



**THE USE OF *BEAUTY AND THE BEAST* ILLUSTRATED**

**VERSION AS NARRATIVE READING MATERIAL**

**(An Experimental Study at Eighth Grade Students of SMP Negeri 1**

**Mungkid in the Academic Year 2006/2007)**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English.

by

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Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan atau ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim membubuhkan tanda tangan keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakberesan saya bersedia menerima akibatnya.

Demikain, surat pernyataan ini dapat digunakan dengan seperlunya.

Semarang, 23 Agustus 2007

Yang membuat pernyataan

Nurul Hidayah  
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*Keep on Struggle Until You Reach Your  
Dream, Never Give Up!*

1. To my beloved mother and father
2. To my beloved brothers and sister in law
3. To my special one in my heart
4. To all of my friends in English Department 2003

## ABSTRACT

Hidayah, Nurul.2007. *The Use of Beauty and the Beast Illustrated Version as Narrative Reading Material ( An Experimental Study of Eighth Grade Students of SMP Negeri 1 Mungkid in the Academic Year 2006/2007)*. Final project. Undergraduate program of English Department Semarang State University. Advisors : I. Prof. Dr. H. Mursid Saleh, M.A., II. Dra. Rahayu Puji H., M. Hum.

**Key Words:** Media, Reading, English Teaching at Junior High School, Narrative Text.

This final project is about the use of *Beauty and the Beast* illustrated version as narrative reading material, an experimental study at eighth grade students of SMP Negeri 1 Mungkid in the academic year 2006/2007.

The objectives of the study are to find out the extent to which the application of *Beauty and the Beast* illustrated version improves the student's reading narrative comprehension achievement and to identify the advantages and disadvantages of using *Beauty and the Beast* illustrated version as a medium in teaching narrative reading comprehension.

This study is an experimental research. The population of this study is the eighth grade students of SMP Negeri 1 Mungkid in the academic year 2006/2007. The sampling process was administered by applying cluster random sampling. There were 235 students of the eighth grade and the writer took 35 students as the experimental group who were taught using *Beauty and the Beast* illustrated version and other 35 students as the control group were taught without using *Beauty and the Beast* illustrated version or text version only.

The instrument used for measuring the achievement was a test. Before the test was used, it had been tried out first. The main purpose of conducting it was to find out the validity, reliability, discrimination items and level of difficulties of the item of the reading comprehension test. The writer, then, selected the items before they were used as the instrument of this research.

The result of the experiment had been analysed statistically. The technique used in analysing the data was the t-test formula. It was used to determine whether there was a significant difference between the means of the experimental group and the means of the control group.

The result of this research showed that the experimental group got better development in the average scores than the control group. The experimental group got better development, the average increased 14.8 point (from 76.09 to 90.91), whereas the control group only increased 8.4 point (from 76.51 to 84.91). By using the t-test formula, the writer measured significant differences between the two groups. The result shows that there was a significant difference in the development of the ability in the reading comprehension test achieved by students who had been taught using *Beauty and the Beast* illustrated version from those taught without illustrated version or text version.

In line with the result, the writer suggests that using appropriate and interesting media to teach reading comprehension is very important for the

English teacher because reading is such kinds of activities that often bored the students. So , the use of appropriate and interesting media will always give the students fresh and new condition. Hopefully , it can motivate the students and make them interested in reading. The use of illustrated version in teaching narrative reading comprehension is aimed to give explanation more easily and clearly. Using *Beauty and the Beast* illustrated version is very good to be applied in teaching narrative reading comprehension.

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Praise to be Allah Subhanahu wa ta'ala, Lord of the Worlds. Peace and blessing on the Messenger of Allah, Muhammad Shallallahu' alaihi wassalam the prophet. The writer wishes to express her highest gratitude to Allah the Almighty for the blessing and inspiration leading her to the completion of this final project entitled *The Use of Beauty and the Beast Illustrated Version as Narrative reading Material ( An Experimental Study at Eighth Grade Students of SMP Negeri 1 Mungkid in the Academic Year 2006/2007)*.

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Finally, the writer realizes that her study is still far from being perfect. The writer has a great expectation that her study will be beneficial and useful for anyone who interest in reading this final project.

Semarang, 23 Agustus 2007

The writer

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## **CHAPER 1**

### **INTRODUCTION**

#### **1.1 Background of the Study**

English is important language. It is used by many people of the world to communicate each other. It plays an important role in the process of modernization as International language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). By putting it as one of the subjects in the curriculum, hopefully students will have an ability to use English and when they have mastered it they can get in touch with the International community.

Recently from kindergarten to Senior High School, students learn English in formal and non formal ways. They realize how important English in this life, so they intend to master it such a way that they can use that language to communicate with other people. In order to be good in mastering English, students must master the four language skills; listening, speaking, reading and writing.

Practically, it is not easy for students to read materials in a foreign language because they have to face new vocabularies and structures that are different from they have in their own language. They sometimes also have to face long, difficult, boring and uninteresting passages both in the textbooks and the test papers. Those things can make students frustrated and lose their motivation to learn English. The reason for reading will finally simply only become learning to read instead of

reading to learn. Seeing this fact an English teacher should lead the students to have desire for reading English text.

We read something because it interests us and it will be helpful for us. We have different interest or reasons for reading. It depends on our purposes. Although we have different reasons in reading, we actually do the same thing; here we try to get the meaning of the messages in the texts. Teacher has to choose the fresh and interesting one to be given in his/her students. Finnochiaro states that helping the students comprehend the written material in the texts we are using, we should give them the knowledge and the ability to be able to read other material with ease and enjoyment.

From that situation, teacher should not remain passive or give up all efforts to make improvements. According to William Grabe (in Simanjuntak, 1988:36), briefly the role of the teacher is to facilitate reading, raise consciousness, build confidence, ensure continuity and systematic, show involvement, and demand performance. It means that the teachers should try to get the students to read and to develop skills aimed at improving their ability to read. He/she should be able to be a good facilitator in creating and building an effective reading class. One beginning step for him/her to do is by providing understandable and interesting materials. An understandable text will avoid students to translate it word by word, and it will lead them to have a contextual understanding of a whole text, or at least on sentence by sentence.

The role of a teacher is important to help students in determining how much and what subject the students should read. He/she must stimulate students' interest in reading and support their enthusiasm for books or other reading objects.

To enable the students master the four language skills, English teachers should provide materials that are appropriate with the curriculum and find suitable methods in teaching and learning process. One of methods suggested in the approaches introduced by the government is by using visual aids as media in classroom as stated by Kreidlen (1961:1) that visual aids can be useful to the language teachers.

According to Gerlach and Elly (1980:254-255), to select appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which teacher also ought to consider the media selection come from the instructional system model, that is the organization of groups, the time available and the space in which media will be used.

As a matter of fact, motivation has strong effect on student success or failure in learning English. Students who are well motivated are more successful than those who are not. What happens inside and outside the classroom plays significant role in arising and maintaining student's motivation and that fact should not be neglected: on the contrary, it should be considered for the sake of desired results.



## 1.2 Reasons for Choosing the Topic

The teaching of English at Junior High School and Senior High School aims at developing the four language skills; listening, speaking, reading and writing. From the four language skills stated above I only focused on the study of The Use of *Beauty and the Beast* Illustrated Version as narrative reading material to teach reading narrative. I used *Beauty and the Beast* Illustrated Version because of some reasons as follows:

- a. Generally students who are 11-14 years old like reading adventure stories, tales of adult, hero tales, myths, and legend (Whiteland in Petty and Jensen, 1980:324).
- b. By giving such material, hopefully the students will be motivated and interested to read, if they practice reading a lot, perhaps they will be able to comprehend other material easily.
- c. Reading *Beauty and the Beast* Illustrated Version can enrich the student' new vocabulary, the structures of English sentences or improve their reading development.
- d. Learning English by using *Beauty and the Beast* Illustrated Version are enjoyable since they contain good illustration pictures.

## 1.3 Statement of the Problem

In order to focus the discussion on the topic, the statements of the problem are:

- 1) How far can the application of *Beauty and the Beast* Illustrated Version in teaching narrative reading improve the students reading narrative comprehension achievement?
- 2) What are the advantages and disadvantages of using *Beauty and the Beast* Illustrated Version as a medium in teaching narrative reading comprehension?

#### **1.4 Objective of the Study**

Based on the problem mentioned above, the objective of the study can be as follows:

- 1) To find out the extent to which the application of *Beauty and the Beast* illustrated version improves the student's reading narrative comprehension achievement.
- 2) To identify the advantages and disadvantages of using *Beauty and the Beast* Illustrated Version as a medium in teaching narrative reading comprehension.

#### **1.5 Significance of the Study**

I expect that the result of this study can be used as additional information for the following people:

- a. English teachers or readers whose attention to the students' reading improvement.
- b. It may motivate students to improve their interest in reading since they will found out that English reading materials are not always complicated, boring,

monotonous, and discussing uninteresting matters only. The improvement of interest in reading will help them master English well.

- c. I get knowledge and experience about motivating in learning reading English.

### **1.6 Limitation of the Study**

I conducted the research for this study to the eighth grade students of SMP Negeri 1 Mungkid in academic year 2006/2007. In this discussion, I tried to discuss about the reading narrative. There are many kinds of narrative text type, but I chose *Beauty and the Beast* Illustrated Version as narrative reading material for Junior High School students.

### **1.7 The Outline of the Thesis**

In this final project the outline of the thesis is divided into five chapters. Chapter 1 is the Introduction. This chapter consists of background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, the significance of the study, and the limitation of the study.

Chapter II is review related literature that discusses the general concept of media, classification of media, principle in selecting media, picture as an aid, general concept of reading, reading comprehension, reading purpose, *Beauty and the Beast* illustrated version as reading material, English teaching at Junior High School, the characteristics of Junior High School students, general concept of narrative text.

Chapter III is research methodology that discusses experimental research, experimental design, object of the study, population, sample, research variables,

the research instruments, try out, validity of the test, reliability of the test, difficulty level, discriminating power and method of data analysis.

Chapter IV is result of the investigation, significant different between two means, test of significance, difference of average scores (mean) between the experimental and the control group, findings, advantages of using *Beauty and the Beast* Illustrated Version as a medium in teaching narrative reading comprehension, disadvantages of using *Beauty and the Beast* Illustrated Version as a medium in teaching narrative reading comprehension. And the last chapter is chapter V. This chapter contains the conclusion and suggestion.

## **CHAPTER II**

### **REVIEW RELATED LITERATURE**

#### **2.1 The General Concept of Media**

Media or visual aids play an important role in the teaching and learning process. The use of media facilitates the teacher and students to reach the goals of the study. Teaching media is one of the components involved in teaching learning process. It is strongly suggested that the teacher makes use of teaching medium to support the presentation of the material in the class room. By using media during the teaching learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the material presents. Harmer (2001:134) said that “As language teachers, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as basis of whole activity.” It means that in a teaching and learning process, especially for language teaching, the existence of medium is absolutely needed. By means of media, students will get more understanding about the topic taught by their teachers. Gerlach and Elly (1980:241) defines that ‘media as graphic, photographic, electronic, or mechanical means for arresting, processing, and reconstituting visual or verbal information.’ While Brown (1977:2-3) defines media as the tools or physical things used by a teacher to facilitate the instructions. In general, media may be defined as any form of device equipment, which is normally used to transmit information between persons.

Wright (1976:1) proposes that many media and many styles of visual presentation are useful to the language learners. There is no general rule to indicate which medium and which visual style are appropriate at any one time.

The choice is affected by three things, they are:

- a. The age, interest, type of intelligence and experience of the students.
- b. The physical circumstances of the classroom or laboratory.
- c. The cost and convenience of the materials available.

There are some board functions of visual materials or media stated by Wright (1976:38)

- a. to motivate the students
- b. to create a context within which his written text will have meaning
- c. to provide the students with information to refer to, including  
objects, actions, events, relationships
- d. to provide non verbal cues for manipulation practices
- e. to provide non verbal prompts to written composition

### **2.1.1 Classification of media**

Kemp says that media can be classified into eight broad groups, in order of increasing technical sophistication (1985:36-40). These groups are:

#### **1) Printed media**

A number of material prepared on paper, may serve in instructional or informational purposes. They are classified as printed media and consist of three groups: (1) learning aids like guide sheet, (2) training material like handout (3) informational material like brochures, newsletter and annual report.

## 2) Display media

Most display media are designed for used by an instructor as information, which is presented in front of small class or audience. This category includes chalkboard, flip chart, cloth board and also bulletin board and exhibits.

## 3) Overhead transparencies

Transparencies are popular form of instructional media. The use of large transparencies is supported by the development of small, lightweight, efficient overhead projectors combined with simple techniques for preparing transparencies and by the dramatic effectiveness of medium. Overhead projector is especially useful for instructing large group on all levels.

## 4) Audio tape recording

Audio materials are an economical way to provide certain type or informational or instructional content. Recording may be prepared for group or more commonly individual listening.

## 5) Slide series and film strips

Slides are a form of projected media, which are easy to prepare. They frequently serve as the starting efforts in a media production program.

## 6) Multi- image presentation

Combination of visual materials can be effective when used for specific purposes. Two or more pictures are projected simultaneously on one or more screens for group viewing the term multi image is used.

## 7) Video recordings and motion picture films

Video and film are both 'media and motion'. They should be considered for use whenever motion is inherent in a subject, or when it is necessary to communicate an understanding of a instructional media for relating one idea to another, for building a continuity of thought, and for creating dramatic impact.

## 8) Computer based instruction

Computer based instruction refers to any application of computer to present information, to tutor a learner, to provide practice for developing a skill, to stimulate a process which is being studied, and to manipulate data to solve problems. Among instructional media, CBI offers the unique ability to ask a learner question, record and judge the learner's response and then use that information to control the sequence of instruction that follow.

Kemp (1985:36-40)

### 2.1.2 Principle in Selecting Media

Puntit (2002) says that the selection of the material in order to be productive and positively effective should fulfill the following requirements:

- a. Interesting.
- b. Stimulating.

- c. Relevant (from the content point of view)
- d. Visually effective in the choice of the images presented.
- e. Clear in the quality of sound.

## **2.2 Picture as an Aid**

The teaching and learning process is viewed as an integrated part. It means that the teaching-learning process will be determined by the roles of all components involved. It also implies, for the teacher, that deciding what visual aids to be employed is one of the essential decisions that must be in making an instructional design.

Teaching aid or media is very needed in order to facilitate the teaching and learning process. Callahan and Clark (1982) suggest some functions should be had by any visual materials used for reading activities. They are:

- 1) To motivate the students to want to read.
- 2) To make the students feel that what they are reading and the way they are reading is relate to the way in which written text is used in real life.
- 3) To provide a clue to the meaning of detail, either introducing them to the meaning for the first time or remind them of it.
- 4) To provide a clue to the gist of the passage or text, either introducing it to them for the first time reminding them of the theme previously met.

A good aids like a window, it should not call attention to itself, it should just let in the light. The pictures as an aid help the teacher to draw her student's interest and engage the students to be active during the teaching and learning process.



### 2.3 General Concept of Reading

Reading is one of the major language skills, which is distinctive characteristic from others. Some linguistic gave some definitions of reading that may help us to get clearer description. One of them is stated by Harris and Sipay (1980:9), “Reading may be defined as the act of responding with appropriate meaning to print or written verbal symbols.” From that statement we know that the author’s idea. So, we absorb the information from the text.

In line with this idea, Callahan and Clark (1982:260) asset that “Reading is an active process in which people attempt to extract ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page.”

In this regard, Stuffer in Petty and Jensen (1980:207) states:

- 1) Reading is a complex process.
- 2) Reading means to get information from printed page.
- 3) Reading is the ability to pronounce and comprehend the printed words.
- 4) Reading is interpreting sign, letters, symbols, by assigning meaning to them.
- 5) Reading is receiving ideas and impression from an author via the printed page.

Reading is one of the best ways to learn a new language. It has a very important place in learning English as a foreign language. English texts enrich the readers with new vocabularies, structure of English sentences, and also the knowledge of its culture. By reading books in English, they can study more about the components for language such as vocabulary, pronunciation, and structure.

Reading in the Educator’s Encyclopedia is defined as the art of understanding the meaning or written or spoken words. Reading is extremely

important in education, and is the only spoken words used as second means of communication between people (1961:594-595).

From the various definitions above, I try to summarize those in some elements. First, the object of reading activity is graphic symbols. Second, Reading is an interpreting of graphic symbols, which involves an interaction between the writer and the reader. Third, in reading process, there are two essential aspects involved, i.e. word recognition and comprehension. The first one refers to the ability to give meaning to a printed symbol. The second refers to the ability to understand and apply the material.

To achieve the maximum result, teacher should build the student's interest in reading and makes appropriate reading materials so they will want to read.

#### **2.4 Reading Comprehension**

Like many other words comprehension also has many definitions. However, there are at least some similarities to each others. Because comprehension is a kind of mental activity, it is rather difficult to observe. In order to give the description of what comprehension is, I showed some definitions of comprehensions .Below some researchers' statements about comprehension.

- 1) Reading comprehension is most likely to occur when students are reading what they want to read. (Simanjuntak, 1988:4).
- 2) Comprehension involves almost every type of "understanding or thinking". (Carnine, Silbert and Kameenui, 1990:40).

- 3) Reading Comprehension instruction is something a teacher does that ought to help children acquire the ability to understand or work out the meaning of connected text (Durkin in Carine, Silbert, and Kameenui 1990:40).
- 4) Reading comprehension is the process of understanding and construction meaning from a piece of a text. (<http://www.reading-successlab.com/Glossary/Improve-Reading-Comprehension.html>)

Some definitions above imply that comprehension relates to the understanding and thinking process to get the meaning of reading materials.

## **2.5 Reading Purpose**

Reading is skill that must be developed, and can only be developed by means of extensive and continual practice. Students learn to read, and to read better, by reading. Their reading will tend to be effective when they have a purpose and a motivation to learn first.

“A student who does not read because of lack of motivation does not get the practice he needs in reading skills (Shepherd, in Simanjuntak, 1982:2).

Having a purpose for reading is a part of effective motivation. According to Carnine, Silbert, and Kameenui (1990:45), a reader’s purpose determines the way in which he treats a passage and which a comprehension skills he uses. It is also pointed out that there are some different purposes for reading:

- 1) to be able to identify and remember specific facts or a main idea.
- 2) to be able to follow instruction to reach a goal.
- 3) to enjoy.
- 4) to be able to explain the content of a passage to someone else.
- 5) to be able to accommodate the content into the reader’s schema.
- 6) to critique the logic or data presented in a passage.

- 7) to edit a passage according to stylistic and organizational criteria.
- 8) to study according to an assignment to test requirement.

Shephred, as quoted by Simanjuntak (1988:2) also says that when a student does not have and know his purpose in reading, any instruction he may get in the skills of reading will be useless to him, and it makes him unsuccessful in the text.

Burns, Roe, and Ross (1984:202) also agree that all reading done by children should be purposeful because (1) children who are reading with a purpose tend to comprehend what they read better than those who have no purpose, and (2) children who read with a purpose tend to retain what they read better than those who have no purpose.

From the statement above, I conclude that knowledge about what students read a text for will lead a teacher to be able in determining and choosing a material to be read.

## **2.6 *Beauty and the Beast* Illustrated Version as Reading Material**

According to Simanjuntak (1988:9), the EFL students may be fluent readers in their native language, but they often cannot transfer these skills to reading English. When they read English, they tend to focus on the word rather than on entire text, and they tied to their dictionaries, therefore they read slowly and word by word and have unreasonable expectations about how much they should be able to understand.

Students will finally give up continuing their reading when they face this difficulty every time they read. The situation will be different if students are given interesting media to read. Eskey (in Simanjuntak, 1988:12) says that once reading

material appropriate to the level and interests of particular student has been identified, the more of the material that student reads, the better and the more quickly his reading skills will develop. They will be curious in reading the story of an enjoying book, even though there are some difficult words that have to be looked up in the dictionary to get their meanings. When a teacher chooses a text, he needs to be clear what sort of interpretative skills it demands, and what methods the teacher will be able to use to help his students to develop them. But the teacher should remember that the first requirement is that the text should interest the students. He should be aware that student experiences, preferences, individual interest and capabilities, and learning styles are likely to influence results of using media. Students who read well and who enjoy reading, for example, may be expected to benefit more from reading books than those who do not. Beauty and the Beast illustrated version here as interesting media that can be used in a reading class.

## **2.7 English Teaching at Junior High School**

English is getting more and more important in the communication world. It is very essential for communicating among people all over the world. Indonesia, as a developing country cannot deny the importance of English since there is assumption that science comes from around the world. So, to get or to understand the recent technology, Indonesians must master English well. Clearly, Indonesian has been learning English to grab modern technology. In other words, the main function of English in Indonesia is as an instrument, meaning that is used to get

science and technology for the sake of national development. Further, it is used to get along with other people all over the world.

English in Indonesia is stated as the first foreign language which is taught as a compulsory subject at schools from elementary school up to universities and even in some kindergartens, it has been taught as a local content.

The goal of English teaching at Junior High school is to given students a working knowledge of English. It means that they have to master the four language skills; they are listening, reading, speaking, and writing, they also have to master the English components which include grammar, vocabulary etc. The students who have mastered those four skills and the English components are regarded to be able to use this language at the recognition level as well as the production level. Hopefully, they can listen to and read English written materials, besides they are able to speak English fluently and write it well.

## **2.8 The Characteristics of Junior High School Students**

Junior High School students have special characteristic that make them different from younger and older students. As teacher, it is essential for us to understand their characteristics, so that we will be able to design the appropriate and adequate programs to fit the particular requirements of individuals in this age group. The range age of Junior High School students varied between 11 to 14 years old. They are in the process of changing from children to adolescent. They usually less motivated and they present outright problems.

It is widely accepted that one of the key issues in teenagers in the search for individual identity. It makes them like challenges, peer approval and being forced among classmates and friends. According to Amstrong (1983:30), certain psychological and physiological characteristic in the 11 to 14 years old growth requires a set of educational conditions in the school. In addition, Callahan and Clark (1997:7) states that adolescence, is a period of change, of new experiences, of learning new roles, of uncertainty, and instability and doubly one of the most trying times in life. Harmer (2001:30) argues that teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them.

As education always walks side by side with psychology, it is better to connect those psychological aspects of the students with their ways of learning a language. It is essential that the students are led to do what is to be learnt. Students do not learn what was in a lecture or in a book. They learn only what the teacher or a book causes them to do. Therefore, they learn what they do.

Based on the explanation above, it means that students in Junior High School level liked to be encouraged to respond to texts and sit with their own thought expectation rather than just by answering questions or doing abstract learning activities. It is important that the teachers give students tasks which they are able to do. Moreover, it is essential that teachers teach the students using interesting media or sources.

## 2.9 General Concepts of Narrative Text

According to the curriculum 2004 there are many kinds of the text (genre) which are taught to the eighth grade students of Junior High School, they are narrative, descriptive, recount, procedure, anecdote, etc. In this final project, I only discussed about narrative text because many students at the eighth grade of Junior High School like stories. For that reason, I chose that topic which is related to the condition of the students.

Narrative is a kind of text whose function is to tell the events (fiction or non fiction) in which consists of complication or the crisis of problem and resolution. The generic structure is:

1. Orientation : sets the scene and introduces the participants.
2. Evaluation : a stepping back to evaluate the plight.
3. Complication : a crises arises.
4. Resolution : the crises are resolved for better or for worse.
5. Reorientation : optional



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Research method takes an important role in a research. The quality of the result of research greatly depends on the method. In this final project, I chose quantitative approach to analyze the data. A quantitative approach is a numerical method of describing observations of material or characteristics (Best, 1981:154). I analyzed the data in the form of statistics as shown in the next chapter.

#### **3.1 Experimental Research**

An experimental involves the comparison of the effects of a particular treatment with that of a different treatment or of no treatment. In a sample conventional experiment reference is usually made to an experimental group and to a control group (Best, 1981:59). In other words, an experimental research tries to observe the cause- effect relation. Comparing one or more experimental groups who get a treatment with one or more control groups who do not get any treatment is the way to conduct experimental research. Best (1981:57) states that experimental research provides a systematic and logical method for answering the question, if this done under carefully controlled conditions, what will happen?"

Arikunto (2003:272) states that experimental research is a research which has a purpose to investigate whether there is an effect of "something" that is treated to the subject of research. In this research, the researcher tries to arouse a condition or situation and then she tries to find out the effect. In other words,

experiment is a way to find out the cause and effect relation between two factors that are intentionally aroused by the researcher by eliminating or decreasing or separating out the factors that may disturb. An experiment is conducted in order to know the effect of the treatment.

Basically, the strategies and the steps in conducting experimental research are similar to the strategies and the steps in conducting research in general. The steps are:

- 1) Reading literature sources to get the problems of the research.
- 2) Identifying and stating the problems.
- 3) Determining the limitation of terms and variable, hypothesis, and supported theory.
- 4) Designing the experiment.
- 5) Conducting the experiment.
- 6) Choosing the appropriate data that can represent the experimental group and the control group.
- 7) Finding out the significant relation to get the result of the experiment using the appropriate technique.

(Arikunto, 2003:275-276)

Experimental design is the blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusions about relationships between independent and dependent variable (Best, 1981:68). Based on Campbell and Stanley in their book *“Experimental and Quasi- Experimental Designs for Research”* quoted by Arikunto (2003: 276), there are two kinds of experimental

research, true experiment and quasi experiment. Selection of a particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted (Best, 1981: 68). Here I used true experiment in this research.

### 3.2 Experimental Design

Research design refers to the outline, plan, or strategy specifying the procedure to be used in seeking an answer to the research question (Christensen, 2001:233)

This study uses “pretest-posttest.” This design of the experiment can be described as follows:

$$\begin{array}{c} \underline{E\ 01\ x\ 02} \\ C\ 03\ y\ 04 \end{array}$$

(Arikunto, 2002:79)

E : Experimental group

C : Control group

01 : Pre-test for experimental group

02 : Post -test for experimental group

03 : Pre -test for control group

04 : Post-test for control group

x : treatment with illustrated version as media

y : treatment without illustrated version as media

There are two groups in this model of experimental research. First the experimental group and the second one is the control group. These groups are

equated as nearly as possible. In this case, I used the same classroom for both groups. So, by using the same classroom, they got the same condition. Hopefully, it would make this research more reliable. I decided to choose class VIII C as the experimental group and class VIII F as the control group. Pretest is given to both control and experimental group to measure the condition before treatment (01). The pre-test for class VIII C was conducted on May 14<sup>th</sup> 2007 and the pre-test for class VIII F was conducted on May 16<sup>th</sup> 2007. Next, the treatment is given to both groups. The experimental group was exposed to the influence of the use of *Beauty and the Beast* illustrated version in teaching narrative reading and the control group got the treatment without illustrated version in teaching narrative reading. Then, this experiment was made do determine whether any differences in the student's achievement appear in the experimental group as contrasted with the control group. The treatments for the experimental group were conducted at May 18<sup>th</sup>, June 11<sup>th</sup> 2007. For the control group, the treatment were conducted at May 19<sup>th</sup>, May 28<sup>th</sup> 2007. After finishing the treatment, the test is given to both groups as the posttest. For the experimental group, the post test was given at June 11<sup>th</sup> 2007 and for the control group at May 28<sup>th</sup> 2007. The effectiveness of the treatment is shown by the difference between (02-01) in the experimental group and (04-03) in the control group.

The design deals with such practical problems as how subjects are to be selected for experimental and control group, the way variables are to be manipulated and controlled, the way extraneous variables are to be controlled,

how observations are to be made, and the type of statistical to be employed in interpreting data relationships.

In the design above, subjects are assigned to the experimental group (top line). The quality of the subject was first checked by presenting them (01&03), then the experiment treatment was performed to the experimental group, while the control group was taught reading without illustrated version as media. The test given was composition. The result of which (02&04) are then computed statistically.

The research was conducted at “SMP Negeri 1 Mungkid” located on Jl. Raya Blabak-Magelang.

In the first meeting, the students of both groups were given introduction of what they will do in this research. Then, I had a pre-test of both groups in order to know their level of reading comprehension.

In the second meeting, the experimental group was given the *Beauty and the Beast* Illustrated Version. I gave copy of *Beauty and the Beast* Illustrated Version to each of the student. The students were very interested and the teaching and learning process were very communicatively. While the control group was given the *Beauty and the Beast* without illustrated version, they are got text version only. The teaching and learning process weren't communicatively. It was teacher center, because the student couldn't guess the difficult word. They weren't enthusiastic during teaching and learning process.

In the third meeting, I reviewed the materials to both groups.

In the fourth meeting, I had a post-test to both groups in order to know the effect of the treatment I had given.

### **3.3 Object of the Study**

Object of the study is source from whom or which we can obtain the data.

#### **3.3.1 Population**

According to Best (1981:8), population is any group of individuals that have one or more characteristics in common, while population as quoted by Arikunto (2002:108) from *Encyclopedia of Educational Evaluation* is a set (or collection) of all elements possessing one or more attributes of interest. The objects in a population are investigated, analyzed, concluded and then the conclusion is valid to the whole population. The population that is used to conduct the experimental study is the eighth grade students of “SMP Negeri 1 Mungkid” in the academic year 2006/2007. The total number of the population was 235 students divided into 6 classes.

#### **3.3.2 Sample**

Sometimes, the number of population is too big, so it is out of the reach. In this case, research is conducted to a part of the whole population. This part must have the characteristics that represent the whole population. According to Arikunto (2002:109), sample is a part of population that can represent all the population observed. If the population is more than 100 persons, we may take 10-15 percent or 20-25 percent or more from the population. In selecting the sample, I used cluster random sampling. This technique requires groups or clusters in

taking the sample based on the groups that have already existed in the population. There are six classes of the eight grades of “SMP Negeri 1 Mungkid”. To make it easier, I took 2 classes as samples. Each class consisted of 35 students. Through both classes, I took 70 students as the sample and they equal to 29, 9 percent of the whole population. So, the sample is sufficient enough to represent all the population. The group I took for the research was class VIII C as the experimental group, while class VIII F as the control group.

### **3.4 Research Variables**

Research variables based on Best (1981: 59) are the conditions or characteristics that experimenter manipulates, controls, or observes. From the definition above it can be concluded that research variable includes the factors or the conditions that have a role in the phenomena or tendencies.

#### **a. Dependent variable**

Dependent variable is the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables (Best, 1981:60). Based on the definition, the dependent variable is the student’s achievement which is indicated by the score of reading comprehension test.

#### **b. Independent variable**

Independent variable is the conditions or characteristics that the experimenter manipulates in his or her attempt to ascertain their relation to observed phenomena ( Best, 1981:60). Based on the definition, the independent

variable of this study is the use of *Beauty and the Beast* illustrated version as a medium in teaching reading.

### **3.5 The Research Instrument**

According to Arikunto (2002:136) research instrument is a device used by the researcher while collecting data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process. In this research I used a test as a method of data collection. Therefore, the role of test here is an instrument to collect data. This is related to Kerlinger's opinion that for most part of the instrument used to measure the achievement in education is a test (Kerlinger, 1965: 481). Test is a set of questions or other practice or device used to measure the skill, intelligence, ability and talent of an individual or a group. The type of test used here is achievement test. Achievement tests attempt to measure what individual has learned- his or her present level of performance (Best, 1981:193).

I used one test type only. It was a multiple choice completion. This type of test was chosen because of some advantages:

- a. The technique of scoring is easy.
- b. It was easy to compute and determine the reliability of the test.
- c. It was more practical for the students to answer.



### **3.5.1 The Try-Out**

The quality of the data, whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfill two important qualifications. Those are valid and reliable. So, before the test was used as an instrument to collect the data, it had been tried out first to the students in another class. I carried out a try out to 38 students of the year VIII of SMP Negeri 1 Mungkid in the academic year Of 2006/2007.

Trying out the test, according to Mouly (1967:371), is necessary since the result is used to make sure that the measuring instrument has such characteristics validity and reliability. Since the test was made by myself, I tried out it before it was used to collect the data. It was tried out to class VIIIA chosen from the population randomly. In this case, I took 1 class for the try out group and other 2 classes were the experimental and control group. After scoring the result of the try-out, I make an analysis to find out the validity, reliability, index of difficulty, and index if discrimination of the item of the try out. All of them were used to decide which items should be used in collecting the data. To get the valid and reliable test items, I conducted the try out at May 5<sup>th</sup> 2007 in a different class.

### **3.5.2 Validity of the Test**

Concerning with validity, Heaton (1979:152) proposes that the validity of a test is the extent to which it measures what it supposed to measure. Every test, he continues, whether it be a short, informal classroom teat or a public examination, should be as valid as the constructor can make it. Briefly, the

validity of a test is the extent to which it measure what it supposed to measure and nothing else.

There are many factors influencing validity as “ factor in the test itself, factor in pupil’s responses” (Gronlund, 1981: 87-89). Therefore, I tried to avoid such factor by constructing and conducting the test as good as possible. In this research, I used the item validity and calculate them by using the Pearson Product Moment formula. The formula is like this:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where,

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

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

$\sum x$  = the sum of score in each item.

$\sum x^2$  = the sum of the square score in each item.

$\sum y$  = the sum of total score from each student.

$\sum y^2$  = the sum of the square score from each student.

$\sum xy$  = the sum of multiple of score from each student with the total score in each item.

### 3.5.3 Reliability of the test

“Reliability refers to the consistency of measurement that is, to how consistent test score or other evaluation results are from one measurement to another” (Gronlund, 1981:93). In other words, the test measures examiner’s ability consistently. Harris (1969:14) says that to have confidence in measuring instruments, the researcher needs to make sure that approximately some result would be obtained if the test were given by different times. Reliability means the stability of test scores when the test is used. A test is reliable to the extent that it measures consistently, from one time to another. To measure the reliability of the test, I used the split half Spearman-Brown. In this case, I split the items into odd and even. The formula is:

$$r_{11} = \frac{2xr_{1/21/2}}{(1 + r_{1/21/2})}$$

Where:

$r_{11}$  = the reliability of the instrument.

$r_{1/21/2}$  =  $r_{xy}$  the correlation index of the odd and even.

Arikunto (2002, 156)

To get the result of  $r_{xy}$  the formula used was:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

$r_{xy}$  = coefficient of correlation between x and y variable.

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

$\Sigma x$  = the sum of odd item.

$\Sigma x^2$  = the sum of the square score of the odd items.

$\Sigma y$  = the sum of even items.

$\Sigma y^2$  = the sum of the square score of the even items.

$\Sigma xy$  = the sum of multiple of score from odd and even.

Arikunto ( 2002, 146)

### **3.5.4 Item Analysis**

The identification of certain difficult items in the test, together with a knowledge of the performance of the individual distracters in multiple choice items, van prove just as valuable in its implications for teaching as for testing (Heaton 1975: 172).

All items should be examined from the point of view difficulty level and discriminating power.

#### **3.5.4.1 Difficulty Level**

After administering and scoring the try out test, an item analysis was made to evaluate the effectiveness of the items. It was to check whether each item may be the requirement of a good test item or not.

JB Heaton (1975:172) said that all items should be examined from the point of view of their difficulty level of discrimination. The index difficulty of an item simply showed how easy or difficult the particular item proved in the test.

Applying the procedures of calculating the difficulty level of an item as recommended by Heaton (1975:172), in this study, I did some steps of item analysis.

First, I arranged all 38 test papers from the highest score to the lowest score. Then, I identified an upper group and lower group separately by selecting half of the papers with the highest scores for the upper criterion group and called upper group, and half of the papers with the lowest scores for the lower criterion group, and called this the lower group. The number of papers in high achieving criterion group would be nineteen and the criterion group would be nineteen.

Finally, I counted the number of the students in both the upper and the lower group who selected the correct answer of the item and divided the first sum by the second as shown in the following formula:

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

Where:

P = item difficulty

B = number of students who answered the item correctly.

JS = number of students.

The criteria used here are:

$0 < P \leq 0,3$  is difficult

$0,3 < P \leq 0,70$  is medium

$0,7 < P \leq 1$  is easy

### 3.5.4.2 Discriminating Power

It was also essential to determine the discriminating power of the test items because it could discriminate between the more and the less able students.

Heaton stated:

“ The discrimination index of an item indicated the extent to which the item discriminated between the testees, separating the more able testees from the less able. The index of discriminating told us whether those students who performed well and the whole test tended to do well or badly on each item in the test” (Heaton, 1975:173).

There were various methods of obtaining the index of discrimination ; here I applied the procedure favored by Heaton (1975:175) as follows:

The first I counted the number of the students on the upper and lower groups who answered an item correctly. Then, I subtracted the number of students giving correct answers in the upper group; found the difference in the proportion passing in the lower group. Then, I divided the difference by the total number of candidates in one group. The procedure of calculating the discriminating power explained above could be expressed by the following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D = discriminating power

BA = number of students in the upper group who answered the item correctly.

BB = number of students in the lower group who answered the item correctly.

JA = number of all students in the upper group.

JB = number of all students in the lower group.

The criteria are:

$D \leq 0,2$  is poor

$0,2 < D \leq 0,4$  is satisfactory

$0,4 < D \leq 0,7$  is good

$0,7 < D \leq 1$  is excellent

### 3.6 Method of Data Analysis

To see whether the difference of student's result of reading comprehension between those though using illustrated version and those taught without illustrated version is significant or not, I used the t-test formula:

$$t = \frac{Me - Mc}{\left( \frac{SS_e + SS_c}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}$$

In which,

$t$  = t-value

$M_e$  = the mean of the experimental group.

$M_c$  = mean of control group

$SS_e$  = the deviation of the experimental group

$SS_c$  = the deviation of the control group

$N_c$  = number of sample of control group

$N_e$  = number of sample of experimental group





## CHAPTER IV

### RESULT OF THE INVESTIGATION

#### 4.1 Significant Difference between two Means

In this chapter, I would like to determine the different effectiveness of treatment given to both groups, which was reflected on the means gathered. I would apply the t-test formula to count the difference.

The t-test formula is:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$M_x$  : mean of the control group

$M_y$  : mean of experimental group

$\sum x^2$  : sum of the square of deviation of the control group

$\sum y^2$  : sum of the square of deviation of the experimental group

$N_x$  : number of sample of the control group

$N_y$  : number of sample of the experimental group

Arikunto (2002:280)

There are three steps in computing the statistical analysis. First is calculating the means scores of the experimental group and the control group. Second is calculating the deviation of each group and finally applying the t-test formula.

For the first step, I tried to find the increase of the score in control group between pre-test and post-test.

The table of the control group

Subject	Pre-test (X1)	Post-test (X2)	Differences (X)	X <sup>2</sup>
1	87	100	13	169
2	63	87	24	576
3	60	80	20	400
4	73	67	-6	36
5	83	97	14	196
6	83	80	-3	9
7	67	97	30	900
8	70	87	17	289
9	90	73	-17	289
10	87	90	3	9
11	57	67	10	100
12	90	87	-3	9
13	80	100	20	400
14	70	93	23	529
15	67	87	20	400
16	83	87	4	16
17	67	90	23	529
18	83	70	-7	49
19	67	77	7	49
20	77	83	0	0
21	70	97	20	400
22	83	90	7	49
23	73	93	20	400
24	60	77	17	289
25	60	70	10	100
26	87	97	10	100
27	87	93	6	36
28	77	93	16	256
29	87	67	-20	400
30	83	90	7	49
31	70	70	0	0
32	80	93	13	169
33	90	70	-20	400
34	80	83	3	9
35	77	90	13	169
$\Sigma$	2678	2972	294	7780

The Mean of the control group is:

$$M_x = \frac{\sum x}{N_x}$$

$$M_x = \frac{294}{35}$$

$$M_x = 8.4$$

Next, the increase of scores of the experimental group is calculated.

The table of the experimental group

Subject	Pre-test (Y1)	Post-test (Y2)	Differences(Y)	Y <sup>2</sup>
1	80	77	-3	9
2	67	80	13	169
3	70	100	30	900
4	57	77	20	400
5	70	83	13	169
6	77	87	10	100
7	87	97	10	100
8	80	100	20	400
9	63	90	27	729
10	83	97	14	196
11	57	93	36	1296
12	73	93	20	400
13	87	100	13	169
14	90	97	7	49
15	83	100	17	289
16	90	93	3	9
17	67	83	16	256
18	70	87	17	289
19	67	77	10	100
20	80	97	17	289
21	67	77	10	100
22	63	83	20	400
23	90	100	10	100
24	97	100	3	9
25	77	97	20	400
26	77	90	13	169
27	90	100	10	100
28	83	97	14	196
29	67	87	20	400
30	87	97	10	100
31	67	83	16	256
32	87	97	10	100
33	63	83	20	400
34	83	93	10	100
35	67	90	23	529
$\Sigma$	2663	3182	519	9677

The mean of the experimental group is:

$$M_y = \frac{\sum y}{N_y}$$

$$M_y = \frac{519}{35}$$

$$M_y = 14.8$$

After calculating the mean of the control group and experimental group, I calculated the deviation of the each group.

**The computation of the deviation of the control group:**

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N_x}$$

$$\Sigma x^2 = 7780 - \frac{(294)^2}{35}$$

$$\Sigma x^2 = 5310.4$$

The deviation value of the control group is 5310.4

**The computation of the deviation of the experimental group:**

$$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N_y}$$

$$\Sigma y^2 = 9677 - \frac{(519)^2}{35}$$

$$\Sigma y^2 = 1980.97$$

The deviation of the experimental group is 1980.97

Finally, the t-test formula is applied

$$t = \frac{M_x - M_y}{\sqrt{\left( \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$t = \frac{|8.4 - 14.8|}{\sqrt{\left( \frac{5310.4 + 1980.97}{35 + 35 - 2} \right) \left( \frac{1}{35} + \frac{1}{35} \right)}}$$

$$t = \frac{+6.4}{\sqrt{\left( \frac{7291.37}{68} \right) \frac{2}{35}}}$$

$$t = \frac{+6.4}{2.742}$$

$$t = 2.589$$

## 4.2 Test of Significance

To examine whether the difference between the means of the control and experimental group is statistically significant, the t-value obtained should be consulted with the critical value in the t-table. I used the 5% (0.05) level of significance.

The number of subjects from both groups was 70, so the degree of freedom was 68, which was obtained from the formula:  $\Sigma N_x + \Sigma N_y - 2$ . For five percent alpha level and 68 degree of freedom, there was no definite critical value in the t-table. It is necessary to find the definite value using interpolation.

t-table for:    60 = 1.67

                  120 = 1.66

                  68 =?

$$\frac{1.67 - t}{1.67 - 1.66} = \frac{60 - 68}{60 - 120}$$

$$\frac{1.67 - t}{0.01} = \frac{-8}{-60}$$

$$1.67 - t = 0.0013$$

$$t = 1.6687$$

The t-table was 1.6687. The obtained t-value was 2.589 so the t-value was higher than the critical value (2.589 > 1.6687).

From the result, it can be concluded that the difference was statistically significant.

### 4.3 Difference of Average Scores (Mean) between the Experimental and the Control Class

The experimental class and the control one were used to see to what extent *Beauty and the Beast* illustrated version as a medium to teach reading was more effective than *Beauty and the Beast* without illustrated version or text version only.

Considering the result of the test gained by two classes, we can see which class got better achievement.

The average of the control group on Pre-Test

$$M_c = \frac{\Sigma X_c}{N_c}$$

$$M_c = \frac{2678}{35}$$

$$M_c = 76.51$$

The average of the control group on Post- test

$$M_c = \frac{\Sigma X_c}{N_c}$$

$$M_c = \frac{2972}{35}$$

$$M_c = 84.91$$

The rise of the average scores:

$$84.91 - 76.51 = 8.4$$

For the control group, the average after the treatment increased only 8.4 point.

The average of the experimental group on Pre-test

$$M_E = \frac{\Sigma X_E}{N_E}$$

$$M_E = \frac{2663}{35}$$

$$M_E = 76.09$$

The average of the experimental group on Post –test

$$M_E = \frac{\Sigma X_E}{N_E}$$

$$M_E = \frac{3182}{35}$$

$$M_E = 90.91$$

The rise of the average score:

$$\mathbf{90.91-76.09=14.82}$$

For the experimental group, the average after the treatment increased 14.82 point.

Considering the different increase on the average on the average scores of the control group and experimental group, it was clear that there was different improvement achieved by the two groups.

The experimental class got better development, the average increased 14.82 point (from 76.09 to 90.91), whereas the control class only increased 8.4 point (from 76.51 to 84.91).

#### **4.4 Findings**

After conducting the research, I found that the students in the experimental group really looked excited with the use of *Beauty and the Beast* illustrated version as a medium in teaching reading. Therefore, they followed the teaching

and learning process enthusiastically. The existence of the pictures helped the students understand the story and get the meaning of certain words. The application of *Beauty and the Beast* illustrated version was appropriate to make the students become active learners in class. It had been reflected by a good response from the students and the better achievement of the experimental group. The result of this study showed that the students in the experimental group got better development in the average scores than the students in the control group in reading comprehension test. The class that is taught by illustrated version got better improvement in the average scores than those without illustrated version. It was showed by the difference of the mean score of the result of the pre-test and post-test of both groups. The mean score of pre-test and post-test of the experimental group were 76.09 and 90.91. While the mean score of the pre-test and post-test of the control group were 76.51 and 84.91. It is proved that by using *Beauty and the Beast* illustrated version in teaching narrative reading comprehension can improve the students reading narrative comprehension achievement. It had not happened to the control group that got no interest improvement in reading text. Consequently, it affected the achievement. The improvement of the student's achievement in the control group was not too good compare with the student's achievement of experimental group in the post –test.

#### **4.5 Advantages of Using *Beauty and the Beast* illustrated Version as a Medium in Teaching Narrative Reading Comprehension**

A picture is worth a thousand words. The students can 'read' the illustrations and understand the story either on her/his own or as an adult reads the words aloud. The illustrations in a picture story books are an integral part of



action of the story, a form of pictorial literature that complements, but it is totally limited by, the narrative elements of the language of story. Illustrations are intended not to stand alone as single works of art but to contribute the sequence and mood that pushes the story ahead and keeps the reader moving with it.

Involving the teacher in the process of choosing *Beauty and the Beast* illustrated version in teaching reading can be an excellent consideration. There are some advantages using *Beauty and the Beast* illustrated version as a medium in teaching narrative reading comprehension:

- a. The students can understand the whole story better than just using written text.
- b. Using *Beauty and the Beast* illustrated version as a medium in teaching narrative reading comprehension, the teacher can give motivation to the students to read because it will be more enjoyable and interesting.
- c. Make the teaching and learning process clearer and more communicative.

#### **4.6 Disadvantages of Using *Beauty and the Beast* illustrated Version as a Medium in Teaching Narrative Reading Comprehension**

We all know that every technique has its limitation. It happens to this medium too. The use of *Beauty and the Beast* illustrated version also has its disadvantages that may give a problem to the teacher. The disadvantages are described below:

- a. Using *Beauty and the Beast* illustrated version as a medium in teaching narrative reading comprehension may not be economical because the books are quite expensive. The effective way is by giving the copy version for the students. With this the students still get clear prints and illustrations.

- b. It may happen that the students did not understand about the whole story; they just pay attention with the illustration of the story.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The main objectives of this study was to determine whether there is any significant difference in improvement of student's ability in reading comprehension between the class using *Beauty and the Beast* illustrated version and that without using *Beauty and the Beast* illustrated version.

The result of this study showed that the students in the experimental group got better development in the average scores than the students in the control group in reading comprehension test. The difference of the development of the average scores is statistically significant at the (0.05) alpha level of significance. It was found that there was a significant difference for those who taught using illustrated version and without illustrated version. The difference is shown by the development of the average scores too. The class that used illustrated version as the narrative reading material got better improvement in the average scores than those without illustrated version. It was showed by the difference of the mean score of the result of the pre-test and the post-test of both groups. The mean score of pre-test and post-test of the experimental group were 76.09 and 90.91. While the mean score of the pre-test and the post-test of the control group were 76.51 and 84.91. From the score, we find out that the score differences of the experimental group shows the improvement of reading ability. It can be concluded that teaching narrative reading with illustrated version give contribution to the students in reading. Using *Beauty and the Beast* illustrated version is a good

innovation since it can stimulate the student's interest in reading. So, the teaching and learning process would be more enjoyable and interesting.

The data shows that there is significant difference in the improvement of student's reading comprehension ability after taught by using illustrated version and not by using illustrated version. We can see from the result of the post –test of the experimental group and the control group. The score of the post-test of the experimental group was 90.91 while the control group was 84.91.

## **5.2 Suggestion**

In this study, I would like to offer some suggestions to the teacher to improve the student's ability in reading comprehension in order to get better result.

It is very important that the teacher use appropriate and interesting media to teach reading comprehension at school. Usually, reading is such kinds of activities that often bored the students. So, the use of appropriate and interesting media will always give the students fresh and new condition. Hopefully, it can motivate the students and make them interested in reading.

The use of illustrated version in teaching narrative reading comprehension is aimed to give explanation more easily and clearly since the students are keen on the new method the teacher presented.

For further research, I can conclude that using *Beauty and the Beast* illustrated version as a medium is very good to be applied in teaching narrative reading comprehension. Students can understand the whole story more easily and clearly.

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## Appendix 5

### Answer Key

#### Reading Comprehension Test

1. A	11. D	21. A
2. C	12. B	22. C
3. C	13. D	23. B
4. B	14. A	24. D
5. C	15. B	25. C
6. A	16. A	26. A
7. D	17. C	27. C
8. B	18. B	28. D
9. C	19. D	29. B
10. A	20. A	30. D