

**THE IMPLEMENTATION OF USING SCRAMBLED PICTURES AS  
MEDIA IN INCREASING STUDENTS' READING COMPREHENSION  
ACHIEVEMENT AT SECOND YEAR OF SMP KRISTEN 1 METRO**

**A Script**

**By:**

**Yuliana Simatupang**



**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ART EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
2019**

## ABSTRACT

### **The Implementation of Using Scrambled Pictures as Media in Increasing Student's Reading Comprehension Achievement at Second Year of SMP Kristen 1 Metro**

By

**Yuliana Simatupang**

**([yulianasimatupang1995@gmail.com](mailto:yulianasimatupang1995@gmail.com))**

***Lampung University***

This research was aimed at answering whether (1) there was a significant difference of students' reading comprehension before and after being taught through scrambled pictures, (2) which aspect of reading comprehension does improve the most in terms of macro skills after being taught through scrambled pictures. This research was conducted in SMP Kristen 1 Metro.

The sample of this research was the second grade students. This research used narrative text reading tests to collect the data. Based on the data analysis, the results of this research show that there was a significant improvement of students' reading comprehension achievement after the implementation of scrambled pictures. One group pre-test post-test was used as the design of the research. The data was collected using reading test. The test was in multiple choices with 30 items.

The result of this research showed that there was a difference in students' reading comprehension achievement after being taught through scrambled pictures. It could be seen from the mean score of the students' pretest and posttest. The results showed that the mean score of pretest was 51.97 and the mean score of posttest was 66.82, in which the gain amounted 14.85. The aspect of reading comprehension that is mostly increased was main idea. From the result of the tests analyzed by *Paired Sample T-Test*, it showed that the value of two tails significance (0.00) smaller than the alpha ( $0.00 < 0.05$ ). It can be concluded that there was significant difference of students' reading comprehension after being taught by using scrambled pictures. Therefore, scrambled pictures was recommended to be applied as a media in teaching reading.

***Keywords:*** *scrambled pictures, reading comprehension achievement, narrative text, aspect of reading.*

**THE IMPLEMENTATION OF USING SCRAMBLED PICTURES AS  
MEDIA IN INCREASING STUDENTS' READING COMPREHENSION  
ACHIEVEMENT AT SECOND YEAR OF SMP KRISTEN 1 METRO**

**By:**

**Yuliana Simatupang**

**A Script**

**Submitted in a Partial Fulfillment of the Requirement for  
S-1 Degree**

**In**

**Departement of Language and Arts Education  
Faculty of Teacher and Education**



**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ART EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
2019**

Research Title

**: THE IMPLEMENTATION OF USING  
SCRAMBLED PICTURES AS MEDIA IN  
INCREASING STUDENTS' READING  
ACHIEVEMNT AT SECOND YEAR OF SMP  
KRISTEN 1 METRO**

Student's Name

**: Yuliana Simatupang**

Student's Number

**: 1313042088**

Department

**: Language and Arts Education**

Study Program

**: Teacher Training and Education**

Advisor

**Prof. Dr. Cucu Sutarsyah, M.A**  
NIP. 19570406 198603 1 002

**APPROVED BY**

Advisory Committee

Co-Advisor

**Drs. Sudirman, M.Pd.**  
NIP 19550712 198603 1 003

The Chairperson of  
The Department of Language and Arts Education

**Dr. Nurlaksana Eko R., M.Pd.**  
NIP 19640106 198803 1 001



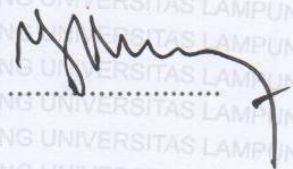
**ADMITTED BY**

**1. Examination Committee**

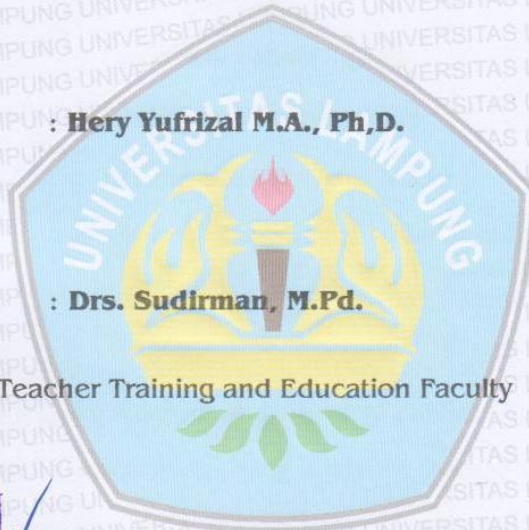
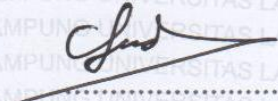
**Chairperson : Prof. Dr. Cucu Sutarsyah, M.A**



**Examiner : Hery Yufrizal M.A., Ph.D.**



**Secretary : Drs. Sudirman, M.Pd.**



**2. The Dean of Teacher Training and Education Faculty**



**Prof. Dr. Patuan Raja, M.Pd.**  
NIP. 19520804 198905 1 001

**Graduated on: September 12<sup>th</sup>, 2019**

## LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Yuliana Simatupang  
NPM : 1313042088  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa dan Seni  
Fakultas : Keguruan dan ilmu pendidikan  
Judul Skripsi : The Implementation of Using Scrambled Pictures as  
Media in Increasing Students' Reading Achievemnt at  
Second Year of SMP Kristen 1 Metro

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 1 Oktober 2019

Penulis,



Yuliana Simatupang

## **CURRICULUM VITAE**

The researcher's name is Yuliana Simatupang. She was born on July 26<sup>th</sup> 1995 in Metro. She is the second child of Himmel Simatupang and Santi Aritonang.

She started her study in Kindergarten at Xaverius Metro in 1999 and graduated in 2000. After that, she joined SDS Xaverius Metro in 2001 and graduated in 2007. Next, she was registered in SMPN 1 Metro and graduated in 2010. Then, she continued her study in SMAN 1 Metro and successfully finished in 2013.

Through SNMPTN, she was accepted in English Education Study Program of Teacher Training and Education Faculty in University of Lampung in 2013. From July to August 2016, she did KKN in Kalirejo, Central Lampung and she conducted PPL at SMPN 2 Watu Agung. She carried out the research from January 8<sup>th</sup> 2018 to February 6<sup>th</sup> 2018 in SMP Kristen 1 Metro.

**MOTTO**

Be good to people for no reason

(Wesley Snipes)



## **DEDICATION**

This script is dedicated to:

My almamater, University of Lampung

My beloved parents: Himmel Simatupang and Santi Aritonang

My lovely brother, Aris Simatupang and my little sister, Filicia Laura Simatupang

My friends in English Education Study Program 2013

.

## ACKNOWLEDGEMENTS

All praises are rendered only to Jesus Christ, for the gracious mercy and blessing that enables the writer to finish her script. This script entitled the Implementation of Using Scrambled Pictures as Media in Increasing Students' Reading Comprehension Achievement at Second Year of SMP Kristen 1 Metro is submitted as compulsory fulfillment of the requirement for S-1 Degree at the Departement of Language and Arts Education, Faculty of Teacher Training and Education University of Lampung.

In this special occasion, the writer would like to express her deep gratitude and respect to those who have valuable contribution in helping and supporting her to finish this script.

1. Prof. Dr. Cucu Sutarsyah, M.A. as the first advisor, for his critics, motivation and encouragement in supporting the writer.
2. Drs. Basturi Hasan, M.Pd. as the second advisor, for his ideas, guidance and carefulness in correcting the writer's research.
3. Drs. Sudirman, M.Pd. as the second advisor who substitutes Mr. Basturi Hasan because of his retirement time, for his motivation and kindness in accepting the writer to finish this research.
4. Hery Yufrizal M.A., Ph.D. as the examiner, for her encouragement, ideas, and suggestions in supporting the writer.

5. Dr. Ari Nurweni, M.A., as the Chief of English Education Study Program and all lecturers of English Education Study Program who have contributed their guidance during the process.
6. Rudolf Frederick as the Headmaster of SMP Kristen 1 Metro, for giving the writer permission to conduct the research.
7. All students of SMP Kristen 1 Metro in class VII A year of 2017/2018, for the participation as the subject of this research.
8. My beloved parents, Himmel Simatupang and Santi Aritonang, who never stop give their love, support, and prayer endlessly.
9. My gorgeous brother, Aris Simatupang, and my lovely little sister, Filicia Laura Simatupang who always give support, love, laughter, and prayer endlessly.
10. My fantastic friend since Senior High School, Maraatus Sholehah, Bunga Ridho Eldita, who always keep making the writer supports, prayer, laughter, and love endlessly.
11. My dormitory friends, Rilly Yaumil Akhimah S.Pd., Elvanur Syafitri M.Pd., and Dini Novita Sari S.Pd., who always put in trust the writer that she can finish her study as well.
12. My incredible friends, Anindya Sekarini S.Pd., Rani Tri Aprella S.Pd., and Irena Hapsari S.Pd., who are never tired in supporting the writer to finish her study, always give a trust, laughter, love, and faith.
13. My KKN friends, Yusy Iralisa S.Pd., Ami Supadmi S.Pd., Farah Atika S.Pd., Rais Rasyid S.Pd., etc thankyou for spending the precious moments for almost 2 months.

14. All friends in English Education Study Program 2013, especially Adys Anggun, Anggi Ananda, Anisa Ramadhani, Hatika Nesia, Helidatasa Utami, Mei Ayu, Ni Kadek Yulia, Rissa Apriyanti, and Sahaja Talenta, thank you for the pleasure and challenging time which had been experienced together.

Finally, the writer believes that her writing is still far from perfect. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always opened for improvement. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to accomplish further research.

Bandar Lampung, 26 August 2019  
The writer,

Yuliana Simatupang



## TABLE OF CONTENTS

	Page
<b>I. INTRODUCTION</b>	
1. 1. Background of the Problem .....	1
1. 2. Formulation of the Problems .....	6
1. 3. Objectives of the Research .....	7
1. 4. Uses of the Research .....	7
1. 5. Scope of the Research .....	7
1. 6. Definition of Terms .....	8
<b>II. FRAME OF THEORIES</b>	
2. 1. Review of Previous Research.....	10
2. 2. Concept of Reading Skills.....	12
2.2.1. The Process of Reading.....	13
2.2.2. Notion of Reading Comprehension.....	16
2. 3. Aspects of Reading .....	17
2.3.1. Notion of Macro Skills of Reading .....	17
2. 4. Concept of Narrative Text.....	24
2.4.1. WH-Questions Techniques .....	28
2. 5. Media in Teaching Reading .....	30
2.5.1. Definition of Media .....	30
2.5.2. Classifications of Media .....	30
2.5.3. Functions of Media .....	32
2.6. Notion of Scrambled Pictures .....	32
2.7. Teaching Reading through Scrambled Pictures .....	33
2. 8. Advantages and Disadvantages of Scrambled Pictures in Teaching Reading .....	34
2. 9. Teaching Procedures.....	35
2. 10. Theoretical Assumption.....	38
2. 13. Hypothesis .....	38
<b>III. RESEARCH METHODS</b>	
3. 1. Research Design.....	40
3. 2. Data Population and Sample .....	41
3. 3. Variables .....	41
3. 4. Data Collecting Technique .....	42
3.4.1 Pre-Test .....	42
3.4.2 Post-Test .....	42
3. 5. Instrument of the Research .....	42

3.5.1 Reading Comprehension Test .....	42
3.6. Criteria of a Good Test .....	43
3.6.1. Validity .....	43
3.6.2. Reliability .....	45
3.6.3. Level of Difficulty .....	46
3.6.4. Discrimination Power .....	47
3.7. Scoring System .....	48
3.8. Research Procedures .....	48
3.9. Data Analysis .....	50
3.10. Hypothesis Testing .....	51
3.11. Schedule of the Research .....	52

#### **IV. RESULTS AND DISCUSSIONS**

4.1. The result of the Research .....	54
4.1.1. Result of Try-out Test .....	54
4.1.2. Result of PreTest .....	55
4.1.3. Result of PostTest .....	58
4.1.4. Result of Aspects in Macro Skills of Reading Comprehension Achievement .....	61
4.1.5. Normality Test .....	62
4.1.6. Result of Hypothesis Testing .....	63
4.2. Discussion of the Findings .....	65

#### **V. CONCLUSIONS AND SUGGESTIONS**

5.1. Conclusions .....	54
5.2. Suggestions .....	76

<b>REFERENCES</b> .....	79
-------------------------	----

<b>APPENDICES</b> .....	82
-------------------------	----

## LIST OF APPENDICES

Appendix 1. Research Schedule .....	82
Appendix 2. Lesson Plan 1 .....	83
Appendix 3. Lesson Plan 2 .....	91
Appendix 4. Lesson Plan 3 .....	99
Appendix 5. Try Out.....	107
Appendix 6. Pre Test .....	118
Appendix 7. Post Test .....	128
Appendix 8. Distribution Table of Try-Out Items .....	138
Appendix 9. Upper Group Distribution Table of Try-Out Test .....	139
Appendix 10. Lower Group Distribution Table of Try-Out Test .....	140
Appendix 11. Level of Difficulty and Discrimination power of Try-Out Test .....	141
Appendix 12. Reliability Analysis of Try-Out Test .....	142
Appendix 13. The Reliability of Try-Out Test .....	143
Appendix 14. Students' Pre-Test Scores .....	144
Appendix 15. Students' Post-Test Scores .....	145
Appendix 16. Increase of Students' Score.....	146
Appendix 17. Normality Test of Pre-Test and Post-Test.....	147
Appendix 18. Hypothesis Testing.....	148
Appendix 19. Pre Test answer Sheet Upper and Lower Students .....	149
Appendix 20. Post Test answer Sheet Upper and Lower Students.....	150
Appendix 21. Surat Keterangan Telah Mengadakan Penelitian .....	152

## **I. INTRODUCTION**

This chapter concerns certain points. Introduction deals with background of the problem, formulation of the problems, objective of the research, uses of the research, scope of the research, and definition of terms clarified like the following.

### **1.1. Background of Problem**

Reading is one of complex language skills. This stands to reason for reading has a number of elements; such as: (1) finding main idea (2) identifying specific information (3) making inference (4) determining reference (5) understanding vocabulary. Therefore, it is not uncommon that SMP students experience some serious problem in mastering this skill. Thus, it can now be generally said that no reading if the students has lack of knowledge such as vocabulary, grammar and so on. Transferring science, technology, and information can be done through reading process; it is in line with previous clarification. Theoretically, Harmer (2002: 199) states that reading is called receptive skills and these skills basically are the ways in which people extract meaning.

Furthermore, Grabe and Stoller (2002: 9) argue that reading is the comprehension to draw meaning from printed page and interpret this information appropriately. This activity ordinarily requires the readers not only to read the texts, but also



understand it. It is now obvious that reading always comes along with comprehension.

In terms of acquiring knowledge, mastering reading skills are important for all people especially students in junior high school. This is reasonably true because reading is the language skill which learners usually find the most difficult. This stands to reason for they are lack in their vocabulary. It automatically influenced their comprehension in making inferences, finding information detail and finding main idea. The teacher, thereby, has an important role to choose appropriate media to attract students' passion in improving these skills.

In relation to the objectives above, Mahfood (2007:1) points out that having a good reading proficiency means that reader has abilities to understand written statements or any type of written texts accurately and efficiently. Naturally, reading skills are very complex as stated earlier, it involves: (1) determining main idea i.e. how to determine important information of a paragraph, (2) identifying specific information i.e. how to identify particular piece of information in the text, such as place, time and characters, (3) reference i.e. how to interpret and determine one linguistic expression to another, (4) making inference i.e. how to guess something from the information which we have read or know, (5) vocabulary i.e. how to determine the meaning of vocabulary items from the context; consisting of (1) content words (2) function words. Whereas, in the guidelines of school-based curriculum, it its stated that one of the objectives of teaching and learning process

in reading skill for junior high school is that the students are able to construct meaning from the text.

As it is stated in school-based curriculum of junior high school for the eighth grade, one type of texts that students should achieve is narrative text. This type of text is story with complication or problematic events and it tries to find resolutions to solve the problem. An important part of narrative text is mode, the set of method used to communicate the narrative through a process narration. However, the ability of junior high school students in comprehends the narrative text still far from the objective stated in the curriculum, since students' reading comprehension achievement is poor.

During pre-observation in SMP Kristen 1 Metro, it was found that the students had difficulty in comprehending an English text reading, especially narrative text. It can be seen from their examination scores. Many students had score under the KKM (Kriteria Ketuntasan Minimal) of their school, that is 70. To be more specific, the students had difficulty in finding the main idea of the passage with long sentences. In addition, to find the main idea, they had difficult to understand the specific information, to make inference, to identify reference and to identify the meaning of the vocabulary in the narrative text.

Moving ahead, it was also observed that the classroom activity was mostly teacher-centered. The teacher was not creative to teach them by using fun media to make the students interested in the teaching learning process. The teacher only

taught them by using students' textbook that given by the school. In other words, it was monotonous activity in students' sight. In general, less interactive classroom and the use of conventional teaching media only make the students become uninterested in becoming active participants in learning process. At last, it may become the biggest obstacle for the students' to read. The teacher may also face a difficulty to know whether the students have fully understood the text or not.

To solve the problem above, this research intends to find the alternative way for solving the problems. In point of fact, many media that can be used by the teacher to make the students can understand and concentrate in reading. Especially in learning narrative reading text in junior high school, they can follow what teacher instructs and mean if the media used is reliable to them. This kind of media naturally consists of (1) games, such as word puzzle and role playing, (2) visual media, such as picture, chart, photo, poster, globe, graphs and cartoon, (3) audio media, such as radio and recorder in cassette, (4) audio-visual media, such as television, video, film that produces sounds and picture. By using one of the media above, they will know that reading is joyful and easy, easy to do and easy to understand.

Evidently, there is a previous study concerning problems dealing with reading skills in junior high school. A study conducted by Agustiara (2014) in her research at SMPN 13 Bandar Lampung found that the students still faced some difficulties in answering the questions in English especially in reading

comprehension achievement. Indicated that junior high school students had problems in some aspects of reading, for examples identify main idea, identify specific information, finding reference, inference, and understanding vocabulary. So that, the junior high school students are not able to acquire reading comprehension achievement yet.

In relation to the previous ideas, there are actually many media that can be used to teach reading comprehension. One of the media is scrambled pictures. Theoretically, this typical media is the medium used to teach by means of explaining stories based on the scrambled pictures.

Frequently, in teaching narrative text, the student is required to arrange the scrambled pictures into good or correct chronological story. That is the story is designed in accordance with the time events accuracy. It is said that teaching with scrambled picture is the innovation of teaching with just use pictures. Here, the teaching learning process is more active and effective because between students and teachers together may be able to create the emotional relationship more. If the students having an active role during the teaching and learning process, it will make a good relationship between the students and the teacher. For example, the teacher asks students to read the story that is not in chronological order based on their thought. Then, if their answers are wrong, the teacher will asks some questions based on the picture related to the story to activate their background knowledge.



In short, this media is means of communication to help transferring the message and give the power to the material presentation so it will be understood easier and staying longer in the memory retention.

With reference to the previous studied, this research intends to implement scrambled pictures media as a representative teaching media to make teaching reading activities become more efficient, active and interactive. This research conduct to find (1) increasing students' of reading comprehension achievement, (2) the problems which students face during the implementation of using scrambled media in teaching reading narrative text. To be more specific, this research is entitled, "The Implementation of Using Scrambled Pictures as Media in Increasing Students' Reading Comprehension Achievement at the Second Year of SMP Kristen 1 Metro.

## **1.2. Formulation of Problem**

This research has the following research questions:

1. Is there any significant difference on junior high school students' reading comprehension achievement of narrative text after being taught by using scrambled pictures?
2. Which aspect of reading comprehension does improve the most in terms of macro skills after being taught through scrambled pictures?

### **1.3. Objectives of Research**

Concerning to the research problems, the objectives of this research were:

1. To find out whether there is a significant difference of students' reading comprehension achievement of narrative text after being taught by using story scrambled pictures.
2. To find out the aspect of reading comprehension that improves the most in terms of macro skills after being taught by using scrambled pictures.

### **1.4. Uses of Research**

Hopefully, the results of this study can be beneficial both theoretically and practically, as illustrated below:

1. Theoretically, this research can be used as the reference for those who want to conduct a research by using scrambled pictures and the result of this research is expected to verify the theories related to scrambled pictures in teaching reading process.
2. Practically, the result of this research hopefully can provide information for the teachers on the use of scrambled pictures in teaching reading comprehension, especially teaching reading narrative text for junior high school students.

### **1.5. Scope of the Research**

This research was conducted at SMP Kristen 1 Metro. The subject of the research was second grade students in academic year 2017/2018. Particularly, narrative text is related to the syllabus of the first semester for second grade of junior high

school chosen as the material of this research. This research focused on narrative text (fable, legend, and fairy tales). The focus of this research is on using scrambled pictures as media and students' reading comprehension achievement in terms of makro skills especially about finding main idea, finding specific information, determining reference, making inference, and understanding vocabulary.

### **1.6. Definition of Terms**

There were some terms used by the writer and to make them clear and to avoid misunderstanding, they were clarified as follows:

- a) *Implementation* means the action that must follow any preliminary thinking in order for something to actually happen.
- b) *Scrambled Pictures Media* is a media that's turn into puzzle pictures. It divides pictures into a specified number of pieces and then randomly places to pieces. The objective is to solve the puzzle by moving the pieces to the correct locations to form the image of the original picture. Meanwhile, the "picture" is an image which is used as a game; it requires students to do the preparation of ordering of a language structure that previously based on the nature of the answer.
- c) *Reading Comprehension Achievement* is a process of interaction between the reader with the text and the reader to relate the idea from the text to prior experiences and their knowledge in order to determine

main idea, find specific information, make inference, determine reference, and understand vocabulary.

## **II. LITERATURE REVIEW**

This chapter discusses the theories used in the research, such as review of previous researcher, concept of reading skills, aspects of reading, concept of narrative text, wh-questions techniques, media in teaching reading, notion of scrambled pictures, teaching reading through scrambled pictures, advantages and disadvantages of scrambled pictures, teaching procedures, theoretical assumption and hypothesis.

### **2.1. Review of Previous Researcher**

This part describes some works which are relevant to this research. The researcher reviews some previous researches to find out what have been studies by the other researchers. First is a research which was conducted by Khurotul Aen in 2011. The objectives of this study were to describe The Implementation of Using Scrambled Pictures to Improve the Students Ability in Speaking Narrative Text.

The subjects of this study were the students at grade X of SMK Bhakti Kencana Subah Batang in The Academic Year of 2010/2011. The number of the subjects was 70 students. In taking the sample, the writer uses purposive random sampling technique. This research is quantitative and research design used is quantitative. Class X A is chosen as experimental group who were taught speaking narrative text by using scrambled pictures. And class X B chosen as control group who taught speaking narrative text without scrambled pictures.

Based on the results of her research, the result shows the average score for the experimental class is 62,56 for the pre test and 75,84 for the post test. While the average for control class is 60,96 for the pre test and 69,76 for the post test. In the post test of experimental 75,16 which higher than the Control class 70,2. From the calculation using the t-test showed that t value is higher than t table that = 2,153 and t table for  $\alpha = 5\%$  was 1,68. It means that t value is higher than t table ( $2,153 > 1,68$ ). It can be concluded that there is a significant difference in students ability score between students who were taught speaking narrative text using scrambled pictures than students who were taught without it. So, it can conclude that teaching speaking narrative text using scrambled pictures is effective, and so the hypothesis is accepted.

In 2013, Eva Novia also did research about the application of scrambled pictures in improving writing skill. The objective of this research was to find out to find out the improvement of writing skill of the students of SMPN 3 Amlapura by using scrambled pictures. Researcher used Classroom Action Research. The research was divided into two cycles; they were cycle I and cycle II and each cycle consisted of four interconnected activities, namely: Planning, Action, Observation, and Reflection. This classroom action study concerned with two kinds of tests, they were initial reflection or pre-test and reflection or post-test.

The findings is there was a significant difference in students' writing ability between students who were taught using scrambled pictures than students who were taught without it. These findings clearly discovered that the application of scrambled pictures was effective enough to improve their writing skill, especially in writing recount paragraph. The result analysis of questionnaire clearly showed

the subjects' attitude and motivation in learning and exercising recount paragraph writing through scrambled pictures changed positively.

From the results of research reviewed above, it can be inferred that scrambled pictures is a good media to be used in teaching English in some skills, speaking and writing. Scrambled pictures can help student easily to understand about the topic. In this research, the researcher will conduct the research in different skill, it is reading. The researcher decided to focus on using scrambled pictures as media to improve students' reading narrative text.

## **2.2. Concept of Reading Skills**

Reading is one of the important skills that are needed by the students from elementary school until university level. This stands to reason for, reading is crucial aspect learning in foreign language. Although generally people think of reading as a simple, passive process that involves reading words in a linear fashion and internalizing their meaning one at a time, it is actually a very complex process that acquires a great deal of active participation on the part of the reader.

According to Nuttal (1982:42), reading is defined as the meaningful interpretation of printed or written verbal symbols. That is characterized by the process when the readers get the messages and meaning of the text they have read. It means that reading is as a result of the interaction between the perception of graphic symbol that represent language and the readers' language skills and the knowledge of the world.

Sutarsyah (2015:9) states that reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and understanding things. Moreover, Clark and Silberstein (1987:34) also define that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated. It means when a reader interacts with the ideas printed, his prior knowledge combine with the visual (written or pictures) information result in comprehending the message.

It can be inferred that based on the definition by some experts, reading is an interactive process as a transaction between the reader and the text. The reader interacts with the text and relates ideas from the text to prior experience to construct meaning.

### **2.2.1. The Process of Reading**

The reading process involves the text, the reader, and the interaction between the two. Theorists have proposed three basic models of how reading occurs: bottom-up, top-down, and interactive.

#### **1) Bottom-Up Process**

Bottom-up process denotes that reading begins with letters and their sound to get the meaning out. Gough (1972) in Treiman (2001:664) stated that bottom-up processing makes emphasis on how readers extract information from the printed



page and letters and words are dealt with in a relatively complete and systematic fashion.

To be clear, here is the full paragraph analyzed by bottom-up process above.

***Jack and the Beanstalk***

*Once upon a time, there lived a widow woman and her son, Jack, on their small farm in the country.*

*Every day, Jack would help his mother with the chores - chopping the wood, weeding the garden and milking the cow. But despite all their hard work, Jack and his mother were very poor with barely enough money to keep them selves fed.*

(<http://www.dltk-teach.com/rhymes/beanstalk/story.htm>)

In summary, it is obviously states in bottom-up process that reading considered essentially a mechanical decoding process. This model assumes that a reader proceeds by moving his eyes from left to right across the page, recognizing letters, combining these to form words, then combining the words to form the phrases, clauses, and sentences of the text which we can decode for meaning.

## 2) Top-Down Process

Contrary to the bottom-up process that denotes reading is essentially a mechanical decoding process, top-down process deals with the reader's prior knowledge to construct the meaning in the text. Carrell (1992:4) viewed that in the top-down model of second language reading, the reader is not only as the active participant in the reading process, making predictions, and processing information, but everything in the readers' prior knowledge or background knowledge also plays significant role in the process.

Moreover, Goodman (1967) in Liu (2010:155), identified reading as a kind of "psycholinguistic guessing game", which is quite exact that the reader does not

immediately concentrate on the elements of text, but makes predictions about the meaning based on his or her knowledge of syntax, i.e. the formal relationships between words in phrases or sentences and semantics, i.e. a solid vocabulary and knowledge of word meanings. From the explanation above, it is clear that in the top-down model, the process of comprehension deals with the background knowledge of the reader to predict the meaning of the text. What readers bring to the text separately in terms of their prior knowledge of the topic and their knowledge about language, assist them to predicting what the upcoming words will be.

### 3) Interactive Process

Neither the bottom-up nor the top-down model is sufficient for what happen during the process of reading, researchers proposed an alternative model of reading , which mixed these two views together: the bottom-up and the top-down. Rumelhart (1980) in Sutarsyah (2013:8) stated that the efficient and the effective reading requires both top-down and bottom-up strategies operating interactively in reading process. Both bottom-up and top-down process occur simultaneously for the reader to comprehend the meaning of the text.

Additionally, interactive model of reading assumes that skills at all levels are interactively available to process and interpret the text. This model incorporates the implications of reading as an interactive process, that is, the use of background knowledge, expectations, context, and so on and at the same time, it also incorporates notions of rapid and accurate feature of recognition for letters and words and spreading activation of lexical forms (Eskey and Grabe, 1992:224). In

this research, the researcher used the interactive model, because in this model the reader can develop their interpretive skills, which cover the ability of a good reader. The researcher did not use bottom-up and top down process because in the interactive process has covered both process.

### **2.2.2. Notion of Reading Comprehension**

In reading process, the reader needs comprehension to get the points of the reading text. In the other words, there is no reading without comprehension. Dallman (1982:23) suggests that reading is more than knowing what letters of alphabet stand for; reading involves more than word recognition, and comprehension is an essential thing of reading so that without comprehension, no reading takes place. It is impossible that someone reads a text without any purpose. The purpose of reading will be achieved if the reader is able to comprehend the text well.

Cooper (1986:11) also states that comprehension is a process in which the reader may construct meaning by interacting with the text. Furthermore, the message or the meaning conveyed can be in the forms of information and knowledge. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

With reference to the explanations above, it can be said that reading comprehension is an ability in which students make sense of the written text in order to get information and knowledge from the text. Comprehension is not something that happens after reading. It is the thinking done before, during, and

after reading. The readers' capabilities, abilities, knowledge, and experience impact the act of reading.

### **2.3. Aspects of Reading**

This part described the notion of macro skills and micro skills of reading.

#### **2.3.1. Notion of Macro and Micro Skills of Reading**

Brown (2004: 187-188) categories reading skills into (1) macro skills, and (2) micro skills, clarified like the following.

##### **1) Macro skills**

Since the focus of this study is mainly on macro skills, these particular skills will be illustrated in details as seen below.

- a) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognizing the communicative function of written text, according to form and purpose.
- c) Inferring context that is not explicit using background knowledge.
- d) From described events, and ideas infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguishing between literal and implied meaning.
- f) Detecting cultural specific references and interpreting them in context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Here is a complete text needed to be analyzed using the macro skills mentioned above.

### ***The Carpenter***

*Once upon a time, there was a poor carpenter who lived with his family near a deep river. One day, the carpenter was working by the river, when suddenly his axe fell into the river. He began to call for Mercury to help him. Suddenly, Mercury appeared and stood in front of the carpenter.*

*"Please, help me, mercury" said the carpenter. "I've just dropped my axe into the river. I can't buy the new one because I don't have any money. I am very poor". "I'll help you" said the Mercury and he dived into the river.*

*In just a moment, he came up with a beautiful axe made of gold. "Is this your axe?" he asked. The carpenter is an honest man. He shakes of his head. "No, my axe is not made of gold". It's just an ordinary one". The Mercury dived into the river again and he brought a beautiful axe made of silver. "Is this it?" asked the Mercury. "No, this isn't either" answered the carpenter.*

*Then, the Mercury dived into the river for the third time and he brought an axe made from iron. "Oh, it's mine" said the carpenter happily. "Thank you very much" said the carpenter to the Mercury. "You are the honest man, so I'll give you these three axes" said the Mercury. The carpenter was very pleased. He thanked Mercury and went home.*

*(<http://www.citehr.com/33541-story-carpenter.html>)*

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation, e.g. there was a poor carpenter who lived with his family near a deep river. (*line 1*). Those sentences are introductory paragraph which helps the readers to define the subject and to develop another paragraph.

2. Recognizing the communicative function of written text, according to form and purpose.

The form of the text is monologue text, especially narrative text. Before the students read the text, they should have a purpose which is the purpose will helps the students to get the answer (e.g. *who are the characters in the story?*). From the example question, the purpose is to find out the characters in the story. So, the readers should find out the characters in the story. *In the story, the characters of the story are the carpenter and the Mercury.*

### 3. Inferring context.

Inference is a good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically. For example:

- 1) *The character of the farmer is honest person.*
- 2) *The end of the story is the Mercury gave three axes to the carpenter, the carpenter thanked him.*

### 4. Main Idea.

Main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words. For example:

- a. Main idea in the first paragraph is '*the carpenter lives near a deep river.*'
- b. Main idea in the second paragraph is '*the carpenter fell his axe into river.*'
- c. Main idea in the third paragraph is '*the Mercury helped the carpenter finding the carpenter's axe in the river.*'
- d. Main idea in the fourth paragraph is '*the Mercury offered the axes made from gold and silver to the carpenter, but the carpenter refused them because they were not belong to him.*'
- e. Main idea in the fifth paragraph is '*the Mercury gave three axes to the carpenter, the carpenter thanked him.*'

### 5. Specific Information (cause and effect)

Cause is defined as *why something happened*. Effect is defined as *what happened*.

For example: The carpenter's axe fell into the river (cause), the Mercury helped him to find his axe (effect).

### 6. Distinguishing between literal and implied meaning

#### 1) Literal Meaning

The literal meaning of a sign is what it denotes. For example:

*The tiger was very surprised to see a big animal listening to the small animal.*

In this context, the small animal means the farmer.

#### 2) Implied Meaning

The implied meaning is what the sign connotes. For example:

*The tiger was very surprised to see a big animal listening to the small animal.*

In this context, the small animal can mean ant and fly.

### 7. Detecting references and interpreting them in context.

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means we interpret and determine one linguistic expression to another. For example:

a. **He** began to call for Mercury to help him. The word "he" on this sentence refers to the carpenter.

b. Please, help **me**, Mercury. The word "me" on this sentence refers to the carpenter.

c. **I**'ve just dropped my axe into the river. The word "I" on this sentence refers to the carpenter.

d. **I** can't buy the new one because I don't have any money. The word "I" on this sentence refers to the carpenter.

e. **I'll help you.** 1) The word "I" on this sentence refers to the Mercury and 2) The word "you" refers to the carpenter.

- f. *In just a moment, **he** came up with a beautiful axe made of gold.* The word “he” on this sentence refers to the Mercury.
- g. ***He** shook of his head.* The word “he” on this sentence refers to the carpenter.
- h. *The Mercury dived into the river again and **he** brought a beautiful axe made of silver.* The word “he” on this sentence refers to the Mercury.
- j. *Is this **it**?” asked the Mercury.* The word “it” on this sentence refers to the axe.

## 8. Guessing Meaning of Word

Guessing meaning of the word refers to comprehend what the unfamiliar words mean by seeing its (1) synonym, which is a word with a meaning that is same as another word or (2) antonym, which is a word that has opposite meaning of another word, related to the context. Besides that, we can also try to guess the meaning of word by comprehending one or two previous sentences in the text. For examples:

### a) Synonym

- a. *Drop* is the synonym of *fall* (verb).
- b. *Appear* is the synonym of *come* (verb).
- c. *Call* is the synonym of *shout* (verb).
- d. *Dive* is the synonym of *swim* (verb).
- e. *Beautiful* is the synonym of *pretty* (adjective).
- f. *Suddenly* is the synonym of *unexpectedly* (adjective).
- g. *Made* is the synonym of *created* (verb).

### b) Antonym

- a. *Poor* is the antonym of *rich* (adjective).
- b. *Near* is the antonym of *far* (adjective).
- c. *New* is the antonym of *old* (adjective).
- d. *Beautiful* is the antonym of *ugly* (adjective).
- e. *Honest* is the antonym of *liar* (adjective).
- f. *Ordinary* is the antonym of *extraordinary* (adjective).
- g. *Pleased* is the antonym of *happy* (adjective)

2) Micro skills naturally consist of some aspects which are further explained below.



Here is a complete text analyzed by using the micro skills.

### ***The Smartest Animal***

*Once upon a time, there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.*

*One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.*

*After the man went home, the tiger spoke to the buffalo "You're so big and strong. Why do you do everything the man tells you?" The buffalo answered, "Oh, the man is very intelligent". The tiger asked, "Can you tell me how intelligent he is?". "No, I can't tell you", said the buffalo. "But you can ask him".*

*The next day, the tiger asked to the man, "Can I see your intelligence?" But the man answered, "It is at home." "Can you go and get it?", asked the tiger. "Yes", said the man. "But I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plough and hit the tiger. Then he said, "Now you know about my intelligence even you haven't seen it."*

(<http://freeenglishcourse.info/the-smartest-animal-a-narrative-text/>)

a) Discriminate among distinctive graphemes and orthographic patterns of English. A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. English has a complex code in which 1-4 letter graphemes can represent 1 sound. This can be a single letter, or could be a sequence of letters, such as ai, sh, igh, tch etc. For example, one letter grapheme 'i' in the word *tiger*. The sounds /ai/ is represented by the letter 'i'. Two letters grapheme 'kn' in the word *know*. The sound /n/ is represented by the letters 'k n'. Four letters grapheme 'ough' in the word *plough*. The sound /ou/ is represented by the letters 'o u g h'. Then, orthographic is the system of writing conventions used to represent spoken English in written form that allows readers to connect spelling to sound to meaning. For example,

⟨the⟩ word *big* /big/ consists of⟨ three⟩ letters ⟨b⟩, ⟨i⟩, ⟨and⟩⟨g⟩, in which b represents the sound /b/, i the sound /i/, and g the sound /g/. This typical aspect of reading is crucial in reading especially in the beginning level.

b) Retain chunks of language of different lengths in short term memory. Chunks are groups of words that can be found together in language. They can be words

that always go together, such as fixed collocations, or that commonly do, such as certain grammatical structures that follow rules. Chunks include lexical phrases, set phrases, and fixed phrases. The examples are *once upon a time* (in paragraph 1) and *one day* (in paragraph 2), and *the next day* (in paragraph 4).

d) Recognize a core of words, and interpret word order patterns and their significance. A core word is a small set of simple words, in any language, that are used frequently and across contexts. Core vocabulary contains all parts of speech - nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections and serves as a great medium for teaching language.

Action words like *see*, *want*, *work* and *listen*, nouns like *farmer*, *field*, and *buffalo*, pronouns like *I*, *you*, and *he*, adjectives like *surprised*, *small*, *big*, and *strong* and also adverb like *very*.

e) Recognize grammatical word classes (nouns, verb, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.

f) Recognize that a particular meaning may be expressed in different grammatical forms. For example, word-forms *listen*, *listened*, and *listening* have the same lexical meaning, but they have different grammatical meanings. They constitute a lexeme (about this sound pronunciation). Meanwhile, word-forms *farmer*, *tiger*, and *buffalo* have the same grammatical meaning but they have different lexical meanings. They constitute a grammar (a categorical form, a form class).

g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. Cohesive devices tell the reader what we are doing in a sentence and help to guide them through our writing. In other

words, they signal to the reader what the relationships are between the different clauses, sentences and paragraphs. For example:

*“... The tiger wanted to know more about the big animal and the small animal.  
After the man went home, the tiger spoke to the buffalo  
“You’re so big and strong. Why do you do everything the man tells you?” The buffalo answered,  
“Oh, the man is very intelligent”. The tiger asked, “Can you tell me how intelligent he is?”. “No,  
I can’t tell you”, said the buffalo. “But you can ask him”.*

From the example above, there is conjunction ‘after’ to join the previous and the recent paragraph. Moreover, the word ‘you’ refers to ‘the buffalo’, the word ‘me’ refers to ‘the tiger’, and the word ‘he’ refers to ‘the man’. Therefore, cohesive devices help creating unity and coherence that make the text easy to understand.

According the explanation above, the researcher will use macro skills. The researcher figures out the aspects of reading, they are (1) main idea, (2) supporting details, (3) inference, (4) reference, and (5) vocabulary.

#### **2.4. Concept of Narrative Text**

According to Anderson and Anderson (1997: 8), narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

Derewianka (1990: 32) states that the steps for constructing a narrative are:

1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

### 3) Resolution

In a “satisfying narrative”, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how the end of the story is).

From the general structure above, the narrative should have the three components such as orientation, complication, and resolution. The three components support the story that is organized as narrative.

There are many types of narrative. Generally, it can be categorized into the fictional narrative or imaginary, the nonfictional narrative, or combination of both.

1) A Fictional Narrative presents an imaginary narrator’s account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions.

2) A Nonfictional Narrative (also factual narrative) presents a real-life person’s account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience

Similarly a text has also language feature that can be described as follows:

- a. Focus on specific usually individualized participants, e.g. *Ali Baba*,
- b. The Use of Simple Past (*come - came, open - opened, etc*).

- 1) The example of using the word “came”.

*Incidentally, he came upon an old cabin house.*

- 2) The example of using the word “knocked” and “opened”.

*He knocked on the door and ugly woman, Nancy, opened it.*

- c. The use of temporal conjunction (*when, then, etc*).

- 1) The example of using the word “when”

*When he opened his eyes, he found himself in luxurious castle.*

- 2) The example of using the word “then”

- d. The use of noun phrases: *a poor young man, a thick dense forest, a muscular scar robber.*

- e. Adverb of time (*Once upon a time, early in the morning, etc*).

- 1) The example of using “once upon a time”

*Once upon a time, there was a poor young man named James.*

- 2) The example of using “early in the morning”

*Early in the morning, James turned become a monkey.*

- f. Action verbs. A verb that shows an action. (*looked, stole*).

- 1) The example of using “looked”

*He looked at his image in the mirror, closed his eyes and said a wish.*

- 2) The example of using “stole”

*the princess stole the mirror and prayed that James became a monkey.*

- g. Direct speech. It is to make the story lively. (*She said, “The mirror could grant anything we wish”*). The direct speech uses present tense.

Here in the example of the organization of narrative text:

### ***The Magic Mirror***

**Orientation:** *Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling down from her eyes and checks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish" James promised to get the mirror for her.*

**Complication:** *James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He do not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married with him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.*

**Resolution:** *The princess' wish came true. In early morning, James turned into a monkey. Then, the monkey escaped from the castle into wood.*

(<http://www.narrativemagazine.com/archive/stories>)

To be clearer, below is the explanation of organization of *The Magic Mirror* presented earlier, they are:

1) Orientation is in the first paragraph because the narrator introduces the characters and tells the events that will begin a chain of events and these events will affects of the characters. The first paragraph introduces James. It also tells when he got lose in a thick dense forest and met an ugly woman, Nancy, in an old cabin house. James promised to get her mirror that could grant anything we wish which had stolen by a robber.

2) Complication is in the second paragraph because the narrator tells the problem of the story and how the main character solves them. The second paragraph tells that James could take the Magic Mirror from the scary robber easily but he did not want to give the mirror back to Nancy. He used the mirror to wish everything he wanted. Until one day, he married a beautiful princess because of the magic

mirror, but the princess realized her husband a bad man. The princess stole the mirror and mirror and prayed that James became a monkey.

3) Resolution is in the third paragraph because the narrator shows the way of the participant to solve the crisis, better or worse. The third paragraph tells when James turned into a monkey and escaped from the castle into wood.

#### **2.4.1. WH-Questions Techniques**

In understanding the story of narrative text, giving questions that can guide the students to understand the story is very important. By answering the questions the students can understand the general and specific information mentioned in the reading text. Chesla (2000:22) said that to find out what happened and why it matters, we need to first establish the facts. Students need to answer some basic questions as the following:

- What happened or will happen?

It means that the WH-Questions are used to ask about what happened in the fable, such as what was seen by Baya?

- Who or what was involved or will be involved?

It means the WH-Questions are used to ask who the characters are in the fable, such as who was the King of Prambanan Place?

- When did it happen or will happen?

It means the WH-Questions are used to ask the time of the story happened, such as when Snow White died?

- Where?

It means that the WH-Questions are used to ask the place of the story happened, such as where does the story come from?

Once we have established the facts, then we can go to answer the most difficult question, such as following questions:

- What is the main idea of first paragraph?
- What is the moral value of the story?

As the conclusion, the WH-Questions can be applied to identify the generic structure of the narrative text. The theory stated about the importance of guided questions is given by Elizabeth Chesla (2000:24), asking by using WH-Questions, such as who, what, when, where, why makes our reading process more active and provides us to find the facts in any passage.

Based on Brown (2000: 282) qualifying questions are designed to determine if the individual answering the question needs to continue on to answer sub-sequential questions. According to Park (2000) studies of acquisition of WH-Questions in both first language and second learners indicates that learners produce WH-Questions in the following order: Where, What / how, Who / When. In other words, learners' first WH- Questions are formed with Where and What, then they acquire Who, and finally they begin to use When. These researchers contend that cognitive developmental constraints on the abstract thought that is involved in When and Why questions cause this order of acquisition.

Referring to the types of the question above, in WH-Question technique, the students were asked to construct WH-Question including; the main idea, details or specific information in the text, references, inference, and vocabulary.



## **2.5. Media in Teaching Reading**

There are basically three sub section of media; definition of media, classification of media, and function of media. It will describe as below.

### **2.5.1. Definition of Media**

The word media is derived from Latin Medias that means between or mediator. Media is intermediary or mediator a message from sender to receiver message. Gerlach and Ely states that media is any person, material or event that establishes conditions which learners or students to acquire knowledge, skill and attitude. From the definition, it means that media has important roles in teaching and learning process. Media give motivation for students to be more interested in learning process. Learners are able to understand the message better as the materials are presented in a certain way.

### **2.5.2. Classifications of Media**

Gerlach and Elly classify several medias of teaching in six general categories.

They are:

#### **a) Still picture**

Still picture consist of photographs of any object or even which may be larger or smaller than the object or even it represent.

#### **b) Audio recording**

Recordings are made are magnetic tape, disc, and motion picture sound track. These are reproductions of actual events or sound track.

#### **c) Motion picture**

A motion picture is a moving image in color or black and white produced from live action or from graphic representations

#### d) Television

This category includes all types of audio video electronic distribution system that eventually appear on television monitor.

#### e) Real things, Simulation, and Models

This category includes people, events, objects and demonstrations. Real thing, as contrasted with other media, are not substitutes for the actual object or event. They are in fact, life itself, often in its natural setting. Simulation is the replication of real situations, which has been designed to, be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion picture can be used for simulation. A model is replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

#### f) Programmed and Computers-assisted Instruction

Programs are sequences of information (verbal, visual, audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

Oemar Hamalik states that media for teaching language can be classified into:

1. Games, such as word puzzle and role playing.
2. Visual media, such as picture, chart, photo, poster, globe, graphs and cartoon
3. Audio media, such as radio and recorder in cassette.
4. Audio-visual media, such as television, video, film that produces sounds and picture.

According to the explanation above, the researcher will use the visual media. It is scrambled pictures to teach the students in reading narrative text. The researcher tries to figure the effectiveness of using visual media especially scrambled pictures in teaching narrative text.

### **2.5.3. Functions of Media**

Media have important roles in teaching and learning process. The following are some functions of media in teaching learning process. Media give motivation for students to be more interested in learning. Learners are able to understand the message better as the materials are presented in a certain way. And media provide various kinds of teaching methods and techniques, so learners are not bored with the monotonous teaching and learning process.

### **2.6. Notion of Scrambled Pictures**

Scrambled is climb or crawl, especially by using the hands to aid movement. Pictures means painting, drawing or photograph. Scrambled pictures is the medium to teach by explaining based on the scrambled pictures. In teaching narrative here, student arranges the scrambled pictures into good or correct chronological story. Teaching with scrambled pictures is the innovation of teaching with just use pictures. Here, the teaching learning process more active and effective because between students and teachers can be able to create the emotional relationship more. Basically, this media is means of communication to help transferring the message and give the power to the material presentation so it will be understood easier and staying longer in the memory retention.

Scrambled pictures as teaching media, it has an important role to create students' creativity. Teaching media is part of integral in the educational system. There are many kinds of media that is used during the teaching learning process. The use of media must be based on most appropriate choice. Consequently, it can increase meaning and function to support the effectiveness and efficient in learning process.

## **2.7. Teaching Reading through Scrambled Pictures**

In teaching reading, teachers do not usually use media to help students comprehend the text, they let the students read the text by themselves, then ask the answer of the question. This phenomenon does not make the students stimulate their feelings to read and disturb students' concentration to comprehend the text.

The use of scrambled pictures as the media in reading comprehension activity can be very potential and useful since there is a harmonious relationship that is found by the learners between word and picture from the text. The effective teaching can be made by using media in line with Canning-Wilson (2001) about the effectiveness of visual media in teaching reading that visual media is important in a classroom instruction because it can improve accuracy and give meaning to the text or to the delivered message. Student will more understand the text through visual media because visual media especially images can bring out more detailed, well-informed, receptive, awareness to the situation in the text.

Hedge (2003) states that any reading component of an English language teaching may includes a set of learning goals for the following competences as clarified below:

1) Building knowledge of language will facilitate reading ability. It means that the teacher gives the students some knowledge or information, for example about the culture or language development. That information will develop students' mind and they will brainstorm the knowledge while reading the text.

2) The ability to adapt the reading technique according to reading purpose, In the reading process, the students find many problems, and to help the teacher assist to choose appropriate reading media in order to make them accustomed to use media and comprehend the text easier.

According the explanation above, the researcher will use scrambled pictures to teach the students in reading narrative text. The researcher try to figure the effectiveness of scrambled pictures through WH-Question techniques in teaching narrative text.

## **2.8. Advantages and Disadvantages of Scrambled Pictures in Teaching Reading**

The advantages of reading comprehension through Scrambled pictures were:

1. The students understand the text easily in teaching learning process.
2. The students are actively involved in teaching learning process based on their previous knowledge that the students have to construct their own understanding.
3. The students can be interested and interactive to study.

The disadvantages of reading comprehension through scrambled pictures were:

1. It was not easy enough to manage the class, because sometimes the students were very noisy when they are practicing in the class and so their voice can disturb another class.
2. Too many students who loss control from the teacher controlled, because too many groups.

## 2.9. Teaching Procedures

In teaching procedures, the researcher uses three elements in teaching reading through scrambled pictures. The researcher tries to make a general procedure of teaching which was adjusted to the English curriculum used in the school, i.e. KTSP, as follow:

### **Pre-Activity**

In the first element, before being given the reading material the teacher and students were doing elements as follow:

- a. Opening the class with greeting

*T: Good morning students? How are you today?*

*S: Good morning, Miss. We are fine today. Thank you. How are you, Miss?*

- b. Constructing the students' background knowledge that related to the topic with showing the games as stimulant.

*T: Students, have you ever heard about legends, fairytale, or fable?*

*S: Yes, we have Miss. We ever heard about some of fairytale.*

*T: Are you sure? Can you mention the title of fairytale that you know?*

*S: Yes, I can Miss. Actually, there are some titles of fairytale, such as Snow White, Cinderella, Sleeping Beauty, and so on.*

*T: That's very good, Students. It means that you are love to read a story, aren't you?*

*S: Of course, I am Miss. We really love it*

*T: Now we are going to discuss the lesson, do you know Cinderella's story?*

*S: Yes Miss, we know about the story.*

*T: Very good, Students. Cinderella's story is called as narrative text. Today we will study about narrative text. Do you know what narrative text is?*

*S: I think that narrative text is kind of texts to retell the story that these events are told in chronological order which it happen.*

*T: Excellent.*

- c. By doing the constructivism at the beginning, it would be easy for the students to inquire the gist of the text in the step (while reading)

### **While Activity**

The students did the following steps as the while reading activity:

- a. After constructing their background knowledge, the students read the text. In the reading process, they will realize whether their prediction is correct or not.

*T: Students, before you read the texts, the thing that you should be aware of is asking yourself about "Why am I reading this text? What do I want to know or do after reading? What will I get from this text?"*

*S: Why is it important, Miss?*

*T: Because it can make you accustomed to be aware about your reading purpose.*

*T: Don't open your dictionary, students. You can do it once or twice but it would be better to understand the text by brainstorming your mind and background knowledge.*

*T: In the reading process, you should be aware of five main questions, they are What, Who, When, Where and How.*

*S: It is alright, Miss.*

- b. Teacher asks students to work in group and asks them to read the story based on the scrambled picture given.

*T: Now, we will work in group, we have five groups.*

*S: These are five stories, one group one story. You must read the story and understand the story.*

- c. Next, the students make a learning community with discussing the exercise which is given by their teacher. The students are divided by into group work and discuss how to arrange the picture correctly.

*T: Now you all should make some groups, then you must discuss your text, and you must arrange the scrambled picture into good or correct chronological story.*

- d. Then, the teacher will lead the discussion and analyze the group's result.

*T: I think time is up, all of the group must present in front of the class. You must present the result of your discussion and explain what the main idea in the story.*

*S: Alright, Miss*

- d. After the discussion, teacher shows the original text to the student.

- e. Finally, the students retell the content of the story.

### **Post Activity**

To make sure that the material transferred well, the students were asked to do the following steps, as follow:

- a. The teacher gives assessment for the students to make them more understand and about the lesson that has been given in order to keep their interest of the lesson.

*T: Now class, because the time is up. I'd like you to do the exercise and arranged this story at home.*

*T: Before we close this lesson today, I want to ask you some easy questions. What kind of text that you learned today?*

*S: We already learned about narrative text, Miss.*

*T: Excellent. Now can you tell me a little bit about narrative text is? And show me a short story about the narrative text that you know before. You can raise your hand if you want to answer my question. Come on, Students.*

*S: Me. I want to answer your questions, Miss.*



*T: Alright. You can come in front of the class and tell me and also your friends about your answers.*

*S: Yes, Miss. We will surely do.*

b. Close the meeting.

*T: Alright, Students. That is for today. Thanks for your nice attention.*

*S: Don't forget to do your task at home. See you next week.*

*See you, Miss. Thank you.*

## **2.10. Theoretical Assumption**

In reference to frame theories above, it can be assumed that reading is extremely important in learning language and the researcher assumes that scrambled pictures is a suitable media in teaching reading, particularly in improving students' comprehension. By applying scrambled pictures, the students can remember the important details of the story, because this media assists the students in identifying the main character, the problem or the conflict facing the main character, character information, attempts and resolution. The students are taught to analyze the sequence of pictures that can help them to understand what the story about. Therefore, the researcher assumes that scrambled pictures is applicable to improve students' reading comprehension.

## **2.11. Hypothesis**

In relation to the theoretical assumption, the researcher formulates the hypothesis as follows: There is significant difference of students' reading comprehension achievement of narrative text after being taught using scrambled pictures.

Briefly, those are the explanation about this chapter are about review of previous research, concept of reading skills, aspects of reading skills, concept of narrative

text, media in teaching reading skills, scrambled pictures, teaching reading through scrambled pictures, advantages and disadvantages of scrambled pictures in teaching reading, teaching procedures, theoretical assumption and hypothesis.

### **III. METHODS OF THE RESEARCH**

This chapter focuses on the method that will be used in conducting the data of the research, such as research design, data population and sample, variables, data collecting technique, instrument of the research, criteria of a good test, scoring system, research procedure, data analysis, and hypothesis testing.

#### **3.1. Research Design**

In conducting this research, the researcher used a quantitative research by applying *One Group Pretest-Posttest design*. This design was used in this research because the researcher only uses one class as the experimental class which receives treatment of teaching reading using scrambled pictures as the media. One group pretest-posttest design is a research design where one group of participants is pretested on the dependent variable and then post-tested after administering the treatment.

This research was conducted in five meetings. One meeting is for conducting pretest, and pretest (T1) is given before the researcher teaches by using scrambled pictures and in order to measure the students' reading ability before they are given the treatment. Then, three meetings are for giving treatment (X) to teach reading by using scrambled pictures in order to improve students' reading comprehension. The last, one meeting is for conducting posttest, and posttest (T2) is given after implementing scrambled pictures and to measure how far the students' improvement of reading ability after they get the treatments.

The research design could be represented as follow:

**T1            X            T2**

The formula can be further illustrated as follows:

**T1** is concerned with Pre-test

**X** deals with treatments (using scrambled pictures as the media)

**T2** relates to Post-Test

(Setiyadi, 2006)

The treatment conducted into three meetings of activities and each meeting took 2 x 45 minutes.

### **3.2. Population and Sample**

The population of the research is the second grade of students of SMP Kristen 1 Metro. In conducting the research, the researcher used one class as the experimental class. Concerning to the fact that every class has relatively the same level of ability in English, the researcher takes one class randomly by using lottery. The classes are selected randomly because there is no priority class of the second grade in SMP Kristen 1 Metro. It is applied based on the consideration that every student in the population had the same chance to be chosen and in order to avoid the subjectivity in the research (Setiyadi, 2006:39).

### **3.3. Variables**

In this research, there is an independent variable, which is the major variable that a researcher hopes to investigate and the dependent variable is the variable that the researcher observes and measures to determine the improvement of the independent variable.

The variable in this research are independent because student reading comprehension pre test and reading comprehension post test.

### **3.4. Data Collecting Technique**

The researcher used test to collect the data of this research. The test is divided into pretest and posttest. Those will be explained as follows:

#### **3.4.1 Pretest**

The pretest is administered in order to investigate the students' reading comprehension achievement before the treatments. The type of the test was multiple choice in which the students are asked to choose one correct answer from the options a, b, c, or d. In this pretest, the students are given 40 items of reading comprehension and it will conduct within 60 minutes.

#### **3.4.2 Post Test**

The aim of this test is to determine the effect of the treatments towards the students' reading comprehension after being given the treatment. This test consists of 40 items of multiple choices for 60 minutes.

### **3.5. Instrument of the Research**

Naturally to gain the objective data, this research is applied one kind of instrument:

#### **3.5.1. Reading Comprehension Test**

The instrument of this research is reading comprehension test which is divided into pretest and posttest. Pretest will be conducted to measure the students'

reading ability in comprehending the text before the treatments. Posttest is conducted in order to find out how far students' improvement in reading comprehension after conducting the treatment by using scrambled pictures. The test contains of five aspects of macro skills, such as: main idea, specific information, inference, reference, and vocabulary. The test is given in a form of multiple choice (a, b, c, and d). In order to find whether the test items are applicable or not, the researcher will find out the validity, reliability, level of difficulty, and discriminating power of the test using tryout test.

### **3.6. Criteria of a Good Test**

In order to get a good test, the test item should fulfill some criteria such as: validity, reliability, level of difficulty, and discrimination power that will be discussed below.

#### **3.6.1. Validity**

##### ***Validity of Test***

Validity refers to the extent to which the test measures and to what is intended to measure (Hatch and Farhady, 1982:250). It means that it relates directly to the purpose of the test. There are four types of validity, namely face validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure whether the test had a good validity, the researcher used content validity and construct validity. Face validity only concerns with the lay out of the test while the criterion-related validity is concerned with measuring the success in the future, as in replacement test (Hatch and Farhady, 1982). So these two validities were considered to be less needed. Therefore, the two types of validity were used in this research as follows:

### a. Content Validity

Content validity relates with all the items of test that include in a test. To meet this validity, the researcher has to see all indicators of the items in test and analyze them thoroughly whether the test is good reflection of what has been taught (Setyadi, 2006:22). This study used narrative text that was supposed to be comprehended by the second grade of junior high school students. The material is chosen based on English curriculum of KTSP and syllabus for second grade of junior high school. The content of try out is presented in table of specification below:

**Table 1. Specification of Test Items for the Reading Comprehension.**

No.	Skills of Reading	Item numbers	Percentage of Items
1.	Identifying Main Idea	1, 7, 16, 17, 26,31, 33, 38	20%
2.	Finding Specific Information	3,10, 11, 13, 23, 24, 27, 28	20%
3.	Making Inference	4, 9, 15, 19, 21, 22, 35, 37,	20%
4.	Determining Reference	2, 6, 8, 14, 29, 30, 32, 36, 40	22,5%
5.	Understanding Vocabulary	5, 12, 18, 20, 25, 34, 39	17,5%
<b>Total</b>		<b>40 items</b>	<b>100%</b>

### b. Construct Validity

Construct validity is about the instrument form. It investigates the research instrument appropriateness to the research object. Construct validity is concern with whether the test is actually in line with the theory of what reading means to know the language (Hatch and Farhady: 1982). To know that the test is true reflection of the theory of language that is being measured, it means that the items should really test the students whether they have master the reading text. Related to this research, the test items should be questioning the five aspect of reading.

According to Nuttal's theory in which the construct validity in this instrument represented by five sort reading skills: main idea, specific information, reference, inference, and vocabulary.

### 3.6.2. Reliability

#### *Reliability of the Test*

According to Hatch and Farhady (1982: 243), the reliability of a test can be defined as the extent to which a test procedures consistent result when administered under similar conditions. To measure the coefficient of the reliability between odd (x) and even (y) of the test items, the researcher uses *Pearson Product Moment formula* as follows:

$$rl = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

This formula is described as follows:

*rl* deals with the coefficient of reliability between first half group and the second half group

*x* relates to total number of the first half group

*y* denotes to total number of second half group

$x^2$  deals with square of *x*

$y^2$  describes to square of *y*

*xy* refers to total number of first and half group

(Lado in Hughes, 1989)



To know the coefficient correlation of whole items, the researcher used Spearman Brown's Prophecy Formula (Hatch and Farhady, 1982; 247). The formula is as follows:

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

The formula is explained as follows:

$r_k$  refers to the reliability of the whole tests

$r_{xy}$  deals with the reliability of half test

(Hatch and Farhady, 1982:247)

The criteria of reliability are:

0.90 – 1.00 means that the reliability of test is high

0.50 – 0.89 indicates that the reliability of test is moderate

0.0 – 0.49 connotes that the reliability of test is low

### 3.6.3. Level of Difficulty

Level of Difficulty (LD) relates to “how easy or difficult the item is from point of view of the students who take the test” (Shohamy: 1985). Level of difficulty gives the description of students' perception about the test items. Test items should not be too easy and also not to be too difficult for the students as the research object.

To find out the level of difficulty of the test items, the researcher used formula:

$$LD = \frac{U + L}{N}$$

The formula can be illustrated as follows:

LD denotes to level of difficulty

U refers to the number of upper group who answer correctly

L deals with the number of lower group who answer correctly

N relates to the total number of students in upper and lower groups

(Shohamy, 1985: 79)

The criteria are as follows:

< 0.03 explains that the level of difficulty of the test items is difficult

0.03 – 0.70 illustrates that the level of difficulty of the test items is average

> 0.70 means that the level of difficulty of the test items is easy

#### **3.6.4. Discrimination Power**

Discrimination power is the ability of the item to discriminate between the students who have high ability and those who have low ability. In determining the discrimination power, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

The formula above is explained as follows:

D relates to discrimination power

U deals with the number of students from the upper who answer correctly

L describes to the number of students from the lower who answer correctly

N refers to the number of the students

(Shohamy, 1985:82)

The criteria of discrimination power are:

0.00 – 0.20 means that discrimination power is poor

0.21 – 0.40 connotes that discrimination power is satisfactory

0.41 – 0.70 explains that discrimination power is good

0.70 – 1.00 describes that discrimination power is excellent

- (negative) shows that discrimination power is bad items (should be omitted)

### 3.7. Scoring System

To get the score of the students' result of the test, this research employed Lyman's formula. The score of pretest and posttest were calculated by using the following formula:

$$X\%c = 100 \frac{R}{T}$$

The formula can be described as follows:

X%c relates to percentage of correct score

R deals with number of right answers

T refers to total number of items on test

(Lyman, 1971: 95)

### 3.8. Research Procedure

The procedures in conducting the research are:

#### 1. Selecting the material

Selecting materials is the first way that the researcher should do. Selecting of the reading materials is determined by the levels of the students. Therefore, the researcher uses the syllabus of the second year of junior high school students based on school curriculum of KTSP which was the curriculum used by the school. The material should cover the goal of teaching narrative text as the target of the achievement.

#### 2. Determining the research instrument

The instrument in this research is reading test. The researcher conduct reading test for pretest and posttest which covers five aspects of macro skills in reading namely main idea, details, reference, inference, and vocabulary. In measuring reading comprehension, multiple-choice selections were more valid than short-sentence answer (Henning, 1987:

48). Each test consists of 40 items and each item had four alternative answers a, b, c, or d. There are one correct answer and three distracters

### **3. Administering the try out**

It is conducted to measure the reliability of pretest and posttest and to make sure that the tests are good or bad for the students. The try out is administered to measure the level of difficulty (LD) and discrimination power (DP) in order to find out the reliability and validity of the test. Simply, it is administered to measure the quality of the test as the instrument of the research. The test is reading test. The try out test is conducted for 90 minutes and the items of the try out are 40 items.

### **4. Administering pre-test**

Pre-test is conducted before the treatments. It is aimed to check students' reading ability in determining mind idea, finding specific information, determining references, making inference, and understanding vocabulary in texts. Pre-test was administered for about 60 minutes on first week of the research.

### **5. Conducting treatments**

After giving pretest, the researcher gives treatments which are in three meetings. The first treatment deals with scrambled pictures text about The Story of The Red Hood by giving the students ten questions in order to check their reading comprehension. The second treatment deals with scrambled pictures text about story the Bremen Town Musicians. The third treatment deals with scrambled pictures text of The Story of Rumpelstiltskin.

## **6. Administering post-test**

Post-test is conducted after giving the treatment. Posttest is conducted to find out whether there is a significant improvement of students' reading comprehension after the treatments. It was administered for 60 minutes in experimental class.

## **7. Analyzing the Data**

This step is to find out the students' reading comprehension achievement using scrambled pictures. The data are computed through the statistical package for social sciences (SPSS) version 16.0 for Windows.

## **8. Testing Hypothesis**

The hypothesis test is taken from the comparison mean of the pretest and post test of the experimental class.

### **3.9. Data Analysis**

In order know the students' progress in comprehending the text and the students score are computed by doing three activities:

1. Scoring the pretest and posttest
2. Tabulating the result of the test and calculating the mean of pretest and the post-test. The mean is calculated by applying the following formula:

$$M = \frac{\sum x}{N}$$

The formula above is illustrated as follows:

M deals with mean (average score)  
 Σx relates to the total students' score  
 N refers to total number of students

(Hatch and Farhady: 1982)

3. Drawing conclusion from the tabulated results of the test given, that was by statistically analyzing the data using statistical computerization i.e paired T-Test of statistical Package for Social Science (SPSS) to test whether the increase of students' gain is significant or not, in which the significance is determined by  $p < 0,05$ . It is used as the data from one sample. (Hatch and Farhady, 1982: 117). In order to know whether the students get any progress, the formula was as follows:

$$I = X_2 - X_1$$

The formula can be explained as follows:

I relates to the increase of students' reading comprehension achievement

$X_2$  explains to the average score of post-test

$X_1$  deals with the average score of pre-test

### 3.10. Hypothesis Testing

1. The hypothesis testing is used to prove whether the hypothesis planned in this research is accepted or not. The pretest and posttest are compared in order to find out the improvement of students' reading comprehension after treatments. The hypothesis is tested by using *Repeated Measure t-test* through computing with Statistical Package of Social Science (SPSS) for window.

The hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if  $\text{Sig} < \alpha$ . It means that the probability of error in the hypothesis is only 5%.

The hypothesis stated as follows:

$H_1$  : There is a significant difference of students' reading comprehension in narrative text after being taught by using scrambled pictures.

$H_0$  : There is no significant difference of students' reading comprehension in narrative text after being taught by using scrambled pictures.

(Hatch and Farhady: 1982)

The criteria for accepting the hypothesis are as follows:

1.  $H_1$  is accepted if the t-value is higher than T- ratio.
  2.  $H_0$  is accepted if the t-value is lower than T- ratio.
2. The researcher did not test the hypothesis number two; since this research question belonged to qualitative. Therefore, the researcher would explain the result descriptively.

### 3.11. Schedule of the Research

Below is the schedule of the research consisting of some activities illustrated as follow:

**Table 3.4. Schedule of Researcher's Activities**

No.	Date	Activities
1	Monday, January 8 <sup>st</sup> 2018	Asking for Headmaster's Permission
2	Tuesday, January 16 <sup>st</sup> 2018	Administering Try-Out Test in VII C
3	Thursday, January 18 <sup>th</sup> 2018	Administering Pre-test in VII A
4	Saturday, January 23 <sup>th</sup> 2018	Treatment 1 in VII A
5	Monday, January 25 <sup>st</sup> 2018	Treatment 2 in VII A
6	Saturday, January 30 <sup>th</sup> 2018	Treatment 3 in VII A
7	Saturday, February 6 <sup>th</sup> 2018	Administering Post-test in VII A

In brief, those are the explanation of this chapter which are the methods of the research: i.e. design, population and sample, variables, data collecting technique, instrument, criteria of a good test (validity, reliability, level of difficulty, and discrimination power), scoring system, research procedure, data analysis, hypothesis testing, and schedule of the research.



## **V. CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher presents conclusion and suggestions. The suggestions are proposed for teacher and for other researcher who are going to conduct any similar research.

### **5.1. Conclusions**

After conducting the research at the second grade of SMP Kristen 1 Metro and analyzing the data, the researcher draws the conclusions as follows.

1. There was significant difference of students' reading comprehension achievement of narrative text after being taught using Scrambled pictures at the second grade of SMP Kristen 1 Metro. It can be seen from the result of the hypothesis test which showed that at significant level of  $p < 0.05$  ( $p = .000$ ), t-value (17.641) was higher than t-table (2.042). The students' mean score in pre-test was 51.97 increased to 66.57 in post test with 14.6% of gain. It can be concluded that Scrambled Pictures can be used to improve students' reading comprehension.
2. Scrambled pictures could improve all aspects of reading. It can be seen from the result of the improvement of the aspect computed by SPSS 16 as shown below.

2.1 Main idea increased 6.83 points from pre-test to post-test, because the students could develop a mind representation of the story by determining the main information of each paragraph.

2.2 Specific information increased 5.14 points from pre-test to post test, because the students could analyze the specific information by using sequences of pictures provided in scrambled pictures sheets.

2.3 Inference increased 3.33 points from pre-test to post-test, because the students only sometimes could guess the implicit information in the text.

2.4 Reference increased 5.00 points from pre-test to post-test, because the students could connect one object to another object in the text.

2.5 Vocabulary increased 3.67 points from pre-test to post-test, because the students could catch some new vocabulary after they read the text and rearrange the pictures.

In sum, it could be concluded that the highest improve was on aspect of main idea.

## **5.2. Suggestions**

Referring the conclusions above, the researcher recommends some suggestions concerning the research findings as follows.

### **1. For the teacher**

English teacher who intends to teach reading comprehension through scrambled pictures should aware of the level of difficulty of the text. As can be seen from the result of the research, there are vocabulary and inference aspect which still need to be improve. This is due to the fact that the post test scores of these two aspects only increased 3.33 points (inference) and 3.67 points (vocabulary). The teacher

can, for example, in terms of inference provide exercises, such as (1) creating crossword puzzle using the statements and the inferred meaning as questions and answers or (2) matching the statement card to the scrambled pictures, and in terms of vocabulary, the teacher can provide exercises, such as (1) creating sentences using the antonym or the synonym of word as questions and answers or (2) guessing words by using pictures.

## 2. For future research

Since the researcher conducted the scrambled pictures in term of macro skills of reading (main idea, specific information, inference, reference, and vocabulary), the further researcher can try to utilize this strategy in different terms of reading, for example, in term of level of comprehension in reading (literal comprehension, inferential comprehension and critical comprehension). Moreover, the other researcher can conduct other kinds of text, such as recount text which has the similar elements like narrative text.

## REFERENCES

- Agustiara, Y. (2014). *Improving Reading Comprehension through Get-the-Gist Strategy at the Second Grade of SMP*. Lampung: UNILA.
- Alyousef, H.S. (2005). *Teaching Reading Comprehension to ESL/EFL Learners*. The Reading Matrix Vol.5,No.2,September 2005.
- Amer, A. A. (1992). The Effect of Story Grammar Instruction on EFL Students' Comprehension of Narrative Text. *Reading in a Foreign Language*, 8(2), 711-720.
- Armbruster, C. C., Lehr, F., & Osborn, J. (2003). *Put reading first: The research building blocks for teaching children to read* (2<sup>nd</sup> ed.). Washington, DC: Partnership for Reading, a collaborative effort of the National Institute for Literacy, the National Institute of Child Health and Human Development, and the U.S. Department of Education.
- Anderson, M. and Anderson, K. (1997). *Text Type in English 2*. South Yarra: Macmillan Education Australia.
- Bell, T. (1998). *Extensive Reading: Why? And How?*. The Internet TESL Journal, Vol. IV, No. 12, December 1998. <http://iteslj.org/Articles/Bell-Reading.html>
- Brown, H. Douglas. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.
- Bushel, S. (2011). *Narrative Paragraph*. Available from: <http://www.berniejones.com/lessonplans/NarativeParagraph.htm>
- Dallman, R. L. (1982). *Teaching of Reading*. Washington: CBS College Publishing.
- Dimino, J., Gersten, R., Carnine, D., & Blake, G. (1990). Story Grammar: An Approach for Promoting at-risk Secondary Students' Comprehension of Literature. *The Elementary School Journal*, 91(1), 19-32.

- Djuharie, O. (2007). *Genre Dilengkapi 700 Soal Uji Pemahaman*. Banung: Yrama Widya.
- Carnine, D, Silbert, J, and Kameenui, E. (1997). *Literal Comprehension Overview*. [Online]. Available at [http://www.schools.nsw.edu.au/learning/712assessments/naplan/teachstrategies/yr2008/literacy/reading/LR\\_DiLo/LR\\_DiLo\\_O.htm](http://www.schools.nsw.edu.au/learning/712assessments/naplan/teachstrategies/yr2008/literacy/reading/LR_DiLo/LR_DiLo_O.htm).
- Cooper, J. D. (1986). *Improving Reading Comprehension*. Boston: Houghton Mifflin Company.
- Derewianka, B. (1990). *Exploring How Texts Work*. Australia: Primary
- Eskey, D. (1986). *A New Technique for the Teaching of Students*. TESOL Quarterly.
- Gerot, L. and P. Wignel. (1994). *Making Sense of Functional Grammar*. Sydney: Antipodean Educational Enterprises.
- Grabe, W., and Stoller, F. L. (2002). *Teaching and researching reading*. New York: Longman.
- Graesser, A. C., Wiemer Hastings, P., & Wiemer Hastings, K. (2001). Hatch, E. And Farhady, H. 1982. *Research Design and Statistics for Applied Linguistics*. Los Angeles: Newbury House Publisher. Constructing inferences and relations during text comprehension. In T. Sanders & J. Schilperoord (Eds), *Text representation: Linguistic and psycholinguistic aspects, Vol. 8* (pp. 249-271). Amsterdam, Netherlands: John Benjamins Publishing Company.
- Harmer, J. (2002). *The Practical of English Language Teaching (third edition)*. London Pearson Educational Limited.
- Harmer, J. (2004). *How to Teach English*. Cambridge: Longman.
- Hatch, E. and Farhady, H. (1982). *Research design and statistics for applied linguistics*. London: Newbury House Publishers Inc.
- Henning, G. (1987). *A Guide to Language Testing*. Cambridge, Massachusetts: Newbury House Publisher.
- Howard, P. (2006). *Making Reading Communicative*. [Online]. Available at <http://academic.cuesta.edu.Htm>.
- Hudak, C.H. (2008). *Narrative Paragraph*. USA: Weigel Publisher Inc.
- Kawulich, Barbara B. (2005). *Participant Observation as a Data Collention Method*. Available online at <http://www.qualitativeresearch.net/index.php/fqs/article/view/466/996>
- Latulippe. (1986). *Developing Academic Reading Skill*. New Jersey: Prentice Hall, Inc.

- Lyman, B. H. (1971). *Test scores and what they mean*. Englewood cliffs. New Jersey: Prentice-Hall, Inc.
- Mahfoodh, O.H. (2007). *Reading for EFL College Students*. (Online), (<http://www.yementimes.com/article.shtml>)
- Mc. Whother. (1986). *Strategies for Guiding Content Reading*. Boston: Allyn and Bacon.
- Nuttal, C. (1985). *Teaching reading skill in a foreign language*. British library cataloguing in publication: London.
- Nuttal, C. (2000). *Teaching Reading Skills In a Foreign Language; New Edition*. Heinemann: Halley Court, Jordan Hill, Oxford OX2 8EJ.
- Reimer, M. (2009). *Stanford Encyclopedia of Philosophy: "Reference"*. <http://plato.stanford.edu/entries/reference/>. (accessed December, 24th 2016)
- Segretto, M. (2002). *Roadmap to 8th Grade Reading*. Toronto: The Princeton Review.
- Setiyadi, A. B. (2006). *Metode Penelitian untuk Pengajaran Bahasa Asing*. Yogayakarta: Graha Ilmu.
- Shohamy, E. (1985). *A practical handbook in language testing for the second language teacher*. Tel-Aviv: Tel-Aviv University.
- Stanley, <http://www.teachingenglish.org.uk/think/read/extensive.shtml> (Accessed on February 12, 2017) Graham. *Extensive Reading*.
- Sutarsyah, C. (2015). *Reading Theories and Practice*. Yogyakarta: Graha Ilmu.
- Troschitz, R. (2005). *Testing Reading Comprehension: Problem and Principles*. <http://openisbn.com/isbn/3640430867>.
- Wassman, R., & Rinsky, L.A. (2000). *Effective Reading in a Changing World (third edition)*. New Jersey: Prentice Hall.
- Wren, P. C. & Martin, H. (1979). *High School English Grammar and Composition (Multicolor Edition)*. New Delhi: S. Chand Publishing.