THE DIFFERENCE OF STUDENTS' ACHIEVEMENT BETWEEN STATE JUNIOR HIGH SCHOOL AND MTS' STUDENTS IN READING COMPREHENSION THROUGH VISUAL AIDS

(In case Eighth Grade of SMP N 2 Sukolilo and MTs MIftahul Fallah Wotan in Academic year of 2010/ 2011)

a final project

submitted in partial fulfillment of requirements

for the degree of *Sarjana Pendidikan* in English

by

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Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana benar benar merupakan kerja sendiri yang saya hasilkan setelah melalui penelitian, binbingan. Diskusi dan pemaparan ujian. Semua kutipan baik langsung maupun tidak langsung, baik yang diperoleh dari sumber perpustakaan, wahana computer maupun sumber lainya, telah disertakan keterangan mengenai identitas sumber dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, penulisan skripsi/ final project tetap menjadi tanggung jawab saya sendiri.

Demikian, surat pernyataan ini dapat digunakan seperlunya.

Semarang, Agustus 2011
Yang Membuat Pernyataan

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MOTTO AND DEDICATION

Do everything with your deeply heart

Dedicated to:

1. My beloved parents Juri and Harti
2. My sweet young sister Lovia Udhayani
3. My beloved fiancé Ripto
4. My lecturers
5. All of my family and my friends.

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ABSTRACT

Selviani, Lelly. 2011. The Difference Students' Achievement Between State Junior High School and Mts' Students in Reading Comprehension Through Visual Aids (In case Eighth Grade of SMP N 2 Sukolilo and MTs MIftahul Fallah Wotan in Academic year of 2010/ 2011). Final Project, English Department, Language and Arts Faculty, Semarang State University.

Key words: Students' achievement, State Junior High School, Mts, visual aids and reading comprehension

Teaching reading comprehension in secondary school was not easy. It required appropriate technique and media in order to encourage students' motivation in learning reading. There were many types secondary schools in Indonesia. Two of them were SMP N or State Junior High School and Mts or Madrasah Tsanawiyah. There were many differences between State Junior High School and Mts. The purposes of this research were to find out the students' achievement of State Junior High School and MTs in reading comprehension through visual aids.

The pre experimental design, one group pretest and posttest was used in constructing the research. The populations of this study were eighth grade of SMP N 2 Sukolilo and MTs Miftahul Fallah Wotan in academic year of 2010/ 2011. The first experimental group was VIII D of SMP N 2 Sukolilo and the second experimental group was VIII of MTs Miftahul Fallah Wotan. Both classes were taught reading comprehension through visual aids. After giving the treatment, the posttests were compared in both classes. Based on the result of the study, the average of SMP students was 86, 36 and the percentage of achievement was 86, 4%. Next for MTs, they got 81, 21 in average and the percentage of achievement was 81, 2%. In order to investigate whether the difference in mean was statistically significant, the t-test was conducted. Based on the computation, t-estimation 15, 88 was higher than critical value (2.00). Therefore it could be concluded that there was a difference between students achievement in both school.

Based on the results of this study, students of SMP N 2 Sukolilo had better achievement in reading comprehension through visual aids than students of MTs Miftahul Fallah.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, hypothesis, statements of problem, objectives of the study, significance of the study, limitation of the study and outline of the study.

1.1 Background of the Study

This chapter presents the background of the study. Language as an important tool for communicate has great developing in the world. Language as a means of communication is used among human being in order to establish social relationship. There are many languages in the world, one of them is English. English as an international language has a big role in language development. Many countries in the world use English as native language even there are many use English as second language. Nowadays English in Indonesia becomes foreign language, but it is not impossible if sometime English become second language like in our neighbor countries such as Malaysia and Singapore so the government of Indonesia decided to enter English as an important course in the school. English was given not only for junior high school and senior high school but also elementary students and some kindergarten students.

In order to face the globalization, we should improve our humans' sources. As well as we know, at this time there are many ways that are facing us in international

society. We can use the benefits of social network such as Facebook, Yahoo Messenger, Twitter and Google. We also can get a lot of information about world through browsing internet. In order to join in international society we should have ability in communication using international language. We should master English as international language. Aware of the facts, we regret that Finocchiario (1974 : 12) states learning foreign language is different from learning native language because the students' environment in achieving their first language and a foreign language is different.

In learning English, we should master four important skills that are listening, speaking, reading and writing. One skill that must be mastered is reading. At the beginning, we learn to read and then we read to learn. We know much information by reading. The more reading we do, the more knowledge and information we will get. Reading is a language skill that requires a familiarity on the part of the reader with the two fundamental building blocks of the particular language under study structure and vocabulary.

Reading comprehension as a communication skill is gaining on importance in the foreign curriculum. Students themselves realize that they may find themselves in situations where it is useful to be able to read. In reading unfamiliar text for comprehension, students must be able to recognize words and structure in context. It must be remembered that analytical reading correlates with intelligence and that not all students are able to read at the same level in their native language. In reading a

second language, therefore, students in class may reflect a broad range of differences that may in part be traced to differences in reading ability in their first language.

To prepare our young generation in order to have ability in using English to communicate, started from child, every person is expected to get English course in the school. In Indonesia, English course is given starting from junior high school but nowadays elementary school moreover some kindergartens. This decision will be good starting for education in Indonesia. The government makes a national curriculum for all level students. National curriculum is expected helping English learning process. It can be guidelines for teacher in teaching English. Teachers can improve their lesson plan based on standard competence and basic competence in national curriculum. National curriculum was made in order teachers will not teach out of track and could teach in the right track. In Indonesia, there are many schools that want to be Sekolah Berbasis Internasional or International School so those school use English in learning class. Teachers are expected use English to convey the material of all lessons. To realize the desire to become Sekolah Berbasis Internasional, every school uses the standard international in facilitating and learning process.

National curriculum in Indonesia becomes guidelines for teachers to manage and improve their course or material in learning process. That curriculum should help students step by step to learn material in order they can understand and master those materials well. On the other hand, the purposes of that curriculum in every school are almost same because it is depends of national curriculum but the applications of the

curriculums are not same with other. In this case I take an example between state junior high school and Mts. There are many differences output between students from junior high school and Mts. In fact, we realize that the outputs from junior high school are more competent than outputs from Mts. The outputs from junior high school are better than Mts.

> Students' learning achievement, as Purwato says (1984: 101-107), is influenced by two factors. The first factor comes from the students themselves; the factor is called individual factor. This individual factor is also divided into physiological factors and psychological factors. The physiological which are to be the factors which influence students' learning achievement are the physical and the five sense condition of students, while the psychological factors are students' talent, interest, intelligence, motivation and cognitive ability. The next factors beside individual factors are social factors. Social factors are factors that come from outside of the individuals; these factors consist of environmental and instrumental factors. The environmental factors are such as the family, the house condition, the social motivation, the chance of learning, etc. the instrumental factors are such as the curriculum or material, the teacher and the medium of learning, the facilities the administration also influence students' learning achievement.

There are many factors that caused the differences between students' achievements in reading comprehension of state junior high school and Mts. Patimah (2001:4) says, "The low reading ability of Indonesian graduates is understandable since there are a lot of factors that may influence their success or failure in reading such as individual intelligence, mental age, socio economic status, language, personality, attitudes and participation." The other factor is students' motivation. According to McClelland and Atkinson there are three kinds of students' motivation: achievement motivation, affiliation motivation and power motivation. McClelland

and Atkinson say that "*Achiement motivation should be characterzed by high hopes of success rather than by fear of failure".*

The other factor is teaching learning process. In teaching reading, the teacher should use various interesting media and material in order to motivate the students in learning reading skill. The media also should be easy to understand. They must stimulate students' interest in reading and support their enthusiasm. By motivating the students using the variation of the media, the students' ability in reading will be improved. Nowadays, the technology in the world increases fast, we could get some profits of it.

1.2 Reasons for Choosing the Topic

Reasons for choosing the topic in this research are first the writer chooses state junior high school as the subject in her research because she thinks state junior high school becomes favorite school and the first choice for parents to deliver their students to study.

Then, she takes Mts as the other subject of her research because she thought many people think that Mts is different with formal school. They think that Mts as the second choice after state junior high school. The writer uses reading comprehension as the tool to describe the difference because she thinks most interested in reading. So to measure students' achievement she uses reading comprehension. Teacher usually uses reading comprehension to measure reading achievement.

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She uses visual aids as a media to convey the text because she thinks nowadays we need change the old reading habit such as using textbook. We have to use an interesting media that's why she uses visual aids. We have to take the benefit of progression the technology.

1.3 Hypothesis

Hypothesis According to Wikipedia, hypothesis is a proposed explanation for an observable phenomenon. The hypothesis of this study is there is difference of students' achievement between state junior high school and Mts in Reading comprehension through visual aids. Null hypothesis is typically proposes a general or default position, such as that there is no relationship between two measured phenomenon or that a potential treatment has no effect. The null hypothesis of this study is there is no difference of students' achievement between state junior high school and Mts through visual aids.

1.4 Statements of the Problem

In this thesis, the writer intends to solve the following problem:

1. How is reading visual aids used in teaching reading comprehension?
2. What is the difference of students' achievement in reading comprehension in state junior high school and Mts through visual aids?

1.5 Objectives of the Study

The objectives of this study are:

1. To explain the application of visual aids as a media in teaching reading comprehension.
2. To describe the significant difference between students' achievement of state junior high school and Mts in reading comprehension through visual aids.

1.6 Significance of the Study

The significances of the study which are expected are:

1. For students

It might motivate students to improve their skills in learning English. After knowing the difference both schools, the students could be more confident to show and improve their skills in order they could compete with other students in different school.

Students' enthusiasm in learning English could be more increasingly because using the interesting media that they never got before. Students could improve their ability in using the technology. They could take the advantages of technology to help them to solve the problems in their studying. Students could know the interesting media so they can enjoy and interested in learning English.

2. For teacher

It also could motivate teacher to teach through interesting ways in order students could comfortable with English class. Besides that it could add the number of media in teaching English as the variation media. Teachers could improve their ability in using technology in order they could cover students' problem in learning.

1.7 Limitation of the Study

The writer limits the study to the following things.

1. The visual aid which is used in this study is reading visual aids. Reading visual aids that she means in this study is reading through picture in LCD projector. Every slide of the picture consists of picture and the text which relate to the picture itself.
2. The observation only conducted to the grade VIII State junior high school and VIII Mts. She chooses grade VIII because she thought the students in this grade won't annoy if she gave them an instrument to measure students' achievement.
3. The kinds of genres that she uses are recount and narrative text because it more suitable with the national curriculum of grade VIII. It is easy to make a visual aid reading using recount and narrative text.

1.8 Outline of the Report

This final project consists of 5 chapters. Chapter the writer covers the general background of the study, reasons for choosing the topic, hypothesis, statements of the problem, the objectives of the study and significance of the study.

Chapter II discusses about review of related literature and review of the previous study. It comprises students' achievement in reading comprehension and visual aids as media.

Chapter III talks about method of investigation that consists of data of the study or data collection, participants of the study, variable, instruments for collecting data, try out, t- test, procedures of collecting data .

Chapter IV discusses data analysis and discussion that consists of students' reading comprehension achievement, the difference between pretest and posttest in SMP and MTs, the difference students' achievement of students in State Junior High School and MTs trough visual aid, the application of visual aids in learning process, the advantages of visual aids and disadvantages of visual aids.

Chapter V offers some conclusion and suggestions.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of the previous study and review theoretical background proposed by experts in form of Mts, state junior high school, reading, reading techniques, reading comprehension, students' achievements in reading and visual aid.

2.1 Review of the previous Study

Actually, the writer didn't find the research about this study yet so she only looks for the previous study that relates to her study. It is also useful because she gets many references how to start doing her study. It guides her to do the steps in doing her study. She chooses some literatures about previous research which is relevant.

The Use of Cartoon in Teaching Recounts for the Tenth Grades of SMA N 1 Wonosari Grobogan in the Academic Year of 2007/2008 by Anika Candra Dewi (2008). The final project mainly aimed to find out the effectiveness of using cartoon as a means in teaching recount. The result showed that was a significant difference in the achievement between the students who were taught recount using a cartoon as a media and the students who were taught recount without cartoon as media. It was proven by the significance difference of the average percentages 58, 3 % pretest, 81, 04 % in the first activity, 86, 09 % in the second activity and 90, 9 % in the post- test.

In this study, she emphasizes to find out the difference students' achievement both state junior high school and Mts. Then, she also wants to describe how to learn reading through visual aid.

2.2 Review of Theoretical Background

In this part, the writer would like to talk about the review of the theoretical background. It includes the definition of MTs, SMP or state junior high school, reading, reading techniques, reading comprehension, students' achievement in reading and visual aids.

2.2.1 Definition of Mts

There is no differences between Mts and others formal school. According to http://mtsrupa.raudlatul-ulum.com/hello-world/, Mts is school that has function like state junior high school but in this school used Islamic system. From UU Nomor 20/2003, Mts is same with state junior high school. Based on Peraturan Pemerintah No 66/ 2010, Mts or Madrasah Tsanawiyah is one form of formal education in which assisted the Minister of Religious Affairs held a general education which Islamic religious distinctiveness on basic education as a continuation of MI, SD and other equal or continuation of recognized learning outcomes.

The aims of Mts are the same as state junior high school. Because in this school emphasizes Islamic system so the students must have behavior based on Islamic. From journal " Manajemen pendidikan: Menuju Madrasah yang Populis"

Admin says that the learning process is growing belief in God along day and also coordination with the parents intensively. It was done by giving motivation, punishment and habitual. It was included in internalization method.

Evaluation of education in Mts is the same as in the school. The difference may lie in evaluating the results of cultivation of faith. In other words, the results of the evaluations were done by faith education portfolio: assessment conducted continuously (progressive assessment).

So, Mts is secondary school is formal school which has curriculum based and national curriculum and Islamic system.

2.2.2 Definition of State Junior High School

Based on Peraturan Pemerintah No 66/ 2010, state junior high school is one of formal education that carries out public education on basic education as a continuation of SD, MI or equivalent or other form of advanced learning outcomes are recognized as equal or equivalent to SD or MI.

From http://www.thefreedictionary.com/junior+high+school, junior high School a secondary school usually including 7th and 8th grades. Junior high schools run by the government. Management of junior high schools in Indonesia that were previously under the Ministry of National Education, is now the responsibility of local government districts. While the Ministry of National Education is a role as regulator in the field of national education standards. Structurally, the junior high school is a technical implementation unit of education service districts.

Based on those definitions, she concludes that state junior high school is formal school which has curriculum based on national curriculum and didn't emphasized in religion system.

2.2.3 Definition of Reading

For many years, three basic definitions of reading have driven literacy programs in the United States (Foertsch, 1998). According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it.

Although these definitions reflect long-standing views of reading, current literacy research supports a more comprehensive definition of reading. This new definition includes all of the above definitions and places learning skills in the context of authentic reading and writing activities. It recognizes the importance of skill instruction as one piece of the reading process (Allington & Cunningham, 1996; International Reading Association & National Association for the Education of Young Children, 1998; Maryland State Department of Education, n.d.; Snow, Burns, & Griffin, 1998).

Reading as a technique to pronounce a words and how to get the meaning from the text is one of important skill. From reading we could get many advantages.

We could be able to practice our tongue and our pronunciation. Reading can also bring us to see the content of world that we didn't know before. Besides that, reading is also useful hobby. There are many techniques of reading such as scanning, skimming, extensive reading, reading loudly, reading comprehension and etc.

2.2.4 Reading Techniques

There are some kinds of reading techniques. Most of the techniques are familiar to the students in their native language. But it is necessary to re- train them, as some students have some difficulty in applying them to a second language (Grellet, 1981)

Grellet (1981 : 14 – 19) explains some kinds of reading technique as follow:

1. Sensitizing

   The aim of this section is to provide exercise that will develop the strategies that students need to cope with unfamiliar words and complex or apparently obscure sentences.

   a. Inference

      Inference means making use syntactic, logical and cultural clues to discover the meaning of unknown elements.

   b. Understanding relation within the sentence

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Inability to infer the meaning of unknown elements often causes discouragement and apprehension in students when they are faced with a new text. It is therefore important to train the students to look first for the core of the sentence (subject+ verb)

c. Linking sentences and ideas

Another area in which it is essential to prepare the students is in recognizing the various devices used to create textual cohesion and more particularly the use of reference and link words. Reference covers all devices that permit the lexical relationship within a text. It is important for the students to realize that a text is not made up independent sentences or clauses, but that it is a web of related idea that are announced, introduced and taken up again later throughout the passage with the help of references.

2. Improving reading speed

Students who read too slowly will be easily get discouraged. They will also tend to stumble on unfamiliar words and fail to grasp the general meaning of passage. One of the common ways of increasing reading speed is to give students passages to read and to ask them to time themselves.

3. From skimming to scanning

a. Predicting

This is not really a technique but a skill which is basic to all the reading techniques practiced in this part and to the process of reading generally. It is the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues.

b. Previewing

Unlike predicting, previewing is a very specific reading technique which involves using the table of contents, the appendix, the preface, the chapter and paragraph headings in order to find out where the required information is likely to be.

c. Anticipation

This is inherent in the process of reading which a permanent interrelationship between the reader and text is. What we already know about the subject and what we are looking for are probably just as important as what we actually draw from the text. When reading, we keep making prediction which, in their turn, will be confirmed or corrected.

d. Skimming and Scanning

When skimming, we through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer.

When scanning, we only try to locate specific information and we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or less specific piece of information.

It is important to acquire reading strategy because from reading strategy we could be able to comprehend the content of the text.

2.2.5 Reading comprehension

Reading comprehension is defined as the level of understanding of a writing text and the content of the text. Reading comprehension is the understanding we receive when we read something. It is an active, thinking process that depends not on comprehension skills but also on studnets' experiences and prior knowledge (Swan, 1992: 1). According to Harris and Sipay (1980: 479) in *How Increase Reading Ability* reading comprehension is a set of generalized knowledge acquisition skills, which permits people to acquire information gained as a consequence of reading printed language. Proficient reading depends on the ability to recognize words quickly and

effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

It's clear that reading comprehension is a complex cognitive process that depends upon a number of ingredients all working together in a synchronous, even automatic way. Vocabulary clearly plays a critical role in understanding what has been read. The reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. And the reader must apply reading comprehension strategies as ways to be sure that what is being read matches their expectations and builds on their growing body of knowledge that is being stored for immediate or future reference. In reading comprehension, the reader doesn't only read word by word the text but the reader should also know the content of the text, what the text tells about. The reader should also understand about the vocabulary difficult words so it can enrich vocabulary building.

Palinscar and Brown (1984) developed a technique called reciprocal teaching that taught students to predict, summarize, clarify, and ask questions for sections of a text. The technique had positive outcomes. Since then, the use of strategies like summarizing after each paragraph have come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger

reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text (Pressley, 2006).

Roe and Ross, (1984: 109) write:

> There are seven major types of questioned based on comprehension skill, which can be useful in guiding reading, they are first main idea. Main idea consist of te point is to ask the students to identify the central theme of the selection. Main idea helps them to be aware of details and relationship among them. Then detail, the point is to ask for bits of information conveyed by the material. After detail, we also emphasize the vocabulary, the point is to ask for the meaning of words used in selection. It can be used to check the students' understanding of word meaning. Next sequence is to require knowledge of events in their order of occurrences. Then, inference is to ask information that is implied but not directly stated the material. After inference we also give the in the evaluation is to ask for judgment about the material. The last is creative responses, the point is to ask the children to go beyond the material and create new ideas based on the ideas they read.

Reading comprehension is one of reading form that included students' understanding of the context text. Reading comprehension could be way to measure students' achievement in reading.

2.2.6 Students' Achievement in Reading

From http://thinkexist.com/dictionary/meaning/achievement/ ,some definitions about students' achievement are; the act of achieving or performing; an obtaining by exertion; successful performance; accomplishment; as the achievement of his object; "Achievement is a tricky thing to me as it covers a lot of ground," said Clarence Fisher. "There is the 'official' version of achievement which includes the students

'mastering' to the greatest degree possible the curriculum outcomes which have been mandated by the province I teach in.

According to Ponders from http://blogs.plsweb.com/2007/11/what-is-student-achievement.html

List the following student achievement goals:

1. Academic: all students will obtain, understand, analyze, communicate and apply knowledge and skills to achieve success in school and life.
2. Essential life skill: all students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling and respectful lives.
3. Responsibility to the community: all students will understand and model the important attributes people must have to contribute to an effective and productive community.

Students' achievements involve collecting and processing a certain amount of information, including nonprinting material such as photographs, video footage, and phone interview data. Also, students need to be able to think and talk about what they have done. The thinking and talking about the work is as much an expected achievement as is the product of the work.

Student's achievement in reading or reading achievement is the score gained in the reading test constructed by the teacher. Reading achievement is the result of

reading comprehension process. Every student has different reading achievement. Reading achievement also means how far students can appreciate or apply that reading comprehension.

According to National Assessment of Educational Progress (NAEP) reading achievement-level descriptions present expectations of student performance in relation to a range of text types and text difficulty and in response to a variety of assessment questions intended to elicit different cognitive processes and reading behaviors. The specific processes and reading behaviors mentioned in the achievement-level descriptions are illustrative of those judged as central to students' successful comprehension of texts. These processes and reading behaviors involve different and increasing cognitive demands from one grade and performance level to the next as they are applied within more challenging contexts and with more complex information. While similar reading behaviors are included at the different performance levels and grades, it should be understood that these skills are being described in relation to texts and assessment questions of varying difficulty.

2.2.7 Definition of Visual Aids

According Daryanto (2010: 157), media is anything that can be used to convey the messages from the sender to the receiver in order to stimulate thoughts, feelings, interest and attention of students so that teaching and learning processes occur.

Instructional media is a component that includes a message instructional, people and equipment. According to Djamarah and Zain at http://wiki.answers.com/Q/What_is_the_Definition_and_meaning_of_audio_visual_aids#ixzz1MZjCJny7, the media is a vehicle for channeling information learned or information messages. In the development of learning media follows development of technology. Based on these technological developments, the general types of learning media are grouped menjadi1) Visual Aids, 2) Audio Aids, and 3) Audio-visual Aids

1. Visual Aids

   A visual aid is any object or picture that relates to the subject being taught. Posters, pictures, or even the object itself can be used to help teach.

2. Audio Aids

   The visual aids involving the sense of hearing. It helps individuals learn through listening. It may help in making the impression of the lesson permanents on pupil's mind. The examples of audio aids are radio, tape recorder, gramophone etc.

3. Audio Visual Aids

   Materials that be used are sight or sound to present information; language tapes and videocassettes and other audiovisuals.

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Visual Aids

Visual Aids is an item of illustrative matter, such as a film, slide, or model, designed to supplement written or spoken information so that it can be understood more easily. From http://www.ehow.com/about_5038001_definition-visual-aids.html, a visual aid is an object or representation that may be used to clarify or enhance understanding of a concept or process. The best way to ensure success in learning is to present information in different formats for different learners. Visual aids may take the form of graphs, charts, tables or photographs pertaining to the information being presented. In demonstrations and group discussions, visual aids may be projected onto a screen, pasted to a board on an easel or displayed on a television. Visual aids may appear in texts and in handouts.

According to Daryanto (2010: 110), the characteristics of visual aids are as the following:

1. Visual aids is second dimension picture, in learning side became very important especially for the young students in learning difficult subjects.
2. Visual aid is silent medium and therefore in this case the term that is often used in fixed image.
3. Visual aids that can give impression of motion. For example, image or picture that describes the scene in highway effectively.

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4. Visual aids emphasize in main idea that chooses appropriate picture or image based on main idea.

5. Visual aids can be used in all of subjects.

In creating visual aids that is used in conveying materials, we have to consider some basic principles. Daryanto (2010: 114) said that there are several principles in creating visual aids. They are as follows:

1. Use picture or image for specific subject by choosing the specific picture to stick up for exact main subject.

2. Match some pictures on that subject, because the effectiveness of using visual aids in learning process needs cohesiveness.

3. Just using the effective pictures.

4. Evaluate the improvement of the class.

Visual aids reading that the writer meant in this research is reading through some animation in LCD projector. It was same as with comic, but in this visual aids reading we used LCD as the media to convey the content of text.

CHAPTER III

METHOD OF INVESTIGATION

This chapter discusses the data collection, participants of the study, variable, instruments for collecting data, try out, t-test and procedure collecting data.

3.1 Data Collection

In this study, the writer chose the pre experimental research to obtain the required data and information. According to Sugiyono (2008: 74), pre experimental design is a research design that there is no control or manipulation group. In addition, According to Hartoyo (2009: 67), pre experimental has purpose to determine cause and effect and there is a direct manipulation of conditions. The design is as follow:

E : O_1 X O_2

(Hartoyo)

Where,

E : the symbol of experimental group

O_1 : pretest

X : treatment

O_2 : post test

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The pre experimental does not allow the control or manipulation of all relevant variables. There are three kind of pre experimental design, they are: *one group post test only, one group pretest posttest and static group comparison.* In this study the writer uses one group pretest posttest. First, she uses this method in SMP N 2 SUKOLILO then she also uses the same method in MTS MIFTAHUL FALLAH WOTAN.

In this study the research is done by means of pre experimental method. She taught 2 groups students, state junior high school as first group and Mts as second group to distinguish the students' achievement in reading comprehension in both of those school. Those groups are taught by giving treatment: reading through visual aids as the medium. At the beginning of the experiment the groups were given a pre-test and at the end, a post test.

3.2 Participants of the Study

Subject of the study is the respondents of this research, consists of population and sample.

3.2.1 Population

Population is generalization region that consists of object or subject that has certain quality and characteristic set by the researcher to learn and then drawn the conclusions said Sugiyono (2008: 80). Hadi (1980:220) states that population is a group of people or items about which information is being collected. Best (1981: 18)

argues that a population is any group of individuals that have one or more characteristics in common that are interesting to the researcher.

The populations of this study were the eighth grade of SMP N 2 Sukolilo as the first population and the eighth grade of MTS Miftahul Fallah Wotan as the second population in academic year 2010/ 1011. For SMP N 2 Sukolilo, the class consists of five classes with the total number of students are 164 students. Then, for MTS Miftahul Fallah Wotan, the class only has one class with the number of students are 28 students. Moreover, they were chosen as the population of the research based on some reasons, those are:

(1) The students didn't prepare National Examination.

(2) The students can improve their achievement in reading comprehension.

(3) The students had been studying English for the same period.

3.2.2 Sample

Sample is part of number and characteristics possessed by population Sugiyono (2008: 81). Sample must be representative. To make the study's population more effectively, the writer selects sample. Arikunto (2006: 131) says that sample is a part or representative of population that is investigated. If the population is 100 respondents or less, it is better to take the whole population sample. If the population is more than 100 respondents, the researcher can take 10- 15 % or more than 25% of the population. In this study she uses random sampling.

The eighth grade students of SMP N 2 Sukolilo in the academic year 2010/ 2011 consist of five classes VIIIA- VIIIE. There are 164 students. If the observed population is more than 100, then the sample 10- 15 % or more than 25%. Therefore the writer uses VIII D as first sample. For the second sample, the writer uses class VIII students of MTS Miftahul Fallah Wotan in academic year 2010/ 2011. Because the population of this school less than 100, so the writer took the whole population sample.

3.3 Variable

According to Best (1981: 59) variable is the condition or characteristics that an investigator or a researcher manipulates, control or observes. In this research there were two variables; first dependent variable according to Hartoyo dependents variable is a response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is that factor which is observed and measured to determine that effect of the independent variable. Based on the definition, the dependent variable of this study is students' achievement in reading comprehension.

Independent variables which is a stimulus variable or input, operates either within a person or within hi or her environment to affect behavior. It is that factor which is measured, manipulated or selected by experimenter to determine its

relationship to an observed phenomenon. Based on the definition, the independent variable of this study was visual aids.

3.4 Research Design

The writer used visual aids as a media to measure reading comprehension. Therefore, she would see what will happen to students' achievement in reading comprehension in both schools SMP N and MTS when they are taught by using visual aids. She chose one group pretest-posttest design with one treatment as the design for this study. She conducted this same treatment in both schools. The following was the design of the research she would conduct:

Table 1. Research Design

G	Test	Independent Variable (X)	Test	Dependent Variable (Y)
E	Pre-test	X_1	Post-test	Y_1

Where;

E : Experimental Group (SMP N Students and MTS Students). These groups will be taught through visual aids.

X : Independent Variable

X_1 : Independent Variable for the groups using visual aids.

Y : Dependent Variable

Y_1 : Dependent variable for the results or students learning achievement of group through visual aids.

The effectiveness of the instructional treatment is measured by comparing the average score of the pre-test and the post test. When it turns out that the post-test average score is significantly higher than the average score of the pre-test, then it is concluded that the instructional treatment is effective. After knowing the results of each group, she compares the results of each group and decides the best one.

3.5 Instruments for Collecting Data

Test is a group questions or exercises also the other instruments to measure the skill, knowledge, and ability of individual or group (Arikunto, 2006:150). The purpose of the test items is to measure students' achievement as the result of learning process.

Harris (1969: 60-61) suggests that the general form of the reading test consists of a number of short passages by a series of multiple choice comprehension items. Some criteria to select the reading comprehension passages.

1. Length

In order to have samples of various kinds of materials, the individual test passage should be kept in the brief. Passages of between 100 and 250 words are about the proper length.

2. Subject Matter

The passages must be clear and meaningful and do not require outside subject matter information to be fully comprehend so as not to give a marked advantage to students of particular field.

3. Style

The passages should have various types and style. The passages should have chronologically with series of events.

4. Language

The passages are not overloaded with extremely difficult lexical difficult items and complex syntactical structure.

In this research the writer used a test as its instrument. Test is an assessment intended to measure the respondents' knowledge or other abilities (http://en.wikipedia.org/wiki/Test). The type of test used in this study is reading comprehension test. The writer used pretest and posttest.

The writer used multiple choice tests. This type of test is chosen because of some reasons. First, multiple choice items represent the essence of the materials. Then, it measured knowledge, comprehension, analysis and evaluation. Next, it is easy to correct and there is no subjectivity in scoring process.

3.6 Try Out

The quality of the data whether it is good or bad, is based on the instrument used to collect the data. In fact, the good quality of instrument depends on validity and reliability. Before the students got the pretest, the writer had to give try out first to other class. After scoring the result of try out, the writer had to analyze the data to find out the result of this test that the writer got its validity and reliability.

In this research, the try out test was conducted of the sample consisting 31 students of class VIIIC on March, 17 2011.

3.6.1 Validity of the test

Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment said Gronlund (1998: 226). Validity is the standard that shows whether the instrument is valid or not. To calculate the validity of each item, the writer used the product moment formula:

$$\Gamma_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{(N \Sigma X^2) - (\Sigma X)^2\}\{(N\Sigma Y^2) - (\Sigma Y)^2\}}}$$

(Best 1981: 158)

Where,

Γ_{xy} = coefficient of correlation between x and y variable or validity of each item.

N = the number of students/ subject participating in the test.

Σ_x = the sum of score in each item.

Σ_y = the sum of total score in each students.

Σ_x^2 = the sum of the square score in each item.

Σ_y^2 = the sum of the square score in each student.

Σ_{xy} = the sum of multiple of score from each student with the total score in each item.

Then, the computation for item no 1 goes like this

N = 33

Σxy = 471

Σx = 27

Σy = 521

Σx^2 = 729

Σy^2 = 9777

By using that formula, we obtained that:

$$\Gamma_{xy} = \frac{(33 \times 471) - (27 \times 521)}{\sqrt{\{(33 \times 27) - (27)^2\}\{(33 \times 9777) - (521)^2\}}}$$

Γ_{xy} = 0.5125

On a = 5 % with N = 33 it is obtained = 0,344

Because of $\Gamma_{xy} > \Gamma_{table}$ so the item 2 is valid.

As mentioned before, item validity is used to find out the index validity of the test. In this calculating, the writer used Pearson Product Moment, the index validity of number 2 is 0, 5125. Then, the writer consulted the table of Γ table product moment with N = 33 and significant level 5% in which Γ is 0,344. Because of the result of computation was higher than Γ in the table so the index validity of item number 2 is valid. From 35 items, 25 items are valid and 9 items aren't valid. The invalid items are number 5, 8, 10, 15, 18, 20, 21, 27, 31 and 34. The complete data can be seen in Appendix.

3.6.2 Reliability of the Test

A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results said Brown (2003: 20). According to (Best 1981: 199) a test is reliable to the extent that is measures consistently, from one time to another. The formula is as follows:

$$r_{11} = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{M(k-M)}{kVt} \right\}$$

Where,

r_{11} = the reliability of the instrument

k = the number of item

M = the means of the scores

Vt = the total variance

To get the result of Vt, the formula used is:

$$Vt = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

Where,

N : the number of students participating in the test

$\sum y$: the sum of even item

$\sum y^2$: the sum of the square score of the even item.

$$Vt = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

$$Vt = \frac{9777 - \frac{(521)^2}{33}}{33} = 48.4848$$

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$$r_{11} = \left\{ \frac{35}{35 - 1} \right\} \left\{ \frac{47.016 - 6.8852}{47.0156} \right\}$$

$$= 0.845$$

For α = 5% and number of subject = 33, r table = 0.344

Because r_{11} › r table, then the instrument is reliable.

From the result above, the computation obtains 0,845, for α = 5% with N = 33, the r table = 0,344. Because the value results from the computation are higher than the critical value, it can be said that the instrument used in this research is reliable.

3.6.3 Difficulty Level

The difficulty level is a number that shows the easy and difficulties of an item. A good test is a test which is not too easy and difficult. The formula as follow:

$$P = \frac{B}{js}$$

Where,

P = index of difficulty (Item facility)

B = the number of students who answered correctly.

js = the total number of students.

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According Arikunto (2006: 210), the item difficulty of the test is categorized into 3 levels: difficult, medium and easy.

0, 0 < P ≤ 0, 30 is said difficult

0, 30 < P ≤ 0, 70 is said medium

0, 70 < P ≤ 1, 00 is said to be easy

The calculation for item number 1

$$P = \frac{28}{33}$$

$$= 0.85$$

So the item number 1 is easy.

From the computation of all items difficulty, it was found that 2 items were easy, 16 items were medium and 17 items were difficult. The classification of difficulty level can be seen in the following table:

Table 2. Classification Difficulty Level

Difficulty Level	Item Numbers
Difficult (0,00 – 0,30)	6, 8, 11, 13, 15, 16, 17, 21, 22, 23, 25, 26, 27, 32, 33, 34, 35 Total = 17
Medium (0.30 – 0.70)	2, 3, 4, 7, 9, 10, 12, 14, 18, 19, 20, 24, 28, 29, 30, 31

	Total = 16
Easy (0.70 – 1.00)	1, 4 Total = 2

3.6.4 Discriminating Power

The discriminating power measures how well the test items manage to identify the differences in achievement level among the students. Taking approximately 27, 5 % from the highest rank as the upper group and 27,5 % from the lowest rank as the lower group. The formula is:

To find the discriminating power of the test items, the writer uses formula:

$$ID = \frac{FH - FL}{N}$$

Where,

ID = index of discriminating power (Items Discrimination)

FH = the number of students in upper group with correct answers (Frequency High)

FL = the number of students in lower group with correct answer (Frequency Low)

N = the number of students in upper group or in lower group.

(Nurgiyantoro, 1988: 140)

Table 3. Criteria of Discriminating Power

No	Discriminating Level	Category
1.	$D \leq 0,2$	Poor
2.	$0,30 < D \leq 0,4$	Satisfactory
3.	$0,4 < D \leq 0,7$	Good
4.	$0,7 < D \leq 1$	Excellent

The computation of discriminating power number 1 is

$$ID = \frac{17 - 11}{16}$$
$$= 0.38$$

So the item number 1 is good.

Based on the analysis of validity, reliability, difficulty level and discriminating power, finally 25 items from 35 items of the try out test are accepted as instrument. They are number 1, 2, 3, 4, 6, 7, 9, 11, 12, 13, 14, 16, 17, 19, 22, 23, 24, 25, 26, 28, 29, 30, 32, 33 and 35.

3.7 t- test

t- test is used to see the difference of students' reading comprehension achievement between State Junior High School and Mts School through visual aids as a medium in learning process. There is a significant difference or not both schools. The formula in t-test as follow:

$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_X + N_Y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

(Furchan 2007: 224)

where,

Mx = the mean score of first group.

My = the mean score pf the second group

Nx = the number of the students of the first group

Ny = the number of the students of the second group

ΣX^2 = the total of the square deviation of the first group

ΣY^2 = the total of the square deviation of the second group

To determine the significant difference using visual aids as media in each group, the writer uses the t -test formula:

$$t = \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N\,(N-1)}}}$$ (Arikunto 2006: 86)

Where,

t : t- value

Md : mean from d (deviation) between posttest and pretest

xd : the difference between deviation and mean deviation

N : the numbers of subjects

df : or db is N-1

3.8 Procedures of Collecting Data

Procedure of experiment is the guideline for conducting the experiment. First, the writer asked permission to SMP N 2 SUKOLILO as first group and MTS MIFTAHUL FALLAH WOTAN as second group. She also consulted to English teachers in both school to get students' list and also students' score to determine upper and lower group. Then, she determined the sample of both schools. Because in Mts there is one class so the writer used that class as sample in this research.

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Table 4. Treatment for SMP N 2 SUKOLILO

Activities	Material	Date	Learning process
First meeting	Explaining about reading comprehension and recount text: ***Slobber on the train and Mr. Richard's Vacation***	March 23rd 2011	1. The writer explained about text and also reading comprehension (strategies to comprehend the text). 2. The writer explained about recount and narrative text (the generic structures and languages features). 3. The writer gave the examples of recount and narrative text through visual aids. 4. The writer gave the students oral exercises about the text that was given. 5. The writer explained about visual aids more detail and gives them an example of visual aids.
Second meeting	Reviewing recount text and starting study narrative text: ***Daedalus and Iracus and Snow White***	March 24th 2011	
Third meeting	Learn reading visual aids ***My Horrible Experience and Bawang Merah Bawang Putih***	March 30th 2011	

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Table 5. Treatment for MTs Miftahul Fallah Wotan

Activities	Material	Date	Learning process
First meeting	Explaining about reading comprehension and recount text: ***Slobber on the train and Mr. Richard's Vacation.***	March 20th 2011	1. The writer explained about text and also reading comprehension (strategies to comprehend the text). 2. The writer explained about recount and narrative text (the generic structures and languages features). 3. The writer gave the examples of recount and narrative text through visual aids. 4. The writer gave the students oral exercises about the text that was given. 5. The writer explained about visual aids more detail and gives them an example of visual aids.
Second meeting	Reviewing recount text and starting study narrative text: ***Daedalus and Iracus and Snow White***	March 27th 2011	
Third meeting	Learning more about reading visual aids ***My Horrible Experience and Bawang Merah Bawang Putih***	March 29th 2011	

At the end of meeting, the writer conducted post test in each group. Post test was conducted on March 31, 2011 for SMP N 2 SUKOLILO. For Mts Miftahul Fallah wotan, the writer conducted the post test on April 3, 2011. The test result was

used as the data in this study. The results of post test would be measured whether there is significant different in reading comprehension between SMP and MTs through visual aids.

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CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter consists of the data analysis and discussion of research findings. This chapter deals with students' reading comprehension achievement of SMP N students and MTs students, the difference of reading comprehension achievement both schools, the application of visual aids in learning process and the advantages and disadvantages of visual aids.

4.1 Students' Reading Comprehension Achievement

In this research the writer used multiple choice items to measure students' achievement in reading comprehension. The score of each correct was 1 and the wrong answer was 0, the there were 25 items and maximum scores was 100 so the writer multiple by 100. The writer used the following formula;

$$S = \frac{c}{N} \times 100$$

Where,

S = the scores of each students

C = the number of correct answer

N = the number of test items

Then, the test score could be generally classify into four groups as follows:

Table 6. The Interpretations of Test Score

Test Score	Probable Performance
80- 100	Good to Excellent
60- 79	Average to Good
50- 59	Poor to Average
0- 49	Poor

Harris citied in Wahyuni (2010: 40)

From the table above, students' performance can be divided into four parts. Firstly, when the score was 80 – 100 it belongs to good to excellent. Secondly, average to good if the score was 60 – 79 the probable performance was average to good. Then, 50 – 59 belongs to poor to average. The last, 0 – 49 belongs to poor.

Next, the percentages of reading comprehension achievement could be calculated as follows:

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

Where,

P = the percentage of achievement

F = Total scores

N = Maximum Scores

Then, the percentage of achievement could be describes in the following table:

Table 7. Grade and Level of Achievement

Percentage	Grade	Level of achievement
90- 100	A	Excellent
80- 89	B	Very Good
70- 79	C	Good
60- 69	D	Sufficient
59	E	Insufficient

Students' achievement percentage from the table above can be explained such as excellent. The percentage students' achievement included excellent when the percentage 90 – 100. Then when the percentage was 80 – 89, it belongs to very good. Students' percentage called good, if the percentage of students' score was 70- 79. Next, when the score was 60 – 69, it included sufficient. When the score was 59, it belongs to insufficient.

4.1.1 Students' Reading comprehension Achievement of State Junior High School

In teaching learning process of students class VIIID as first experimental group, was taught in three times. The first meeting was held on March 23, 2011 then for the second meeting was held on March 24, 2011 and the last meeting on March 30, 2011. The first meeting takes an hour; second and third meeting takes two hours. First, they look interesting about the media that used in learning process. The writer used LCD

projector as media to convey the material for the students. After giving explanation about recount and narrative texts, she asked students orally about the content of the text through visual aids that was seen in LCD projector. She had to manage the teaching and learning process seriously in order to make the teaching learning process using visual aids as media reading conducted appropriately.

After giving them a treatment, in the last meeting the writer gave reading comprehension test. First students had to see the reading visual aids before doing the test. The visual aids was representation each text that will be given for the students. It takes about 15 minutes. From reading visual aids students might suggest the whole content of the story or the text. In the following table was score for each student

Ho is accepted if $t > t_{(1-a)(n1+n2-2)}$

Table 8. Students' Score for SMP N 2 Sukolilo

No	Resp	X_{e1}	X_{e2}	D	d	d^2
1	S-1	80	64	16.00	16.00	256
2	S-2	84	72	12.00	12.00	144
3	S-3	80	72	8.00	8.00	64
4	S-4	80	64	16.00	16.00	256
5	S-5	80	76	4.00	4.00	16
6	S-6	84	68	16.00	16.00	256
7	S-7	80	68	12.00	12.00	144
8	S-8	76	60	16.00	16.00	256
9	S-9	96	72	24.00	24.00	576
10	S-10	80	68	12.00	12.00	144
11	S-11	96	68	28.00	28.00	784
12	S-12	96	76	20.00	20.00	400

13	S-13	84	76	8.00	8.00	64
14	S-14	92	72	20.00	20.00	400
15	S-15	84	76	8.00	8.00	64
16	S-16	84	76	8.00	8.00	64
17	S-17	96	76	20.00	20.00	400
18	S-18	88	72	16.00	16.00	256
19	S-19	96	72	24.00	24.00	576
20	S-20	96	80	16.00	16.00	256
21	S-21	80	72	8.00	8.00	64
22	S-22	80	64	16.00	16.00	256
23	S-23	84	68	16.00	16.00	256
24	S-24	80	72	8.00	8.00	64
25	S-25	96	76	20.00	20.00	400
26	S-26	96	84	12.00	12.00	144
27	S-27	80	68	12.00	12.00	144
28	S-28	92	76	16.00	16.00	256
Σ		2420	2008	412	412.00	6960
SD		7.08	5.33			
Mean		86, 357	71, 714			
Min		76.00	60.00			
Max		96.00	84.00			
Range		20.00	24.00			
Median		84.00	72.00			
Mode		80.00	72.00			

The table above showed SMP group and the result of each student performance in reading comprehension through visual aids. The median of the scores above was 84. It showed that 50 percent students were above 84 in scores and 50 percent students were under 84 in scores. It indicated that the most of students in reading comprehension through visual aids belongs to very good. The total scores of

students in reading comprehension through visual aids were 2420 and the mean were 86, 357. Then the calculation of reading comprehension achievement could be seen as follow:

$$P = \frac{86,357}{100} \times 100\%$$

$$= 86,357\ \%$$

$$= 86,4\ \%$$

The percentages of SMP's students in reading visual aids was 86, 4%. It could be inferred the grade for State Junior High School was B or very good.

4.1.2 t test for SMP

In finding the significant difference between pretest and posttest, in this research the writer used t- test. She used the following formula:

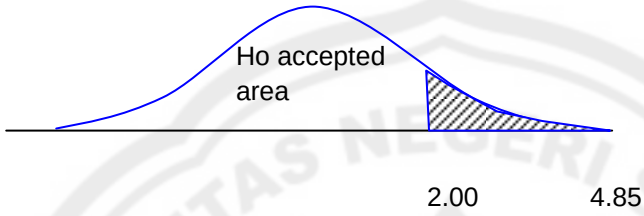
$$Md = \frac{\Sigma D}{N}$$

$$= 14,71$$

$$t = \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N\,(N-1)}}}$$ (Arikunto 2006: 86)

$$t = \frac{14,71}{\sqrt{\frac{6960}{28\,(28-1)}}} = 4,85$$

For @ = 5% and dk = 28 - 1 = 27 , $t_{(0.95)(27)} = 2.0518$



Since t value › t table mean there is a significant difference between post test and pretest. t value was 4, 85 > t table was 2. 00. From the results above she concluded that there is a significant difference before and after visual aids.

4.1.3 Students' Reading comprehension Achievement of MTs

In teaching learning process of students class VIIID as second experimental group, was taught in three times. The first meeting was held on March 20, 2011. The second meeting was on March 27, 2011. Then, the last meeting was held on March 29 2011. The writer gave same treatment like in State Junior High School. The first meeting took an hour; second and third meeting takes two hours. First, they look interesting about the media that used in learning process. The writer used LCD projector as media to convey the material for the students. After giving explanation about recount and narrative texts, she asked students orally about the content of the text through visual aids that was seen in LCD projector. She had to manage the teaching and

learning process seriously in order to make the teaching learning process using visual aids as a media reading conducted appropriately.

After giving them a treatment, in the last meeting the writer gave reading comprehension test. First students had to see the reading visual aids before doing the test. The visual aids was representation each text that will be given for the students. It took about 15 minutes. From reading visual aids students might suggest the whole content of the story or the text. In the following table was score for each student.

Ho is accepted if $t > t_{(1-a)(n1+n2-2)}$

Table 9. Students' Score for MTs Miftahul Fallah Wotan

No	Resp	X_{e1}	X_{e2}	D	d	d^2
1	T-1	84	68	16.00	16.00	256
2	T-2	76	60	16.00	16.00	256
3	T-3	80	68	12.00	12.00	144
4	T-4	80	68	12.00	12.00	144
5	T-5	84	76	8.00	8.00	64
6	T-6	76	68	8.00	8.00	64
7	T-7	76	60	16.00	16.00	256
8	T-8	76	60	16.00	16.00	256
9	T-9	84	76	8.00	8.00	64
10	T-10	92	68	24.00	24.00	576
11	T-11	92	68	24.00	24.00	576
12	T-12	76	68	8.00	8.00	64
13	T-13	84	72	12.00	12.00	144
14	T-14	76	64	12.00	12.00	144
15	T-15	84	76	8.00	8.00	64
16	T-16	92	72	20.00	20.00	400

17	T-17	84	72	12.00	12.00	144
18	T-18	84	72	12.00	12.00	144
19	T-19	88	72	16.00	16.00	256
20	T-20	84	68	16.00	16.00	256
21	T-21	80	60	20.00	20.00	400
22	T-22	72	60	12.00	12.00	144
23	T-23	68	56	12.00	12.00	144
24	T-24	84	68	16.00	16.00	256
25	T-25	84	68	16.00	16.00	256
26	T-26	80	64	16.00	16.00	256
27	T-27	84	60	24.00	24.00	576
28	T-28	76	64	12.00	12.00	144
Σ		2280	1876	404	404.00	6448
SD		5.88	5.51			
Mean		81, 214	67			
Min		68.00	56.00			
Max		92.00	76.00			
Range		24.00	20.00			
Median		84.00	68.00			
Mode		84.00	68.00			

The table above showed MTs as the second group with their results of each student performance in reading comprehension through visual aids. The median of the scores above was 84. It showed that 50 percent students were above 84 in scores and 50 percent students were under 84 in scores. It indicated that the most of students in reading comprehension through visual aids belongs to very good. The total scores of students in reading comprehension through visual aids were 2280 and the mean

were 81, 214. Then the calculation of reading comprehension achievement could be seen as follow:

$$P = \frac{81,214}{100} \times 100\%$$

$$= 81,21\ \%$$

$$= 81,2\ \%$$

The percentages of SMP's students in reading visual aids was 81, 2%. It could be inferred the grade for State Junior High School was B or very good.

4.1.4 t test for Mts

In finding the significant difference between pretest and posttest, in this research the writer used t- test. She used the following formula:

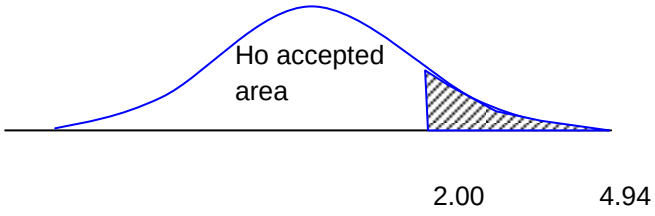
$$Md = \frac{\Sigma D}{N}$$

$$= 14,43$$

$$t = \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N\,(N-1)}}}$$ (Arikunto 2006: 86)

$$t = \frac{14,43}{\sqrt{\frac{6448}{28\,(28-1)}}} = 4,94$$

For @ = 5% and dk = 28 - 1 = 27 , $t_{(0.95)(27)} = 2.00$



Since t value › t table mean there is a significant difference between post test and pretest. t value was 4, 94 > t table 2, 00, So there was a significant difference students' achievement before and after giving visual aids.

4.2 The difference between pretest and posttest in SMP and MTs

After seeing the results of pretest and posttest in both schools, we could conclude that visual aids had effectiveness to improve students' achievement in reading comprehension. For SMP N 2 Sukolilo, the percentage of student achievement in pretest was 71, 7% and posttest was 86, 4%. Thus, when they were contrasted, they were 15.3%. Then for MTs Miftahul Fallah Wotan, the percentage of students achievement in pretest was 67% and in posttest was 81,2%. Thus, when they were contrasted, they were 14, 2%. From the results above she concluded that there was a significant difference before and after visual aids. It can be concluded that visual aids was effectiveness to improve students' achievement in reading comprehension.

4.3 The difference students' achievement of students in State Junior High School and MTs Through Visual Aid

The experimental groups in this research were taught using visual aids. To find students' achievement in State Junior High school and MTs, the writer compared the mean both of schools in posttest. Considering the results of the posttest gained by both schools, we could see which class got better achievement.

Table 10. Score Post Test For SMP and Mts

SMP			MTs		
No	Code	Raw	No	Code	Raw
1	S-01	80	1	T-01	84
2	S-02	84	2	T-02	76
3	S-03	80	3	T-03	80
4	S-04	80	4	T-04	80
5	S-05	80	5	T-05	84
6	S-06	84	6	T-06	76
7	S-07	80	7	T-07	76
8	S-08	72	8	T-08	76
9	S-09	96	9	T-09	84
10	S-10	80	10	T-10	92
11	S-11	96	11	T-11	92
12	S-12	96	12	T-12	76
13	S-13	84	13	T-13	84
14	S-14	92	14	T-14	76
15	S-15	84	15	T-15	84
16	S-16	84	16	T-16	92
17	S-17	96	17	T-17	84
18	S-18	88	18	T-18	84
19	S-19	96	19	T-19	88
20	S-20	96	20	T-20	84
21	S-21	80	21	T-21	80
22	S-22	80	22	T-22	72
23	S-23	84	23	T-23	68
24	S-24	80	24	T-24	84
25	S-25	96	25	T-25	84
26	S-26	96	26	T-26	80

27	S-27	80	27	T-27	84
28	S-28	92	15	T-28	76
Σ	=	2418	Σ	=	2274
n_1	=	28	n_2	=	28
$\bar{x}_1$	=	86.357	$\bar{x}_2$	=	81.214
Varians	=	51.868	Varians	=	30.323
SD	=	7.202	SD	=	5.507
Range	=	22	Range	=	22
Max	=	96	Max	=	92
Min	=	72	Min	=	68
Mode	=	80	Mode	=	84
Median	=	84	Median	=	84

Based on the posttest results of SMP N 2 Sukolilo and MTs Miftahul Fallah Wotan in the table above we could see the differences students' score in some aspects. First, we analyze the average of both schools. The average of SMP was 86, 36 and for Mts was 81, 21. Varians for SMP was 51, 87 and MTs was 30, 32. Standar deviation for SMP was 7, 2 and for MTs 5,5. Both schools had same range and median. Maximum score for SMP was 96 and minimum score was 72. Maximum score for MTs was 92 and minimum score was 68.

T- TEST DATA OF THE SMP AND MTs POST – TEST

In order to check whether or not the difference between SMP N 2 Sukolilo and MTs Miftahul Fallah Wotan was stastically significant, the t test was used.

Formula

To measure hypothesis using the formula below :

$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_X + N_Y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

Where

Average for SMP on posttest

$$Mx = \frac{\Sigma X}{Nx}$$

$$Mx = \frac{2418}{28}$$

$$= 86, 36$$

So the mean or average score posttest SMP N was 86, 36.

Standar Deviation SMP

$$SDx = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{Nx}}{Nx}}$$

$$= \sqrt{\frac{210212 - \frac{(2418)^2}{28}}{28}}$$

$$= \sqrt{\frac{210212 - 208812}{28}}$$

$$= \sqrt{\frac{1400.43}{28}}$$

$$= \sqrt{50.0153}$$

$$= 7.07215$$

So, standard deviation for SMP in posttest was 7, 07215

The average of MTs on post test

$$M_y = \frac{\Sigma y}{N}$$

$$M_y = \frac{2274}{28}$$

$$= 81{,}21$$

The average or mean in posttest for MTs was 81, 21.

Standard deviation MTs

$$SDy = \sqrt{\frac{\Sigma Y^2 - \frac{(\Sigma y)^2}{Ny}}{Ny}}$$

$$= \sqrt{\frac{185500 - \frac{(2274)^2}{28}}{28}}$$

$$= \sqrt{\frac{185500 - 184681}{28}}$$

$$= \sqrt{\frac{818.714}{28}}$$

$$= \sqrt{29.2398}$$

$$= 5.40738$$

So, standard deviation for MTs was 5, 40738 in posttest.

t- test

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$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_X + N_Y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

$$t = \frac{86.36 - 81.21}{\sqrt{\left(\frac{50.02 + 29.24}{28 + 28 - 2}\right)\left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$= \frac{5.14}{\sqrt{\left(\frac{79.3}{54}\right)\left(\frac{2}{28}\right)}}$$

$$= \frac{5.14}{\sqrt{0.10483}}$$

$$= \frac{5.14}{0.32}$$

$$= 15.8837$$

On α = 5% with dk = 28 + 28 - 2 = 54 the result $t_{(0.95)(54)}$ = 2.00

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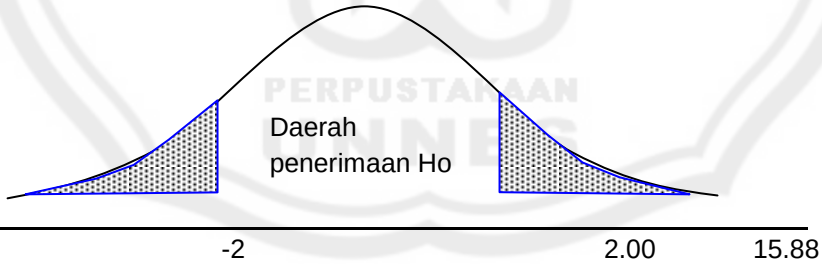
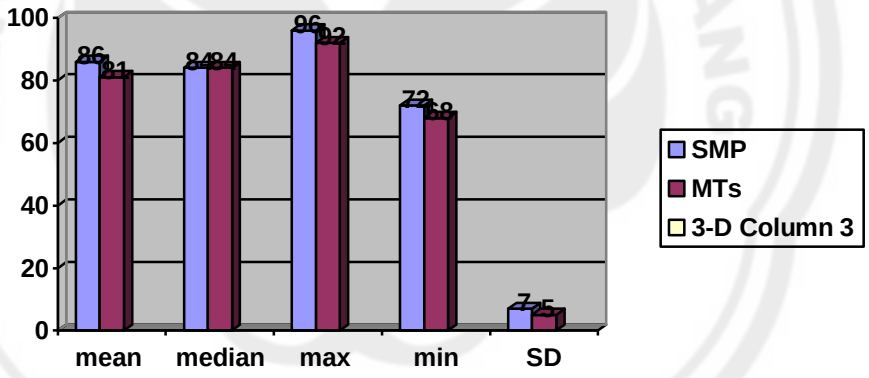


Because t estimation not in the Ho area, so we can conclude that there is significant difference between SMP and MTs

From the results above the writer concluded that there was a difference between SMP N 2 Sukolilo and MTs Miftahul Fallah Wotan. She compared the mean both of them $M_x > M_y$, mean for SMP was 86, 36 and mean for MTs was 81, 21. She also used the percentage achievement of each group, for SMP 86, 4% and for MTs 81, 2%. To find the significant difference, the writer used t test to measure those data. Because t estimation not in Ho area, so we can conclude that there is a significant difference between SMP and MTs. It can be said that SMP's lower case had better achievement than Mts' lower case in reading comprehension through visual aids.

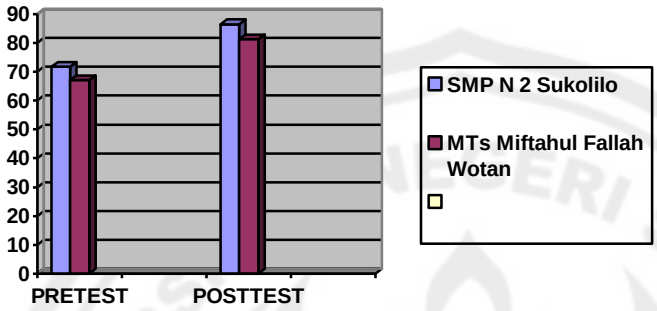
Figure 1. Differences score posttest of SMP N 2 Sukolilo and MTs Miftahul Fallah Wotan



Based on the diagram above, SMP N 2 Sukolilo grade eighth in the academic year of 2010/ 2011 was higher than MTs Miftahul Fallah Grade eighth in the academic year 2010/ 2011. They were mean, median, maximum score, minimum score and standard deviation. They indicated that there is a difference students'

achievement in reading comprehension between State Junior High School and MTs through visual aids.

Figure 2. Differences score pretest posttest of SMP N 2 Sukolilo and MTs Miftahul Fallah Wotan



From the diagram above we can concluded that we could conclude that in the pretest of SMP N 2 Sukolilo had higher score than Mts Miftahul Fallah Wotan. The difference score for pretest was 4.7 points. For the posttest we concluded that SMP N 2 Sukolilo also had higher score than MTs Miftahul Fallah Wotan, the difference score for posttest was 5.16 points. It could be said that both pretest and posttest, SMP N 2 Sukolilo had higher score than MTs Miftahul Fallah Wotan.

4.4 The Application of Visual Aids in Learning Process

Learning process as an important aspect that determines students' achievement has a big role. Beside students' achievement, it also could influence students' motivation in learning process. Because of those, as creative teachers we have to create an interesting situation in order students could do the learning process enjoyable and

effective. We should build the class situation more comfortable. Then, about the media of material we have to make exploration in conveying the material. We can take the benefit and advantages the technology to improve the education system.

In this research, the writer used visual aids in conveying the materials. Before the class began, she prepared the materials first. She took some texts that appropriate with the topic that she is going to discuss. She took those texts from internet. After getting those texts that relate with the recount and narrative, then she made the material about recount and narrative. She used PowerPoint in conveying the materials. Next, she made some pictures with application from computer such as Photoshop and CorelDraw. She made the story of text through picture story as the visual aids.

Actually, we as teacher must have an ability or skill in computerization in order to operate and create visual aids. We have to be expert in creating something new so students don't get bored with the learning process. Visual aid that was used in class has many advantages. Students could be more responsive about the material so they can pay attention about the learning process. Because of visual aids, students could guess the content of the text without trying to find out in dictionary.

In using visual aids as media in learning process, we needed good facilities in the class such as LCD projector and visual aids monitor in each of class. In facts, we often find some schools don't have facility like that. Commonly most schools in

village or suburb don't have LCD projector in each class. For anticipating that condition, we have to be more creative in creating visual aids. We can use visual aids monitor or using some pictures.

In this research, the writer used LCD projector as the tool to conveying visual aids. Students are given the material and some texts through visual aids. In measuring students' achievement through visual aids, the writer also held the post test with giving visual aids for all students and they had to answer the questions about the whole context of those texts.

4.5 The advantages of visual aids

There are many advantages of visual aids as a media in learning process. These were the advantages of visual aids. Firstly, the benefit of visual aids for students starts from students' interest and motivation. Visual aids could build students motivation because it prevents students' bored. Students need different type of teaching. It introduced students about computerization deeply so they could be more understand about technology by using computer so it can be applied in their daily life. Students' achievement can be improved effectively.

Then, visual aids requires creative teacher so they have to improve their skills in computerization. Beside that it could add the number of media in teaching English as the variation media so the teacher could make different type in learning process.

4.5 The disadvantages of visual aids

Although visual aids had many advantages, it also has some disadvantages. The limitation facility of the school can be the most problem in applying visual aids. If the facility is not enough, the application of visual aids was not effective especially for conveying through LCD projector. Beside that, when we used visual aids as media we need more time to prepare the material or lesson plan that it will take more time. The teacher also should have computer skill and creative in order to make good visual aids.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusions of the research and suggestions based on the result of research finding.

5.1 Conclusions

The research was conducted using pre experimental one group pretest and post test. Although in this research there were two groups, but it just as comparative group. The writer compared two groups of subject which are given same treatment. The first purpose of this research was to find out the difference between students' achievement in reading comprehension between SMP Students and MTs students through visualization. Second was to explain the application of visual aids itself in learning process, whether benefit or not if used in learning process. The results of study showed that there is a difference students' achievement in both schools, first we identified SMP Students, the average of SMP students was 86, 36 and the percentage of achievement was 86, 4%. Next, we for MTs, they got 81, 21 in average and the percentage of achievement was 81, 2%.

The results of the study showed that there was a significant difference of students achievement in reading comprehension through visual aids between State Junior High School and Mts. In order to know whether the difference was statically

significant or not, the writer used t- test formula. Based on the computation, t estimation 15, 88 was higher than critical value. Therefore it could be concluded that there is a difference between students achievement in both school. From those results we concluded that Students of SMP N 2 Sukolilo grade eighth has better achievement in reading comprehension than Students of MTs Miftahul Fallah Wotan grade eighth in academic year 2010/ 2011.

The application of visual aids in learning process was as media in conveying material. It could motivate students in learning process. It introduced students about technology and as alternative for teachers in exploring their skills, creativity and ability in computerization. Visual aids has many benefits and it could be proven statistically. Because in this research the writer used one group pretest posttest, so to find the effectiveness of this media the writer used t- test formula from pretest and post test in each group. The result of t test in SMP was 4, 85. Because t value was higher than critical value 2, 00, therefore it could be concluded that using visualization was effective in teaching reading comprehension to eighth grade students SMP N 2 Sukolilo in academic year 2010/ 2011. Then, the result of t –test in MTs got 4, 94 was higher than t value(2, 00), therefore it could be said that using visual aids also effective in teaching reading comprehension to eighth grade of students MTs Miftahul Fallah Wotan in academic year 2010/2011.

From the results of pretest and posttest we concluded that in the prettest SMP N 2 Sukolilo had higher score than Mts Miftahul Fallah Wotan. The difference score

for pretest was 4.7 points. For the posttest we concluded that SMP N 2 Sukolilo also had higher score than MTs Miftahul Fallah Wotan, the difference score for posttest was 5.16 points. It could be said that both pretest and posttest, SMP N 2 Sukolilo had higher score than MTs Miftahul Fallah Wotan.

5.2 Suggestions

Departing from the conclusion that has been drawn, the writer would like to recommend some suggestions. These suggestions are intended for the better English Language Teaching.

1. For students

   Students should encourage themselves to learn English especially reading comprehension wherever they studied. Although they studied in favorite or famous school, it didn't guarantee in reaching got achievement. It depends on our motivation in improving our knowledge and skills.

2. For teachers

   As a good teacher, we have to try creating something new. They have to creative and innovative to develop education system through using the advantages of technology as a media in learning process. Actually, all students have same basic or knowledge so we don't have to under estimate students who are from common school. If they taught school which still has low quality in outputting students, they have to motivate themselves in doing the best as long as they teach that school.

3. For other researchers

For next researcher it is important to conveying many kinds of media in teaching English. Teacher should have many alternative media in teaching, especially in teaching reading comprehension.

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Appendix 1

The Code of the Students in SMP N 2 Sukolilo

No	Name	Code
1	Agus Pranoto	S- 01
2	Ali Rifai	S- 02
3	Anita Dewi	S- 03
4	Ari Wibowo	S- 04
5	Beni Waluyo	S- 05
6	Choirul Arif	S- 06
7	Dychi Ardiyanto	S- 07
8	Farid Amrul I	S- 08
9	Firna Anjlis	S- 09
10	Ika Indrawati	S- 10
11	Jami Susanti	S- 11
12	Jihan Mulyaningsih	S- 12
13	Laras Wati	S- 13
14	Masuni	S- 14
15	Maulana M. R	S- 15
16	Muh Arif Ridwan	S- 16
17	Muh Agus A	S- 17
18	Mujono	S- 18
19	Neneng Setiawati W	S- 19
20	Novie Listia	S- 20
21	Nuryanti	S- 21
22	Parsih	S- 22
23	Putri Lestari	S- 23
24	Sri Mulyono	S- 24
25	Sri Nikhayati	S- 25
26	Sulis Tiyowati	S- 26
27	Ulil Aksmi	S- 27
28	Wulan Vina L	S- 28

Appendix 2

The Code of the Students in MTs Miftahul Fallah Wotan

No	Name	Code
1	Abdul Rahman Sale	T- 01
2	Abdul Rohman	T- 02
3	Adi Pujiono	T- 03
4	Ahmad Syuaib	T- 04
5	Eko Prasetyo	T- 05
6	Herman Suwoko	T- 06
7	Imti Mufaidah	T- 07
8	Jalil Saputro	T- 08
9	Kuriana	T- 09
10	Leni Midiawati	T- 10
11	Linda Nur Afifah	T- 11
12	Lita Ratna Sari	T- 12
13	Melli Wulandari	T- 13
14	Millati Azka	T- 14
15	Imam Syafi'i	T- 15
16	Nihayatur Rohmah	T- 16
17	Nur Syafi'i	T- 17
18	Onsifatul Hukmah	T- 18
19	Purmini	T- 19
20	Rika Utami	T- 20
21	Rina Nur Astutik	T- 21
22	Rubai	T- 22
23	Setiawan	T- 23
24	Solikin	T- 24
25	Sri Hartini	T- 25
26	Suyanto	T- 26
27	Ulfatun Ni'mah	T- 27
28	Zeti Eka Fitriana	T- 28

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Appendix 3

Appendix 9

The Score Results of SMP N 2 Sukolilo

No	Code	Post Test Score	Pre Test Score
1	S-1	80	64
2	S-2	84	72
3	S-3	80	72
4	S-4	80	64
5	S-5	80	76
6	S-6	84	68
7	S-7	80	68
8	S-8	76	60
9	S-9	96	72
10	S-10	80	68
11	S-11	96	68
12	S-12	96	76
13	S-13	84	76
14	S-14	92	72
15	S-15	84	76
16	S-16	84	76
17	S-17	96	76
18	S-18	88	72
19	S-19	96	72
20	S-20	96	80
21	S-21	80	72
22	S-22	80	64
23	S-23	84	68
24	S-24	80	72
25	S-25	96	76
26	S-26	96	84
27	S-27	80	68
28	S-28	92	76
Σ		2420	2008
SD		7.08	5.33
Mean		170.00	141.14
Min		76.00	60.00
Max		96.00	84.00
Range		20.00	24.00
Median		84.00	72.00
Mode		80.00	72.00

Appendix 10

The Score Results of MTs Miftahul Fallah Wotan

No	Code	Post Test Score	Pre Test Score
1	T-1	84	68
2	T-2	76	60
3	T-3	80	68
4	T-4	80	68
5	T-5	84	76
6	T-6	76	68
7	T-7	76	60
8	T-8	76	60
9	T-9	84	76
10	T-10	92	68
11	T-11	92	68
12	T-12	76	68
13	T-13	84	72
14	T-14	76	64
15	T-15	84	76
16	T-16	92	72
17	T-17	84	72
18	T-18	84	72
19	T-19	88	72
20	T-20	84	68
21	T-21	80	60
22	T-22	72	60
23	T-23	68	56
24	T-24	84	68
25	T-25	84	68
26	T-26	80	64
27	T-27	84	60
28	T-28	76	64
Σ		2280	1876
SD		5.88	5.51
Mean		159.86	131.57
Min		68.00	56.00
Max		92.00	76.00
Range		24.00	20.00
Median		84.00	68.00
Mode		84.00	68.00

TABLE
THE DIFFERENCE BETWEEN PRE TEST AND POST TEST SMP

Hipothesis

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

The Calculation

Formula :

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Ho is accepted if $t > t_{(1-\alpha)(n1+n2-2)}$

No	Resp	X_{e1}	X_{e2}	D	d	d^2
1	S-1	80	64	16.00	16.00	256
2	S-2	84	72	12.00	12.00	144
3	S-3	80	72	8.00	8.00	64
4	S-4	80	64	16.00	16.00	256
5	S-5	80	76	4.00	4.00	16
6	S-6	84	68	16.00	16.00	256
7	S-7	80	68	12.00	12.00	144
8	S-8	76	60	16.00	16.00	256
9	S-9	96	72	24.00	24.00	576
10	S-10	80	68	12.00	12.00	144
11	S-11	96	68	28.00	28.00	784
12	S-12	96	76	20.00	20.00	400
13	S-13	84	76	8.00	8.00	64
14	S-14	92	72	20.00	20.00	400
15	S-15	84	76	8.00	8.00	64
16	S-16	84	76	8.00	8.00	64
17	S-17	96	76	20.00	20.00	400
18	S-18	88	72	16.00	16.00	256
19	S-19	96	72	24.00	24.00	576
20	S-20	96	80	16.00	16.00	256
21	S-21	80	72	8.00	8.00	64
22	S-22	80	64	16.00	16.00	256
23	S-23	84	68	16.00	16.00	256
24	S-24	80	72	8.00	8.00	64
25	S-25	96	76	20.00	20.00	400
26	S-26	96	84	12.00	12.00	144
27	S-27	80	68	12.00	12.00	144
28	S-28	92	76	16.00	16.00	256
Σ		2420	2008	412	412.00	6960
SD		7.08	5.33			
Mean		170.00	141.14			
Min		76.00	60.00			
Max		96.00	84.00			
Range		20.00	24.00			
Median		84.00	72.00			
Mode		80.00	72.00			

$$MD = \frac{\Sigma D}{N} = \frac{412.00}{28} = 14.71$$

$$t = \frac{14.71}{\sqrt{\frac{(6960)}{28 \quad 28 \quad 1}}} = 4.85$$

For α = 5% and dk = 28 - 1 = 27 , $t_{(0.95)(27)}$ = 2.0518

4.85

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TABLE
THE DIFFERENCE BETWEEN PRE TEST AND POST TEST MTs

Hipothesis

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

The Calculation

Formula :

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Ho is accepted if $t > t_{(1-\alpha)(n1+n2-2)}$

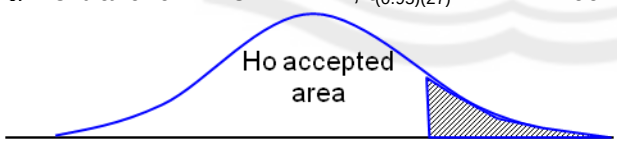
No	Resp	X_{e1}	X_{e2}	D	d	d^2
1	T-1	84	68	16.00	16.00	256
2	T-2	76	60	16.00	16.00	256
3	T-3	80	68	12.00	12.00	144
4	T-4	80	68	12.00	12.00	144
5	T-5	84	76	8.00	8.00	64
6	T-6	76	68	8.00	8.00	64
7	T-7	76	60	16.00	16.00	256
8	T-8	76	60	16.00	16.00	256
9	T-9	84	76	8.00	8.00	64
10	T-10	92	68	24.00	24.00	576
11	T-11	92	68	24.00	24.00	576
12	T-12	76	68	8.00	8.00	64
13	T-13	84	72	12.00	12.00	144
14	T-14	76	64	12.00	12.00	144
15	T-15	84	76	8.00	8.00	64
16	T-16	92	72	20.00	20.00	400

17	T-17	84	72	12.00	12.00	144
18	T-18	84	72	12.00	12.00	144
19	T-19	88	72	16.00	16.00	256
20	T-20	84	68	16.00	16.00	256
21	T-21	80	60	20.00	20.00	400
22	T-22	72	60	12.00	12.00	144
23	T-23	68	56	12.00	12.00	144
24	T-24	84	68	16.00	16.00	256
25	T-25	84	68	16.00	16.00	256
26	T-26	80	64	16.00	16.00	256
27	T-27	84	60	24.00	24.00	576
28	T-28	76	64	12.00	12.00	144
Σ		2280	1876	404	404.00	6448
SD		5.88	5.51			
Mean		159.86	131.57			
Min		68.00	56.00			
Max		92.00	76.00			
Range		24.00	20.00			
Median		84.00	68.00			
Mode		84.00	68.00			

$$MD = \frac{\Sigma D}{N} = \frac{404.00}{28} = 14.43$$

$$t = \frac{14.43}{\sqrt{\frac{6448}{28} - \left(\frac{28}{28}\right)^2}} = 4.94$$

For α = 5% and dk = 28 - 1 = 27 , $t_{(0.95)(27)}$ = 2.00



2.004 9 4.94

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T- TEST DATA OF THE SMP AND MTs POST - TEST

Hypothesis

$H_o : \mu_1 \leq \mu_2$

$H_a : \mu_1 > \mu_2$

Formula

To maensure hypothesis using the formula below :

$$t = \frac{M_{X_1} - M_{Y}}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_1 + N_2 - 2}\right]\left[\frac{1}{N_1} + \frac{1}{N_2}\right]}}$$

Where :

$$Mx = \frac{\Sigma X}{Nx} = \frac{2418}{28} = 86.3571$$

$$SD = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{Nx}}{Nx}}$$

$$= \sqrt{\frac{210212 - \frac{(\quad)^2}{28}}{28}}$$

$$= \sqrt{\frac{210212 - 208812}{28}}$$

$$= \sqrt{\frac{1400.43}{28}}$$

$$= \sqrt{50.0153}$$

$$= 7.07215$$

$$My = \frac{\Sigma Y}{Ny} = \frac{2274}{28} = 81.2143$$

$$SD = \sqrt{\frac{\Sigma Y^2 - \frac{(\Sigma y)^2}{Ny}}{Ny}}$$

$$= \sqrt{\frac{185500 - \frac{(\quad)^2}{28}}{28}}$$

$$= \sqrt{\frac{185500 - 184681}{28}}$$

$$= \sqrt{\frac{818.714}{28}}$$

$$= \sqrt{29.2398}$$

$$= 5.4073$$

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8

$$t = \frac{86.36 - 81.21}{\sqrt{\left(\frac{50.02 + 29.24}{28 + 8 - 2}\right)\left(\frac{1}{2} + \frac{1}{2}\right)}}$$

$$= \frac{5.14}{\sqrt{\left(\frac{79.3}{54}\right)\left(\frac{2}{28}\right)}}$$

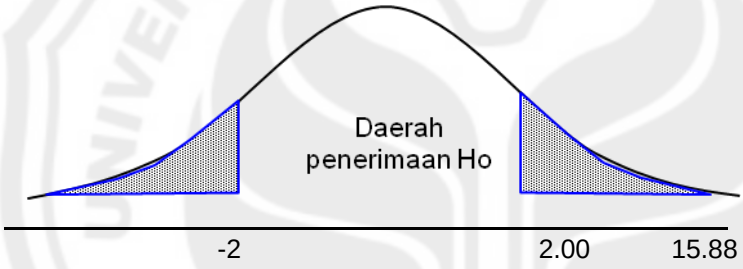
$$= \frac{5.14}{\sqrt{0.10483}}$$

$$= \frac{5.14}{0.32}$$

$$= 15.8837$$

On α = 5% with dk = 28 + 28 - 2 = 54 the result $t_{(0.95)(54)}$ = 2.00

\



Because t estimation not in the Ho area, so we can conclude that there is significant difference between SMP and MTs

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Appendix 14

LESSON PLAN

FINAL PROJECT

School : SMP

Subject : English

Grade : VIII

Standard Competence

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *Narrative* dan *recount* yang berkaitan dengan lingkungan sekitar

Basic Competence

Reading

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *narrative* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*

Indicator : Menjawab pertanyaan yanbg berhubungan dengan text recount dan narrative.

Type of Text : Recount and Narrative Text

Aspek/ Skill : Reading

Time : 6 x 40 menit

A. The objectives of learning

1. 70 % of students are able to understand about the definition of recount and narrative text.
2. 70 % of students are able to understand the generic structure of recount and narrative text.

3. 70 % of students are able to understand the language features of recount and narrative text.
4. 70 % of students are able to understand learning through visual aids.
5. 70 % of students are able to comprehend recount and narrative text.

B. Materials

- Recount Text
- Narrative Text

C. Metode/ Tekhnik

GTM

D. Steps of Learning

Every Meeting divided into 3 steps, they are:

First Meeting

1. **Warm Up (10 Minutes)**

- Teacher greets and checks the attendance list of students.
- Teacher gives brainstorming for students.

2. **Core Activity (65 Minutes)**

- Teacher gives the definition about Recount Text.
- Teacher gives example of recount text.
- Students pay attention to the teacher.
- Students guess about the social function of recount text.
- Teacher explains about the social function of recount text.
- Teacher explains about generic structure of recount text.
- Teacher explains about the language features of recount text.
- Teacher explains about visual aids.
- Teacher gives example text through visual aids.

- Teacher gives explanation about recount through visual aids.
- Teacher evaluates students' achievement of reading comprehension recount through visual aids.

3. Closing Activity (5 Minutes)

- Teacher gives opporyunities for students to ask anything that they still confused.
- Teacher conclude the materials.

Second Meeting

1. Warm Up (10 Minutes)

- Teacher greets and checks the attendance list of students.
- Teacher gives brainstorming for students.

2. **Core Activity (65 Minutes)**

- Teacher reviews about previous material.
- Teacher gives the definition about Narrative texts.
- Teacher gives example of narrative texts.
- Students pay attention to the teacher.
- Students guess about the social function of narrative text.
- Teacher explains about the social function of narrative text.
- Teacher explains about generic structure of narrative text.
- Teacher explains about the language features of narrative text.
- Teacher explains about visual aids.
- Teacher gives example text through visual aids.
- Teacher gives explanation about recount through visual aids.
- Teacher evaluates students' achievement of reading comprehension narrative through visual aids.

3. Closing Activity (5 Minutes)

- Teacher gives opporyunities for students to ask anything that they still confused.
- Teacher conclude the materials.

Third Meeting

1. **Warm Up (10 Minutes)**

- Teacher greets and checks the attendance list of students.
- Teacher gives brainstorming for students.

2. **Core Activity (65 Minutes)**

- Teacher reviews the previous meeting.
- Teacher gives example of recount and narrative texts through visualal aids.
- Students pay attention to the teacher.
- Teacher gives explanation about recount and narrative text through visual aids.
- Teacher evaluates students' achievement of reading comprehension recount and narrative through visual aids.

3. Closing Activity (5 Minutes)

- Teacher gives opporyunities for students to ask anything that they still confused.
- Teacher conclude the materials.

E. Source

- Book
- Internet
- Example or recount and narrative texts
- Visual aids.

F. Instruments

a. Technique : Reading and Written Text

b. Instruments : Choose the best answer.

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Recount Text

- ***Social function:*** To retell events which happened in the past.
- ***Generic Structure***
    - Orientation : provides the setting and introduces participants
    - Events : tell what happened, in what sequence.
    - Re- 0rientation: optional- closure of events.

Language Features

- The use of nouns and pronouns
  (e.g.: David, we, his)
- The use of action verbs
  (e.g.: went, spent, played)
- The use of past tenses
  (e.g.: We went for a trip to the zoo)
- The use of time conjunctions
  (e.g.: and, but, after, finally)
- The use of adverbs and adverbs of phrases
  (e.g.: in my house, two days ago, slowly, cheerfully)
- Adjectives
  (e.g.: beautiful, sunny)

Example of recount text

Activity 1

Slobber on the Train

One day, I was on the train on my way home from my grandmother's place.

I had spent the day there and I was very tired. I tried to stay awake, but didn't succeed. After some time, my eyelids started to feel very heavy. Before I knew it, I was slobbering. Startled, I awoke to find two beautiful girls who were sitting in front of me giggling and watching me. I was mortified!

Activity 2

Mr. Richard's vacation

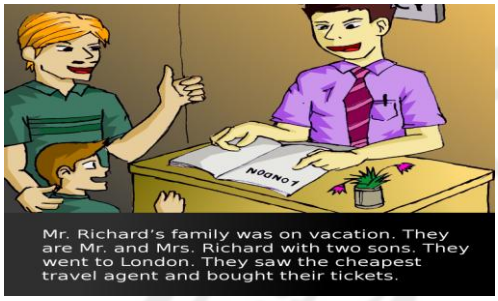
Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw the cheapest travel agent and bought their tickets.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. They slept part of the way.

They arrived at London at afternoon. Then, they went to the hotel. The hotel was a well-known four-star hotel. The room had its own bathroom and toilet. On the third floor, there was a restaurant serving Asian and European food.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

1.



2.

3.

4.

5.

6.

7.

8.

NARRATIVE TEXT

a) Social Function: to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

b) Generic Structure:
- Orientation : sets the scene and introduces the participants.
- Evaluation : a stepping back to evaluate the plight.
- Complication : a crisis arises.
- Resolution : the crisis is resolved, for better or for worse.
- Re-orientation : optional.

c) Language Features:
- The use of noun phrase
  (e.g.: a beautiful princess, a huge castle)
- The use of connectives
  (e.g.: first, before that, then, finally)
- The use of adverbial phrases of time and place
  (e.g.: in the garden, two days ago)
- The use of the simple past tense
  (e.g.: He walked away from the village)
- The use of action verbs
  (e.g.: walk, sleep, wake up)
- The use of saying verbs
  (e.g.: say, tell, ask)
- The use of thinking verbs, feeling verbs, verbs of senses.
  (e.g.: She felt hungry, she thought she was clever, she smelt something burning)

Example:

Activity 3

Daedalus and Icarus

Daedalus was a skilled Athenian craftsman and inventor. Daedalus took his nephew Perdix (Talos) who was a brilliant craftsman with Daedalus to Crete.

Minos, the king of Crete, hired Daedalus who created many ingenious inventions while in the ruler's service. His work included the Labyrinth, a mazelike building, which imprisoned a monster called the Minotaur (half man, half bull).

Daedalus helped Mino's daughter, Ariadne escape with Theseus, the slayer of Minotaur. As punishment for the crime, Minos imprisoned Daedalus and his young son, Icarus, in the Labyrinth.

Activity 4

SNOW WHITE

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were died.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Doc said, "If you wish, you may live here with us ". Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and seven dwarfs lived happily ever after.

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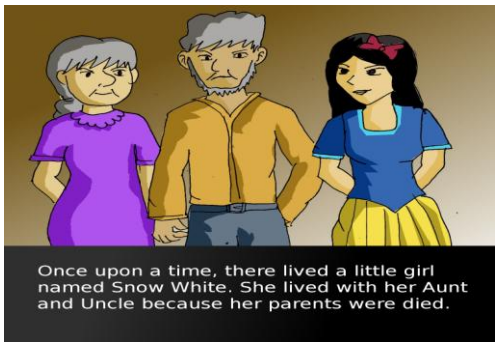
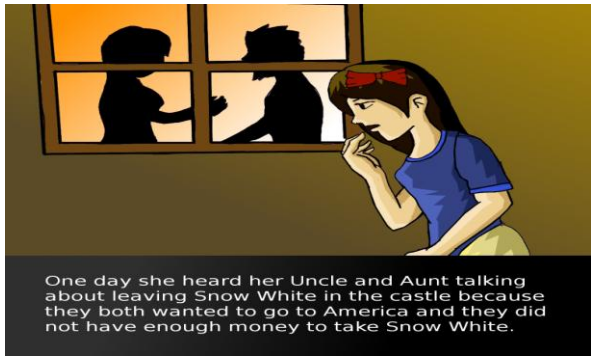
1.


Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were died.

2.


One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White.

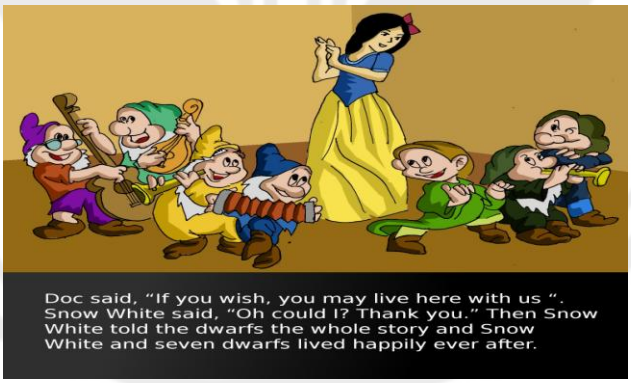
3.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

4.

She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

5.


Doc said, "If you wish, you may live here with us ". Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and seven dwarfs lived happily ever after.

Activity 5

My Horrible Experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Suddenly my car lurched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

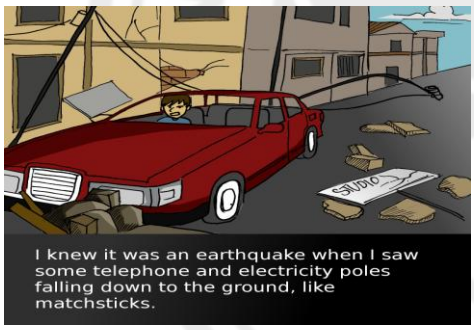
Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

1.

2.

3.



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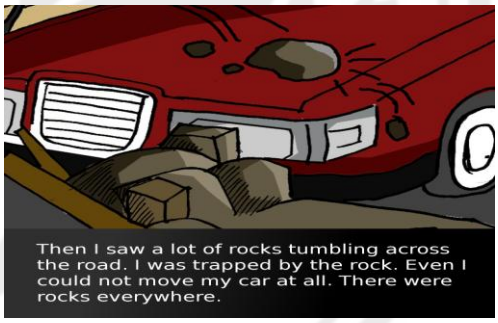

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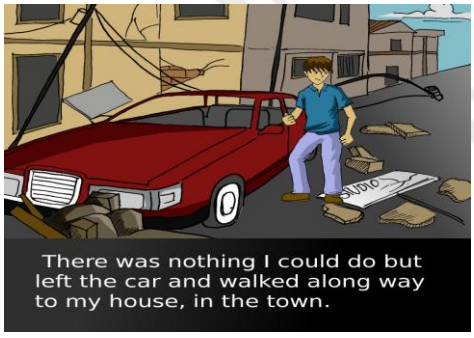

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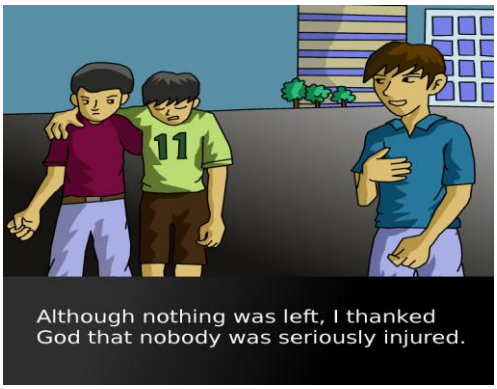


Activity 6

Bawang Merah and Bawang Putih

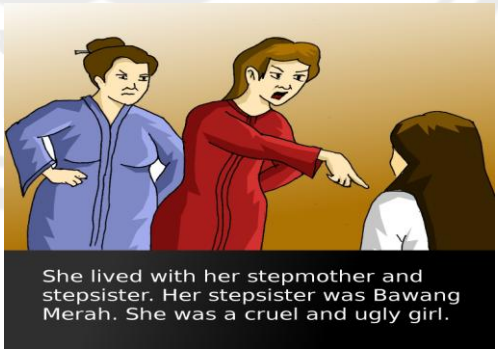
Once upon a time in a small village lived a girl named Bawang Putih. She was a nice, beautiful and kind girl. She lived with her stepmother and stepsister. Her stepsister was Bawang Merah. She was a cruel and ugly girl.

One day, there was a prince who looked for a wife went across their home. Then, the prince saw Bawang Putih and felt in love with her. Bawang Merah was very jealous and did everything to make prince felt in love with her. But, the prince already felt in love with Bawang Putih.

Finally, they lived happily ever after.

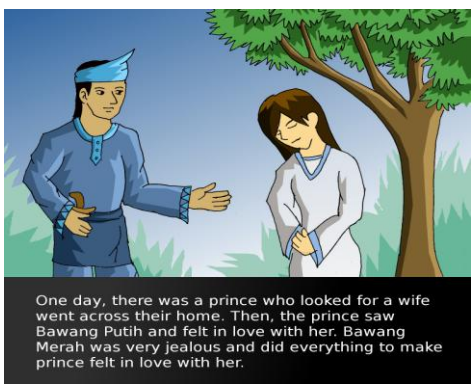
1.

2.



3.

4.



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Appendix 15

EXERCISE FINAL PROJECT

Choose the best answer

Text for no 1- 7

Mr. Richard's vacation

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw the cheapest travel agent and bought their tickets.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. They slept part of the way.

They arrived at London at afternoon. Then, they went to the hotel. The hotel was a well-known four-star hotel. The room had its own bathroom and toilet. On the third floor, there was a restaurant serving Asian and European food.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

1. What did the text tell about?
    a. Mr. Richard's family vacation.
    b. The experience in London.
    c. Mr. Richard and family.
    d. Mr. Richard's experience.
2. Where did they buy the travels' tickets?
    a. In the airport
    b. In the cheapest travel agent
    c. In the Boeing flight
    d. In the hotel
3. How were the crews in the cabin of plane?
    a. They gave them a magazine and newspaper.
    b. They are very friendly.
    c. They gave them food and drink.
    d. They are very rude.
4. What did they do part of the way in the flight?

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a. They read a newspaper
b. They ate the food.
c. They slept.
d. They enjoyed the way.

5. What does the last paragraph tell us about?
   a. Tells about the hotel in London.
   b. Tells about their feeling after doing vacation.
   c. Tells the experience in the Boeing Flight
   d. Tells about their vacations.
6. *The flight* was nearly fourteen hours. The same meaning of *The flight is…*
   a. Ship
   b. Plane
   c. Train
   d. Helicopter
7. *They* boarded a large Boeing flight. *They* refers to…
   a. The crews
   b. The pilots
   c. Richard's family
   d. The stewards

Text for no 8- 13

My Horrible Experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Suddenly my car lurched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

8. What did he think first when his lurched to one side?

a. It was earthquake
b. His tire got flat
c. His car lurched to one side
d. There was a lot of rocks tumbling

9. Where did he see a lot of rocks?
    a. In his car
    b. In the road
    c. In his town
    d. In his house
10. Why did he leave his car?
    a. Because it was earthquake
    b. Because the tire got flat
    c. Because he was trapped by the rocks
    d. Because he wanted to go home
11. How was his feeling when he reached her town?
    a. Very surprised
    b. Very scared
    c. Very worried
    d. Very happy
12. "I was driving home from my *vacation* to Bali". The synonym of *vacation* is…
    a. Traveling
    b. Camping
    c. Hiking
    d. Surfing
13. … walked along way to my house, in the *town*." The antonym of *town* is…
    a. Suburb
    b. City
    c. Country
    d. Village

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Text for no 14- 20

SNOW WHITE

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were died.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Doc said, "If you wish, you may live here with us ". Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and seven dwarfs lived happily ever after.

14. What did the text tell about?
    a. Tells about Snow White
    b. Tells about the dwarfs.
    c. Tells about her Snow White's family.
    d. Tells about Doc.
15. Who did find Snow white sleeping?
    a. Her aunt
    b. Her uncle
    c. Seven dwarfs
    d. Doc
16. What did the dwarfs say when snow white woke up?
    a. They asked her address.
    b. They asked what she did.
    c. They asked her name.
    d. They asked her family.

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17. What is the ending of the story above?
    a. Snow white and family lived happily ever.
    b. Snow white and seven dwarfs lived happily ever.
    c. Snow white came back to her family.
    d. Snow white lived alone.
18. "…they did not have enough money to take Snow White." Par 2
    The underlined word refers to…
    a. Her uncle and her aunt
    b. Snow white
    c. Dwarfs
    d. Doc
19. "If you wish, you may live here with us ".
    The underlined word refers to…
    a. Snow white
    b. Dwarfs
    c. Her family
    d. Doc
20. "Then she saw this little cottage."
    The underlined word in Bahasa Indonesia means…
    a. Rumah
    b. Tenda
    c. Hotel
    d. Gubuk

Text for no 21- 25

Bawang Merah and Bawang Putih

Once upon a time in a small village lived a girl named Bawang Putih. She was a nice, beautiful and kind girl. She lived with her stepmother and stepsister. Her stepsister was Bawang Merah. She was a cruel and ugly girl.

One day, there was a prince who looked for a wife went across their home. Then, the prince saw Bawang Putih and felt in love with her. Bawang

Merah was very jealous and did everything to make prince felt in love with her. But, the prince already felt in love with Bawang Putih.

Finally, they lived happily ever after.

21. Where did Bawang Putih live?
    a. In town
    b. In the forest
    c. In a small village
    d. In the city
22. How was Bawang Putih?
    a. Nice, beautiful and kind girl.
    b. Cruel and ugly girl
    c. Honest girl
    d. Rude girl
23. What did the prince do when he went across their home?
    a. He wanted to look for a wife
    b. He wanted to saw Bawang Putih
    c. He felt in love with Bawang Putih
    d. He wanted to take a walk
24. Why was Bawang Merah jealous with Bawang Putih?
    a. Because Bawang Putih was beautiful
    b. Because Bawang Putih was kind
    c. Because the Prince felt in love with Bawang Merah
    d. Because the Prince felt in love with Bawang Putih.
25. " She was a nice, beautiful and <u>kind</u> girl." (Par 1)

    The opposite of the underlined word is…

    a. Generous
    b. Cruel
    c. Honest
    d. Naughty

Appendix 16

KEY ANSWER

1. A
2. B
3. B
4. C
5. B
6. B
7. C
8. B
9. B
10. C
11. A
12. A
13. D
14. A
15. C
16. C
17. B
18. A
19. B
20. D
21. C
22. A
23. A
24. D
25. B

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Name :

Class :

No :

1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11.	a	b	c	d
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13.	a	b	c	d
14.	a	b	c	d
15.	a	b	c	d
16.	a	b	c	d
17.	a	b	c	d
18	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d
21.	a	b	c	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d

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