

IMPROVING THE SEVENTH GRADE STUDENTS' READING COMPREHENSION BY USING BANNER COMPOSITE PICTURE AT SMPN 1 GUMUKMAS IN THE 2015/2016 ACADEMIC YEAR

ABSTRACT

Cahyanti Linda Dwi. 2016. *improving the seventh grade students' reading comprehension by using banner composite picture at SMPN 1 Gumukmasin the 2015/2016 academic year*. Thesis. The English Education Program, Language and Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Dr. Tanzil Huda, M.Pd. (2) Yayah Ikhda N, M.Pd.

Key Word : Composite picture, reading comprehension.

Reading is the basic skill in learning English because every activity in English class involves reading. However many students still difficult to learn and practice in reading, it's because there is no motivation for them. They do not know the meaning of some words in the text. Therefore, it is important to do a research entitled "improving the seventh grade students' reading comprehension by using banner composite picture"

In this research, the problem is "How can the use of banner composite picture improve the students' reading comprehension of the seventh grade students at SMPN 1 Gumukmas in the 2015/2016 academic year? And the objective of this research is "how the use of banner composite picture can improve students' reading comprehension in seventh grade at SMPN 1 Gumukmas in the 2015/2016 academic year. Based on the research problem and the relevant theory, the hypothesis of the research is the improving the seventh grade students' reading comprehension by using banner composite picture at SMPN 1 Gumukmasin the 2015/2016 academic year. Using banner composite picture, students are more motivated, get interest and enjoyable. Picture can improve students' reading skill by practice the vocabulary by knowing the thing from the picture so the students easy to comprehend the text.

The kind of the research is classroom action research. The research subject is the seventh grade students, especially VII B class consist 36 students. The instrument used the test item and observation field notes. In order to analyzed the data students reading score, percentage formula is used

The implementation of banner composite picture was combined practice of vocabulary by knowing the thing from the picture and the students practice to read. Those caused the result of cycle two achieved the criteria of success. The banner composite picture can improve the students' reading comprehension in two cycle, the mean score is 65 in cycle 1 to 84 in cycle 2.

Based on the research result, it can be concluded that banner composite picture can improve students' reading comprehension in the seventh grade at SMPN 1 Gumukmas in the 2015/2016 academic year. Using banner composite picture, students are more motivated, get interest and enjoyable. Picture can improve students' reading skill by practice the vocabulary by knowing the thing from the picture so the students easy to comprehend the text.

MENINGKATKAN PEMAHAMAN SISWA KELAS TUJUH DENGAN MENGGUNAKAN BANNER COMPOSITE PICTURE DI SMPN 1 GUMUKMAS TAHUN AJARAN 2015/2016

ABSTRAK

Cahyanti, Linda Dwi. 2016. *Meningkatkan Pemahaman Membaca Kelas Tujuh dengan Menggunakan Banner Composite picture di SMPN 1 Gumukmas Tahun ajaran 2015/2016*. Skripsi. Program Studi Bahasa Inggris, Departemen Bahasa dan pendidikan, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Pembimbing: (1) Dr. Tanzil Huda, M.Pd. (2) Yayah Ikhwadina, M.Pd.

KataKunci: Single Picture, Reading Skill.

Membaca adalah ketrampilan dasar dalam pembelajaran bahasa Inggris karena setiap aktivitas dalam kelas bahasa Inggris termasuk membaca. Akan tetapi banyak siswa masih sulit untuk belajar dan latihan membaca, karena tidak ada motivasi dari mereka. Oleh karena itu, penting untuk dilakukan penelitian yang berjudul ” Meningkatkan pemahaman membaca kelas tujuh dengan menggunakan banner composite picture di SMPN 1 Gumukmas tahun ajaran 2015/2016.”

Dalam penelitian ini, permasalahannya adalah ”bagaimana bisa menggunakan banner composite picture meningkatkan kemampuan membaca siswa kelas tujuh di SMPN 1 Gumukmas tahun ajaran 2015/2016?” dan tujuan penelitian ini adalah menggunakan banner composite picture dapat meningkatkan kemampuan membaca siswa kelas tujuh di SMPN 1 Gumukmas tahun ajaran 2015/2016. Berdasarkan permasalahan dan teori, hipotesis penelitian ini adalah menggunakan banner composite picture dapat meningkatkan kemampuan membaca siswa kelas tujuh di SMPN 1 Gumukmas tahun ajaran 2015/2016. Menggunakan banner composite picture, siswa dapat termotivasi, tertarik dan menikmati pelajaran. Gambar dapat meningkatkan ketrampilan membaca siswa dengan cara latihan kosa kata dengan mengetahui benda yang ada di dalam gambar, jadi siswa dapat memahami teks dengan mudah.

Model penelitian ini adalah penelitian tindakan kelas. Subjek penelitian adalah kelas tujuh, tepatnya kelas 7B yang terdiri dari 36 siswa. Dalam penelitian ini instrument yang digunakan adalah tes dan observasi catatan lapangan/kelas. Untuk menganalisis data skor membaca siswa menggunakan rumus prosentase. Implementasi gambar individual mengkombinasikan latihan kosa kata dengan cara mengetahui benda yang terdapat dalam gambar lalu siswa latihan membaca. Oleh karena itu hasil dari siklus ke dua memenuhi standar kesuksesan. Banner composite picture dapat meningkatkan ketrampilan membaca siswa pada siklus ke dua dari prosentase skor ≥ 70 , di siklus satu 54% ke siklus dua 78%. Berdasarkan hasil penelitian, dapat disimpulkan bahwa gambar individual dapat meningkatkan ketrampilan membaca siswa kelas tujuh di SMPN 1 Gumukmas tahun ajaran 2015/2016. Menggunakan banner composite picture, siswa dapat termotivasi, tertarik dan menikmati pelajaran. Gambar dapat meningkatkan ketrampilan membaca siswa dengan cara latihan kosa kata dengan mengetahui benda yang ada di dalam gambar, jadi siswa dapat memahami teks dengan mudah.

INTRODUCTION

This chapter discusses some aspects dealing with topic of the research. They are background of the research, problem of the research, purpose of the research, operational definition of the terms, significances of the research, and scope of the research.

English is a foreign language that is taught from elementary school to University. Reading is the lesson which is always avoided by them, because they are afraid of not comprehending the word or sentence. Whereas, reading is way to find knowledge in our life, reading is not only during school, but also in every time that we have the opportunity. By reading we can have many opinions from another reference, and we can get more information or new knowledge by subject that we read.

In reading English texts, students should understand what they have read. In other words, understanding what has been read is the same as reading with comprehension. They often feel bored in reading class. It made them unable to concentrate on the learning activity. As a result, they only understand the literal meaning of the text without comprehending the message behind the literal meaning of the sentences. It was because the students were lack of motivation in learning. Therefore, the English teacher should be creative in teaching English. The English teacher has to use an appropriate approach, method, and technique in teaching. Besides, they may use visual aids as media in English teaching and learning process.

Picture is a good way to make students comprehend in reading, because picture can motivated the students learnt and practice reading. Wright (1989:136) the pictures have motivated the student, make the subjects they are dealing with clearer and illustrated the general idea and forms of an object or action which are particular to a culture. In addition, Wright (1989:2) states that it is important to have as wide a range of resources as possible in the classroom to make the students have a rich base and stimulus and the resources must include picture. In this research, the kinds of picture that was used as the media in teaching reading comprehension was composite pictures. The researcher thought that the students could see many activities in the picture and it made them get more information from the picture.

METHODOLOGY RESEARCH

This chapter is about the research method applied in this research. They consist of kind of research, research design, research subject, research area, research procedures, criteria of success and research instrument.

The researcher used Classroom Action Research (CAR). Action research has the purpose of developing new skill or new approach to solve problem in the field or the actual problems by using banner composite picture. This classroom action research is conducted in a cycle model consists of four stages activities namely: (1) planning the action, (2) implementing of the action, (3) observing of the action and (4) reflecting of the action. The second cycle is conducted. In this research, the research subject and are of the research is the seventh grade students in the 7B class of SMPN 1 Gumukmas 2015/2016 academic year. Based on the research design, the actions of the research are implemented in four stages; they are the planning of the actions, the implementation of the actions, classroom observation and reflection of the action. The criteria of success is used to know whether the implementation of the action achieve or not. Based on the result of preliminary study and the minimum standard score requirement, the actions are considered successful if students achieved the average score of the students ≥ 70 .

In this research, the research instrument was test and observation field notes. Based on the calculation of reliability, the result of the coefficient correlation of the test is 0.80. It can be concluded that the test is reliable because the coefficient correlation of it is high. In the difficulty level, based on the

calculation of item facility of reading test, the result of item facility of try out the numbers that omitted are number 8, 16, 20 and 42

RESULT OF THE RESEACH

As stated previously tat the object of the reseach is to know hoe the use of banner composite picture can improve the students' reading skill. The following description discusses the result of reading.

1. The description of action in cycle 1

The implementation of the actions was conducted in the classroom during the english subject in the school, after all of material and teaching media had already been prepared. The implementation of the actions were identifying a descriptive text. And the first meeting was carried out based on the lesson plan cycle 1 meeting 1. The first lesson plans of the first cycle action were made based on curriculum 2006. In the first cycle, was carried out the actions based on lesson plas that have been made with english teacher.

In the first meeting of cycle 1, before starting the main activities, the teacher give some leading questions to the students about descriptive text, next the teacher showed picture as a media in front of the class and then distributed the picture and ask the students to describe what part could be explained based on picture. Next, the teacher teach about descriptive text, then teacher explained about purpose and step of descriptive text. Next, teacher started to practice by using picture in teaching learning reading by used the title " zoo". Before the teacher give the text, the teacher show picture, then the teacher invited the students to identifying the picture "Zoo". After that the teacher gave the students task about "Zoo", the teacher read the text and the students pay attention that the teacher asked some students read aloud and translate about the topic, each student one sentence. Next the teacher give questions orally, the students should pay attention the teacher question so they could answer the teacher questions. In the closing the teacher asked the students whether they have difficult or not, the teacher reviewed the material by asking some questions. Next, the teacher gave conclusion about material and parting.

In the second meeting, before starting the main activities, the teacher give some leading questions to the students about descriptive text, next the teacher showed picture as a media in front of the class and then distributed the picture and ask the students to describe what part could be explained based on composite picture. Next, the teacher implemented picture in banner as a media in teaching learning. Next, the teacher teach about descriptive text, then teacher explained about purpose and step of composite picture. Next, teacher started to practice by using banner composite picture in teaching learning reading by used the title " Borobudur temple". Before the teacher give the text, the teacher show banner composite picture, then the teacher invited the students to identifying the composite picture "Borobudur temple". After that the teacher gave the students text about "Borobudur temple", the teacher read the text and the students pay attention that the teacher asked some students read aloud. Next, the teache asked the students comprehending the text, in teaching process when the student comprehending the text they can ask to the teacher or find in the dictionary if they find the unfamiliar or difficult word. After the students comprehending text, the teacher gave the task with the same title of the text before "Borobudur temple". After the students finished the next activity is the students submit their paper, and the last is discuss the answer together. In the closing the teacher asked the students whether they have difficult or not, the teacher reviewed the material by asking some questions. Next, the teacher gave conclusion about material and parting

2. The Description of Action Cycle 2

In the second cycle, the implementing of actions were carried out based on lesson plans that have been made with English teacher. In this cycle used descriptive text, and the theme in the first meeting was "Museum" and the second meeting was "Papuma beach". The step in the activities in the second cycle has different one with the first cycle. The implementation of the action in cycle 2 was revised based on the problem found in the cycle 1. It was expected that after implementing the action in the cycle 2, the result of the students score reading would be better than the first cycle. The lesson plans of cycle 2 was made based on competency based on curriculum (KTSP) based on lesson plan for meeting 2 as a researcher made before, the material will be used still descriptive text but in different theme.

In the first meeting of cycle 1, before starting the main activities, the teacher give some leading questions to the students about descriptive text, next the teacher showed picture as a media in front of the class and then distributed the picture and ask the students to describe what part could be explained based on picture. Next, the teacher teach about descriptive text, then teacher explained about purpose, step of descriptive text and give example. Next, teacher started to practice by using picture in teaching learning reading by used the title "Museum". Before the teacher give the text, the teacher show picture, then the teacher invited the students to identifying the picture "Museum". Next, the teacher asked some students to retell in front of the class. After that the teacher gave the students text about "Museum". the teacher read the text and the students pay attention. Next, the teacher asked the students comprehending the text. After the students comprehending text, the teacher gave the task with same title of the text before "Museum". After the students finished the next activity was the students submit their paper, and the last was discuss the answer together. In the closing the teacher asked the students whether they have difficult or not, the teacher reviewed the material by asking some questions. Next, the teacher gave conclusion about material and parting

the second meeting in cycle 2, before starting the main activities, the teacher give some leading questions to the students about descriptive text, next the teacher showed picture as a media in front of the class and then distributed the picture and ask the students to describe what part could be explained based on composite picture. Next, the teacher implemented picture in banner as a media in teaching learning. Next, the teacher teach about descriptive text, then teacher explained about purpose, step of composite picture and example of composite picture. Next, teacher started to practice by using banner composite picture in teaching learning reading by used the title "Papuma beach". Before the teacher give the text, the teacher show banner composite picture, then the teacher invited the students to identifying the composite picture "Papuma beach". After that the teacher ask some students to describe about the picture and the activity in front of the class describe about the picture. Next the teacher gave the students text about "Papuma beach", and the task based on the picture. After that the teacher read the text and the students pay attention that the teacher asked some students read aloud. Next, the teacher asked the students comprehending the text, in teaching process when the student comprehending the text they can ask to the teacher or find in the dictionary if they find the unfamiliar or difficult word. After the students comprehending text, After the students finished the next activity was the students submit their paper, and the last was discuss the answer together. In the closing the teacher asked the students whether they have difficult or not, the teacher reviewed the material by asking some questions. Next, the teacher gave conclusion about material and parting

DISCUSSION

Using banner composite picture is very useful to make students pay attention, enjoyable and interested follow the lesson. But the fact the result in the cycle 1 this media is still unsuccessful, that is because some factors . first, the students still confused about the material. second, some students did not try

open the dictionary, and the important factors was they still lazy to practice in reading. So, the result percentages of reading test in the cycle 1 the mean was 65 and that not achieved the target of success.

In the cycle 2, there were some revising the teaching and learning process from the cycle 1. In the cycle 2 will be solved each problems or factors that happened in the cycle 1. First rolling the students seat to reduce the class noised. Second, give explanation of the material more clearly for the students. Third, give interesting picture more than cycle 1. For example in the cycle 2 used the picture of Papuma beach, the place familiar so the students could describe and easy to understood the material. From the willingness to interest and follow the lesson. Forth, the picture more big than in the cycle 1, so the picture more clearly for the students. In the cycle 1 the picture is not clearly because the size of banner is small, but in the cycle 2 the size of picture is big. To solve the last problem was give more motivation to the students to learn and practice in reading and give a rewards to the students who were active and speak up in the class. From the problem solving above, the result mean of reading tests in the cycle 2 was 84 it was successful because the percentages was achieved the target of success. means that the media of banner composite picture in teaching and learning was useful to make a good atmosphere in the classroom. It is supported by Wright (1989:2) state that picture is selected to raise interest and motivation, a sense of the context of the language and the specific reference point or stimulus

Based on the result from cycle 1 and 2 there was improvement. It can be seen from the percentage and the mean of students reading test score. In the cycle 1 the mean 65 up to in the cycle 2 the mean 84. By considering the result it could be said that teaching reading by using banner composite picture can improve the seventh grade students' reading comprehension at SMPN Gumukmas in the 2015/2016 academic year.

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion is drawn from the discussion of the research result. The suggestion will be given to the English teacher, the student and the future researcher.

Based on result of reading test and the discussion in the previous chapter, the conclusion of this research is teaching English reading using banner composite picture method can improve the students reading skill. Of the seventh grade students a SMPN Gumukmas in 2015/2016 academic years, the results of means score improved from 65 in the cycle 1 up to 84 cycle 2. Besides, the percentage of the students reading test also improve from cycle 1 up to cycle 2.

Because it was needed 70% of the students to achieve the target, it was expected that by revising the method, the students could do the exercises given in the cycle 2 were as follow. The first composite picture make the students want to pay attention and to take a part in the teaching and learning process. Second composite picture can motivated the students to learn and practice reading. Third, composite picture make them interest and enjoyable in reading class.

So, it can be concluded that the use of banner composite picture were useful and can improve the students' reading skill. Considering the conclusion above, that is using composite picture as a media can improve the students' reading comprehension. Some suggestions are proposed for the theoretical and the practical. Realizing the use of banner composite picture in learning process on improving students reading comprehension, the english teachers s the theoretical are suggested to use banner composite picture as a teaching media in the learning English especially teaching reading. The use of banner composite picture in the class will arouse the students' interest motivation to learn and

practice in reading. Then, it is particularly, on teaching English to help the students skill on English reading can be improve. The students are suggested to use banner composite picture as the media in learning reading, because composite picture can motivate and improve their reading. They have more concentrated, interest and enjoy practicing reading when they get teaching and learning process in the classroom. Because of the limiid time for conducting in the action research, t he future researchers are suggested to give more attention to the students who are the low achievers and use the results of this research with same research desain to develop the students' reading comprehension.

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