group, it is necessary to refer the following table.

TABLE IV.28

STUDENTS' READING INTEREST IN EXPERIMENT AND CONTROL

CLASS

STUDENTS	EXPERIMENT		RANGE	STUDENTS	CONTROL		RANGE
	PRE	POST			PRE	POST	
1	61	72	11	1	64	63	1
2	56	68	12	2	57	59	2
3	59	72	13	3	56	70	14
4	55	63	8	4	53	56	3
5	51	67	16	5	59	64	5
6	68	74	6	6	63	60	3
7	56	74	18	7	61	60	1
8	70	71	1	8	61	59	2
9	62	70	8	9	58	69	11
10	54	70	5	10	54	65	11
11	59	65	6	11	55	58	3
12	62	71	9	12	60	70	10
13	57	75	18	13	59	55	4
14	67	73	6	14	53	60	7
15	62	70	8	15	61	70	9
16	59	73	14	16	59	59	0
17	59	66	7	17	55	65	10
18	56	71	15	18	57	65	8
19	59	77	18	19	62	59	3
20	53	73	20	20	53	59	6
21	58	69	11	21	53	63	10
22	48	67	19	22	51	66	15
23	59	71	12	23	55	59	4
24	67	73	6	24	51	53	2
25	56	71	15	25	59	56	3
26	58	73	15	26	58	67	9
27	58	69	11	27	49	53	4
TOTAL	1589	1908	308	TOTAL	1536	1662	160
MEAN	59	71	11.4	MEAN	57	62	6.0

From the calculation above, it is clear that the students' reading interest on experiment class is higher than students' reading interest in control class. It is shown by the calculation 11.4> (bigger than) 6.0

To answer the effect of using pictures toward reading interest, we need to compare the obtained mean of each group as follows:

$$to = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

The following table is table mean and standard deviation of range score of experiment class and control class:

TABLE IV.29
MEAN AND STANDARD DEVIATION OF RANGE SCORE FOR EXPERIMENT AND CONTROL CLASS

No	Score		X	Y	x^2	y^2
	X	Y	(X-MX)	(Y-MY)		
1	11	1	- 0.4	- 5	0.16	25
2	12	2	0.6	- 4	0.36	16
3	13	14	1.6	8	2.56	64
4	8	3	- 3.4	- 3	11.6	9
5	16	5	4.6	- 1	21.2	1
6	6	3	- 5.4	- 3	29.2	9
7	18	1	6.6	- 5	43.6	25
8	1	2	- 10.4	- 4	108.2	16
9	8	11	3.4	5	11.6	25
10	5	11	-6.4	5	41.0	25
11	6	3	- 5.4	-3	29.2	9
12	9	10	-2.4	4	5.8	16
13	18	4	6.6	-2	43.6	8
14	6	7	- 5.4	1	29.2	1
15	8	9	- 3.4	3	11.6	9
16	14	0	2.6	0	6.8	0
17	7	10	- 4.4	4	19.4	16
18	15	8	3.6	2	13.0	4
19	18	3	6.6	- 3	43.6	9
20	20	6	8.6	0	74.0	0
21	11	10	- 0.4	4	0.16	16
22	19	15	7.6	9	57.8	81
23	12	4	0.6	- 2	0.36	4
24	6	2	- 5.4	- 4	29.2	16
25	15	3	3.6	- 3	13.0	9
26	15	9	3.6	3	13.0	9
27	11	4	0.4	- 2	0.16	4
TOTAL	308	160			669.36	426.0
MEAN	11.4	6.0			24.42	15.78

While the result of the standard deviation of reading interest each class is as

follows:

a. Standard deviation for score of experiment class

$$SD_X = \sqrt{\Sigma \frac{x^2}{N}} = \sqrt{\frac{669.3}{27}} = \sqrt{24.79} = 5.0$$

b. Standard deviation for control class

$$SD_X = \sqrt{\Sigma \frac{y^2}{N}} = \sqrt{\frac{426.0}{27}} = \sqrt{15.78} = 4.0$$

$SD_X = 5.0$

$SD_Y = 4.0$

$M_X = 11.4$

$M_Y = 6.0$

$$to = \frac{M_X - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$= \frac{11.4 - 6.0}{\sqrt{\left(\frac{5.0}{\sqrt{27-1}}\right)^2 + \left(\frac{4.0}{\sqrt{27-1}}\right)^2}}$$

$$t_0 = \frac{5.4}{\sqrt{\left(\frac{5.0}{\sqrt{26}}\right)^2 + \left(\frac{4.0}{\sqrt{26}}\right)^2}} = \frac{5.4}{\sqrt{\left(\frac{5.0}{\sqrt{5.09}}\right)^2 + \left(\frac{4.0}{\sqrt{5.09}}\right)^2}}$$

$$t_0 = \frac{5.4}{\sqrt{(0.89)^2 + (0.78)^2}} = \frac{5.4}{\sqrt{0.96 + 0.60}}$$

$$t_0 = \frac{5.4}{\sqrt{1.56}} = \frac{5.4}{1.56}$$

$t_0 = 3.46$

Based on the calculation above, it is clear that obtained t_o is 3.46. To know whether there is significant effect or not between using pictures toward students' reading interest, we need to obtain the degree of freedom by the following way:

df = (N1 + N2) -2

= (27 + 27) -2

= 54 – 2

= 52

After getting the degree of freedom above, it can be said that the degree of freedom is 52. Because the degree of 52 is not available, the writers take 50 as nearest score to 52. The t- table at 5% level of significance = 2.01 and at 1% level significance = 2.68. So, the writer can conclude that t_o is higher than t- Table both in 5% and 1% level of significance. And it can be concluded 2.68 < 3.46> 2.01. Therefore the fist hypothesis (Ha) that postulates significant effect of using pictures toward students' reading interest is accepted automatically the second hypothesis (Ho) is rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After analyzing the previous data, the writer made the conclusion of this research as follows:

1. At conventional class, the way used to teach the student is not effective in increasing students' reading interest. It can be seen as follow:

   a. Students score in pre questionnaire at control class is 57%

   b. Students score in post questionnaire at control class is 62%

2. From the calculation above, it clear that students' reading interest at control class increases 4.5

3. Using pictures is effective toward students' reading interest. It can be seen from significant increase between students' pre questionnaire and post questionnaire of experiment class.

   a. Students' score in pre questionnaire at experiment class is 59%

   b. Students' score in post questionnaire at experiment class is 71%

2. From the calculation above, it clear that students' reading interest at experiment class is 12

3. There is significant difference between reading interest of those who use pictures toward reading interest and who do not use. The significance is that The t- table at 5% level of significance = 2.01 and at 1% level significance =

2.68, So the writer can conclude that t_o is higher than t- Table both in 5% and 1% level of significance. T- Table is 3.46.

B. SUGGESTION

After concluding a research at SMPN 3 Kubu in Rokan Hilir Regency, the writer would like to propose some suggestion to make teaching and learning process at this school getting better than before. This suggestions as follows:

a. Writer suggests the teachers of English subject to use pictures as media in teaching and learning process, because it can make students easier to understand the material, the students will focus on the pictures to understand the vocabularies, the color of the pictures is very interesting. All kinds of pictures have many arts.

b. Writer suggests the teachers of English subject in experiment class. To use media in teaching and learning process, because it can make us easier to explains the lesson.

c. Writer suggests the English teacher in experiment class. To be more creative in teaching and learning process by using media in teaching English.

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APPENDIX A

Observation sheet
Of Using Pictures in the Classroom

Observasi   : 1

Class   : Experiment class

Day/ date   : May 14 th 2011

No	Aspect of observation	Yes	No
1	The teacher asks some question to the students related to the topic.		–
2	The teacher shows the pictures.		–
3	The students describe the pictures.		–
4	The teacher give comments to the students' describe.		–
5	The teacher related the pictures to the topic/ lesson.		–
6	The teacher presents the lesson.		–
7	The teacher explains the lesson by using pictures.		–
8	The teacher asks the students to read the lesson/ text.		–

Observer

Fenny Widya astuti, S. Pd

Observation sheet
Of Using Pictures in the Classroom

Observasi   : 11

Class   : Experiment class

Day/ date   : May 14 th 2011

No	Aspect of observation	Yes	No
1	The teacher asks some question to the students related to the topic.	–	
2	The teacher shows the pictures.	–	
3	The students describe the pictures.		–
4	The teacher give comments to the students' describe.		–
5	The teacher related the pictures to the topic/ lesson.		–
6	The teacher presents the lesson.		–
7	The teacher explains the lesson by using pictures.		–
8	The teacher asks the students to read the lesson/ text.		–

Observer

Fenni Widyastuti, S.Pd

Observation sheet
Of Using Pictures in the Classroom

Observasi   : 111

Class   : Experiment class

Day/ date   : May 17 th 2011

No	Aspect of observation	Yes	No
1	The teacher asks some question to the students related to the topic.		–
2	The teacher shows the pictures		–
3	The students describe the pictures.		–
4	The teacher give comments to the students' describe.		–
5	The teacher related the pictures to the topic/ lesson.		–
6	The teacher presents the lesson.		–
7	The teacher explains the lesson by using pictures.		–
8	The teacher asks the students to read the lesson/ text.		–

Observer

Fenni Widyastuti, S.Pd

Observation sheet
Of Using Pictures in the Classroom

Observasi   : IV

Class   : Experiment class

Day/ date   : May 21 th 2011

No	Aspect of observation	Yes	No
1	The teacher asks some question to the students related to the topic.		–
2	The teacher shows pictures.		
3	The students describe the pictures.	–	
4	The teacher give comments to the students' describe.	–	
5	The teacher related the pictures to the topic/ lesson.		–
6	The teacher presents the lesson.		–
7	The teacher explains the lesson by using pictures.		–
8	The teacher asks the students to read the lesson/ text.		–

Observer

Fenni Widyastuti, S.Pd

Observation sheet
Of Using Pictures in the Classroom

Observasi   : V

Class   : Experiment class

Day/ date   : May 23 th 2011

No	Aspect of observation	Yes	No
1	The teacher asks some question to the students related to the topic.		–
2	The teacher shows pictures		–
3	The students describe the pictures.		–
4	The teacher give comments to the students' describe.		–
5	The teacher related the pictures to the topic/ lesson.		–
6	The teacher presents the lesson.		–
7	The teacher explains the lesson by using pictures.	–	
8	The teacher asks the students to read the lesson/ text.	–	

Observer

Fenni Widyastuti, S.Pd

Observation sheet
Of Using Pictures in the Classroom

Observasi   : IV

Class   : Experiment class

Day/ date   : May 28th 2011

No	Aspect of observation	Yes	No
1	The teacher asks some question to the students related to the topic		–
2	The teacher shows pictures		–
3	The students describe the pictures.		–
4	The teacher give comments to the students' describe.		–
5	The teacher related the pictures to the topic/ lesson.		–
6	The teacher presents the lesson.		–
7	The teacher explains the lesson by using pictures.		–
8	The teacher asks the students to read the lesson/ text.		–

Observer

Fenni Widyastuti, S.Pd

Observation sheet
Of Using Pictures in the Classroom

Observasi   : VII

Class   : Experiment class

Day/ date   : May 30 th 2011

No	Aspect of observation	Yes	No
1	The teacher asks some question to the students related to the topic		–
2	The teacher shows pictures.		–
3	The students describe the pictures.		–
4	The teacher give comments to the students' describe.		–
5	The teacher related the pictures to the topic/ lesson.		–
6	The teacher presents the lesson.		–
7	The teacher explains the lesson by using pictures.		–
8	The teacher asks the students to read the lesson/ text.		–

Observer

Fenni Widyastuti, S.Pd

Observation sheet
Of Using Pictures in the Classroom

Observasi   : VIII

Class   : Experiment class

Day/ date   : June, 4th 2011

No	Aspect of observation	Yes	No
1	The teacher asks some question to the students related to the topic		–
2	The teacher shows pictures.		–
3	The students describe the pictures.	–	
4	The teacher give comments to the students' describe.	–	
5	The teacher related the pictures to the topic/ lesson.		–
6	The teacher presents the lesson.		–
7	The teacher explains the lesson by using pictures.		–
8	The teacher asks the students to read the lesson/ text.		–

Observer

Fenni Widyastuti, S.Pd

LESSON PLANI

Lesson **: English**

Class **: VIII/ A**

Time **: 4 x 25**

Topic **: Telaga Warna**

Media **: Pictures**

Learning objective:

a. The students are able to express their ability based on the topic given

b. The students are able to understand the meaning of narrative and recount text to interact with their environment.

c. The student are able to read aloud and clearly in narrative and recount text

d. The students are able to respond the meaning on reading text with a good expression and intonation.

Material

- Narative Text

Topic

Telaga Warna

Teaching activities

1. Pre- teaching

- Greeting

- Absent

- Giving motivation to the students

2. While activities

- The teacher ask some question related to the lesson

- The teacher shows the pictures

- The teacher ask the student to describe the pictures

- The teacher give a comment

- The teacher related the pictures to the topic

- The picture explains the lesson by using pictures

3. Post activities

- The teacher ask the students to read the text one by one

- The teacher ask the student to tell the story

- The teacher gives evaluation to the students.

KepalaSekolah SMPN 3 Kubu

Syamsuddin. M, S.Pd

LESSON PLANII

Lesson   **: English**

Class   **: VIII/ A**

Time   **: 4 x 25**

Topic   **: Telaga Warna**

Media   **: Pictures**

Learning objective:

    a. The students are able to express their ability based on the topic given

    b. The students are able to understand the meaning of narrative and recount text to interact with their environment.

    c. The student are able to read aloud and clearly in narrative and recount text

    d. The students are able to respond the meaning on reading text with a good expression and intonation.

Material

  - Narative Text

Topic

    Telaga Warna

Teaching activities

    1. Pre- teaching

  - Greeting

  - Absent

  - Giving motivation to the students

    2. While activities

- The teacher ask some question related to the topic/lesson

- The teacher shows the pictures

- The teacher ask the student to describe the pictures

- The teacher give a comment

- The teacher related the pictures to the topic

- The picture explains the lesson by using pictures

3. Post activities

- The teacher ask the students to read the text one by one

- The teacher ask the student to tell the story

- The teacher gives evaluation to the students.

KepalaSekolah SMPN 3 Kubu

Syamsuddin. M, S.Pd

Lesson : English

Class : VIII/ A

Time : 4 x 25

Topic : Kartini

Media : Pictures

Learning objective:

      a. The students are able to express their ability based on the topic given

      b. The students are able to understand the meaning of narrative and recount text to interact with their environment.

      c. The student are able to read aloud and clearly in narrative and recount text

      d. The students are able to respond the meaning on reading text with a good expression and intonation.

Material

-   Recount text

Topic

-   Kartini

Teaching activities

  1. Pre- teaching

-   Greeting

-   Absent

-   Giving motivation to the students

2. While activities

- The teacher ask some question related to the lesson/topic

- The teacher shows the pictures

- The teacher ask the student to describe the pictures

- The teacher give a comment

- The teacher related the pictures to the topic

- The picture explains the lesson by using pictures

3. Post activities

- The teacher ask the students to read the text one by one

- The teacher ask the student to tell the story

- The teacher gives evaluation to the students.

KepalaSekolah SMPN 3 Kubu

Syamsuddin. M, S.Pd

LESSON PLANIV

Lesson   **: English**

Class   **: VIII/ A**

Time   **: 4 x 25**

Topic   **: Jabal Market**

Media   **: Pictures**

Learning objective:

a. The students are able to express their ability based on the topic given

b. The students are able to understand the meaning of narrative and recount text to interact with their
    environment.

c. The student are able to read aloud and clearly in narrative and recount text

d. The students are able to respond the meaning on reading text with a good expression and
    intonation.

Material

-   Recount text

Topic

-   Jabal Markets

Teaching activities

1. Pre- teaching

-   Greeting

-   Absent

-   Giving motivation to the students

2. While activities

- The teacher ask some question related to the topic/lesson

- The teacher ask the student to describe the pictures

- The teacher give a comment

- The teacher related the pictures to the topic

- The picture explains the lesson by using pictures

3. Post activities

- The teacher ask the students to read the text one by one

- The teacher ask the student to tell the story

- The teacher gives evaluation to the students.

KepalaSekolah SMPN 3 Kubu

Syamsuddin. M, S.Pd

LESSON PLAN V

Lesson : **English**

Class : **VIII/ A**

Time : **4 x 25**

Topic : **Bandengan Beach**

Media : **Pictures**

Learning objective:

a. The students are able to express their ability based on the topic given

b. The students are able to understand the meaning of descriptive text to interact with their environment.

c. The student are able to read aloud and clearly in narrative and recount text

d. The students are able to respond the meaning on reading text with a good expression and intonation.

Material

- descriptive text

Topic

Bandengan Beach

Teaching activities

1. Pre- teaching

- Greeting

- Absent

- Giving motivation to the students

2. While activities

- The teacher ask some question related to the topic/lesson

- The teacher ask the student to describe the pictures

- The teacher give a comment

- The teacher related the pictures to the topic

- The picture explains the lesson by using pictures

3. Post activities

- The teacher ask the students to read the text one by one

- The teacher ask the student to tell the story

- The teacher gives evaluation to the students.

KepalaSekolah SMPN 3 Kubu

Syamsuddin. M, S.Pd

<div align="center">**LESSON PLAN VI**</div>

Lesson   **: English**

Class   **: VIII/ A**

Time   **: 4 x 25**

Topic   **: Nightingale**

Media   **: Pictures**

Learning objective:

a. The students are able to express their ability based on the topic given

b. The students are able to understand the meaning of descriptive text to interact with their environment.

c. The student are able to read aloud and clearly in narrative and recount text

d. The students are able to respond the meaning on reading text with a good expression and intonation.

Material

- Recount text

Topic

       Nightingle

Teaching activities

1. Pre- teaching

- Greeting

- Absent

- Giving motivation to the students

2. While activities

- The teacher ask some question related to the topiclesson

- The teacher ask the student to describe the pictures

- The teacher give a comment

- The teacher related the pictures to the topic

- The picture explains the lesson by using pictures

3. Post activities

- The teacher ask the students to read the text one by one

- The teacher ask the student to tell the story

- The teacher gives evaluation to the students.

KepalaSekolah SMPN 3 Kubu

Syamsuddin. M, S.Pd

LESSON PLAN VII

Lesson   **: English**

Class   **: VIII/ A**

Time   **: 4 x 25**

Topic   **: Air Manis Beach**

Media   **: Pictures**

Learning objective:

a. The students are able to express their ability based on the topic given

b. The students are able to understand the meaning of descriptive text to interact with their environment.

c. The student are able to read aloud and clearly in narrative and recount text

d. The students are able to respond the meaning on reading text with a good expression and intonation.

Material

- Descriptive text

Topic

Air Manis Beach

Teaching activities

1. Pre- teaching

- Greeting

- Absent

- Giving motivation to the students

2. While activities

- The teacher ask some question related to the topic/lesson

- The teacher ask the student to describe the pictures

- The teacher give a comment

- The teacher related the pictures to the topic

- The picture explains the lesson by using pictures

3. Post activities

- The teacher ask the students to read the text one by one

- The teacher ask the student to tell the story

- The teacher gives evaluation to the students.

KepalaSekolah SMPN 3 Kubu

Syamsuddin. M, S.Pd

Lesson   **: English**

Class   **: VIII/ A**

Time   **: 4 x 25**

Topic   **:**

Media   **: Pictures**

Learning objective:

   a.   The students are able to express their ability based on the topic given

   b.   The students are able to understand the meaning of descriptive text to interact with their environment.

   c.   The student are able to read aloud and clearly in narrative and recount text

   d.   The students are able to respond the meaning on reading text with a good expression and intonation.

Material

   -   Recount text

Topic

Teaching activities

   1.   Pre- teaching

   -   Greeting

   -   Absent

   -   Giving motivation to the students

2. While activities

- The teacher ask some question related to the topic/lesson

- The teacher ask the student to describe the pictures

- The teacher give a comment

- The teacher related the pictures to the topic

- The picture explains the lesson by using pictures

3. Post activities

- The teacher ask the students to read the text one by one

- The teacher ask the student to tell the story

- The teacher gives evaluation to the students.

KepalaSekolah SMPN 3 Kubu

Syamsuddin. M, S.Pd

Lesson : **English**

Class : **VIII/ A**

Time : **4 x 25**

Topic : **Narrative**

Media : **Pictures**

Learning objective:

a. The students are able to express their ability based on the topic given

b. The students are able to understand the meaning of descriptive text to interact with their environment.

c. The student are able to read aloud and clearly in narrative and recount text

d. The students are able to respond the meaning on reading text with a good expression and intonation.

Material
- Narrative text

Topic

Teaching activities

1. Pre- teaching

- Greeting

- Absent

- Giving motivation to the students

2. While activities

- The teacher ask some question related to the tpoic/lesson

- The teacher ask the student to describe the pictures

- The teacher give a comment

- The teacher related the pictures to the topic

- The picture explains the lesson by using pictures

    3. Post activities

- The teacher ask the students to read the text one by one

- The teacher ask the student to tell the story

- The teacher gives evaluation to the students.

KepalaSekolah SMPN 3 Kubu

Syamsuddin. M, S.Pd

LESSON PLAN

Lesson   **: English**

Class   **: VIII/ A**

Time   **: 4 x 25**

Topic   **: Recount**

Media   **: Pictures**

Learning objective:

a. The students are able to express their ability based on the topic given

b. The students are able to understand the meaning of descriptive text to interact with their environment.

c. The student are able to read aloud and clearly in narrative and recount text

d. The students are able to respond the meaning on reading text with a good expression and intonation.

Material

- Recount text

Topic

Teaching activities

1. Pre- teaching

- Greeting

- Absent

- Giving motivation to the students

2. While activities

- The teacher ask some question related to the tpoic/lesson

-   The teacher ask the student to describe the pictures

-   The teacher give a comment

-   The teacher related the pictures to the topic

-   The picture explains the lesson by using pictures

3. Post activities

-   The teacher ask the students to read the text one by one

-   The teacher ask the student to tell the story

-   The teacher gives evaluation to the students.

KepalaSekolah SMPN 3 Kubu

Syamsuddin. M, S.Pd

APPENDIX C

AIR MANIS BEACH

Air Manis Beach is closely related to the legend of MalinKundang in West Sumatra. MalinKundang is a character fabled to have been turned to stone, together with his ship, after periods of disobedience to his mother. By the beach, there is a MalinKundang stone and several pieces of equipment from his ship, which are also stones. Based on the story, MalinKundang was cursed by his mother for his refusal to acknowledging her as his mother after traveling to another region and becoming rich.

Air Manis beach is a favorite tourist site for local and foreign tourists because it has low waves and beautiful views of Mount Padang. There is also a small island called Pisang Kecil (literally means "small banana") on its right side. From morning to afternoon, you can walk to this one hectare island through shallow water. In late afternoon, however, there is a tide and you must take a boat to return. On its right, there is another island called PisangBesar (literally means "big banana"). Local inhabitants on this island are mostly farmers and fishermen.

Malinkundang

A tale story from West Sumatra, Indonesia

Once Upon a time, lived a diligent boy named MalinKundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. MalinKundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument… and finally he sailed with the bigship.

Several years later, MalinKundangsucced and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

His mother very broken heart because MAlin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.

Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

RA KARTINI

Every April 21, people in Indonesia commemorate the Kartini day. It is

a beautiful day for the woman because we celebrate the birth of great

lady, RA. Kartini. Everyone knows who kartini is. She is our national

heroine and a great lady with the bright idea.

Kartini was born in 1879, April 21 in MayongJepara. Her father was

RMAA. Sosroningrat, Wedana (assistant of head of regency) in Mayong.

Her mother, MA Ngasirah was a girl from TelukAwur village in Jepara.

As the daughter of a noble family, she felt luck because she got more

than the ordinary people got. She got better education than other

children. She did anything she wants although it was forbidden. She

passed her childhood with her brother and sister. Because she was very

energetic, her father called her "trinil"

Then her father was chosen as Bupati (the head of regency) in Jepara.

She and her family then moved from Mayong to Jepara. In the same year,

Kartini's second sister RA Kardinah was born. The environment in Jepara

gave her big chance to develop her idea. She could study at the Dutch

owned school where only children from noble family could study here.

Few years after finishing her study, RA. Kartini was willing to

continue her study in higher level. But the custom of that day forbid a

woman to go to school. A tradition of that time, a teenage girl should

be secluded and limited her activity. So was Kartini. She was secluded

inside the house and forbidden to go out until a man propose her. The

rule could restrict her body but not her mind. During her "pingitan"

time, she spent her time by reading book which she got from her

relatives.

Although she was not able to continue her study to higher level, she

was smart had a bright idea. She got the knowledge from the books she

read. To express her idea, she established a school for local people on

the backyard of Jepara city hall.

In November 12,1903, she married AdipatiDjoyodiningrat, the head of

Rembang regency. According to Javanese tradition Kartini had to follow

her husband. Then she moved to Rembang.
In September 13, 1904 she gave a birth to her son. His name was

Singgih. But after giving birth to a son, her condition was getting

worse and she finally passed away on September 17, 1904 on her 25 years

old.

Now Kartini has gone. But her spirit and dream will always be in our

heart. Nowadays Indonesian women progress is influenced by Kartini's

spirit stated on collection of letter "Habisgelapterbitlahterang"

from the dusk to the dawn.

Example of Descriptive text

Bandengan Beach

Bandengan Beach or TirtaSamudra Beach is the famous beach in jepara. the place is very beautiful and
romantic. people around Jepara, Kudus, Demak knows this place.

This place is located 7 kilometers north of Jepara city center. The way to get there is very easy. Just follow the
traffic sign and you will find it. From the town square, follow the road to Bangsri then turn left when reached
kuwasen village. You can take public transportation or by your own vehicle.

The white sandy beach which has pure water is good for swimming. The beach is save enough for swimming because the beach is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friends.

In this location, we can sit and relax on the shelter while enjoy the natural beach breezy wind. It also has large pandan tree field. It is suitable for youngster activities such as camping.

If we want to sail, we can rent the traditional boat owned by local people. We can make voyage around the beach or we can go to pulaupanjang (panjang island). Some time we can find banana boat and jet ski for rent.

In this place we can find many traditional footstalls. We can order traditional foods sold by the trader such as roasted fish, crab, boiled shell. Pindangsrani is one of the delicious food enjoyed by the visitors.

come to the bandengan beach and you will find a paradise on the tips of Muria peninsula.

Going to Johar Market

My mother and I went shopping to PasarJohar Market last Sunday. We took a bus at 8 a.m. and got there at 10 a.m.

We went to the fruit section. We bought two kilograms of guavas and three papayas. After that, we went to the fish section to buy two kilograms of fresh fish. Then we went to the fashion shop to buy dresses for my sister.

PasarJohar was very hot at that time. I felt so thirsty, so I asked my mother to have some drink at a small food stall nearby.
We went home at 11 a.m. by a taxi because we had to go to our family in Semarang.

Posted by Renungan

Tracy's Experience

On the way to the bus stop yesterday, Tracy slipped on wet leaves and hurt her foot. Some people helped her stand up. Then, she went home. Her mother was surprised at that time. And then her mother took her to the hospital.

In the hospital, her mother parked the car in NO PARKING area and then she helped her daughter walk to the doctor. It wasn't a serious accident, but it was very expensive. The X-ray, ice treatment, and bandage cost $320.

After that Tracy and her mother went back to their car. There was a traffic police officer near their car. He gave her a ticket. The fine was $80. Then, on the way home, Tracy's mother hit a telephone pole. It cost $500 to fix it. Finally they went home and they were very tired.

Posted by Renungan at

APPENDIX D

ANGKET MINAT MEMBACA SISWA

Name :

Kelas :

Petunjuk :

A. Bacalahdengantelitipertanyaan-pertanyaandibawahinidanlingkarilahsalahsatujawaban yang menurutanda paling sesuaidengankaadaanandasaatmengikutipelajaranbahasainggris.

B. Jawablahdengansejujur-jujurnya, karenainibukanmerupakantesdanjawabanandatidakakanmempengaruhinilaibahasainggrisa nda.

C. Terimakasihataskesediaanandamenjawabangketini.

ANGKET

1. Sayahadirsetiapmatapelajaranbahasainggris.
   a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

2. Sayadatangkekelastepatwaktupadapelajaranbahasainggris.
   a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

3. Sayasangatsenangmasukkelaspada jam pelajaranbahasainggris.
   a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

4. sayasukamembacacerita yang berbahasainggris.

   a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

5. Sayasenangmembacaceritabahasainggrisketikaberadadidalamkelas.

   a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

6. Sayasenangmembacabukubahasainggrisketikaadawaktuluang.

   a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

7. Sayamembacabukubahasainggrissebelummateridiajarkan.

   a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

8. Sayasukamembacaceritaygbergambar.

   a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

9. Sayatertarikmelihatgambar yang di perlihatkan guru didalamkelas.

   a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

10. Sayamenghabiskanwaktuuntukbelajardidalamkelas.

    a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

11. Sayakeluarkelaspadasaat jam pelajaranbahasainggrissedangberlangsung.

    a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

12. Sayamemperhatikan guru padasaatmenerangkanpelajarandenganbaik.

    a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

13. Sayaberceritadengantemanpadasaat guru menerangkanpelajaran.

    a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

14. Sayamembukakamusbahasainggrisketikaada kata-kata yang tidaksayamengerti.

    a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

15. Sayamerasakesalapabilaadateman yang mengganggupadasaat guru sedangmenerangkan.

    a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

16. Sayabertanyakepada guru jikasayatidakmengertiterhadappelajaran yang diajarkan.

a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

17. Sayamengerjakantugassendiridantidakmenyontekketeman yang lain.

a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

18. Sayasangatsenangdapatmenyelesaikantugasbahasainggrisdenganbaik.

a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

19. Sayabanggadapatmenjawabmenjawabpertanyaandari guru.

a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah

20. Sayaberupayamenyelesaikantugassesuaiwaktu yang ditentukan.

a. Selalu   b. sering   c. kadang-kadang   d. jarang   e. tidakpernah