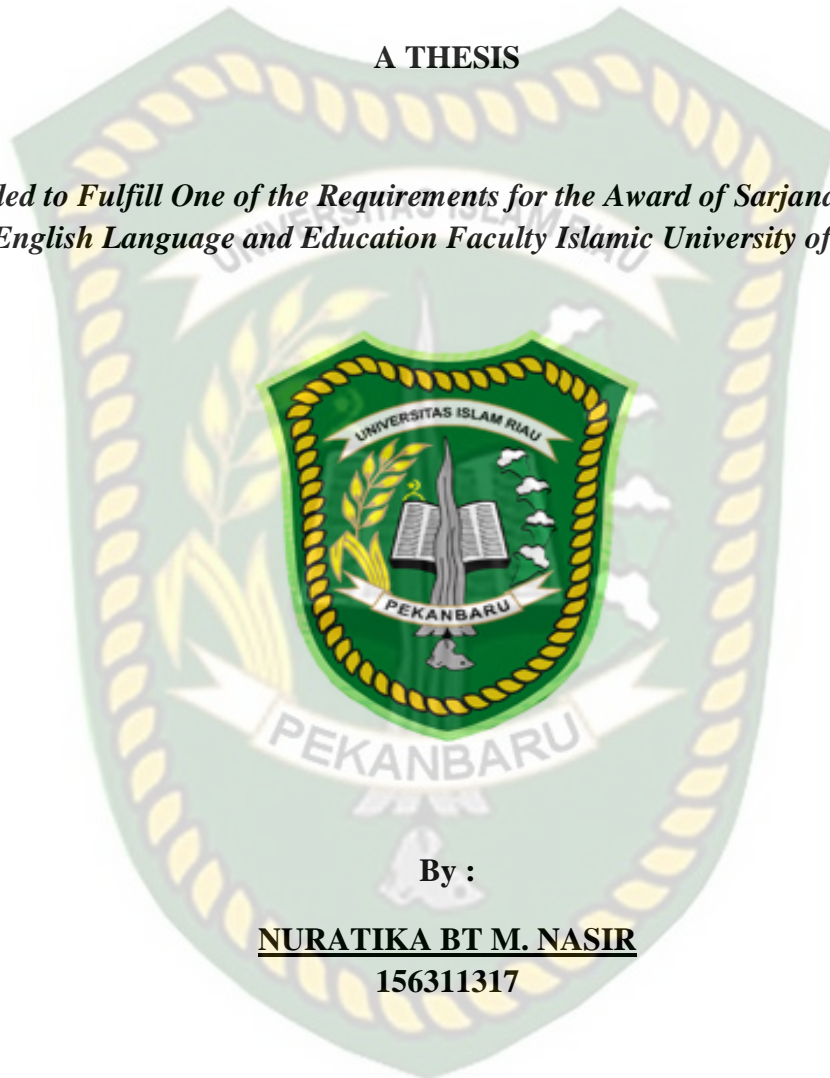


**THE EFFECT OF USING PICTURES TO STUDENTS' READING
COMPREHENSION OF SECOND YEAR STUDENTS AT SMKN
PERTANIAN TERPADU PROVINSI RIAU**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language and Education Faculty Islamic University of Riau*



By :

NURATIKA BT M. NASIR

156311317

ENGLISH LANGUAGE EDUCATION

FACULTY OF EDUCATION AND TEACHERS TRAINING

ISLAMIC UNIVERSITY OF RIAU

PEKANBARU

2020

THESIS APPROVAL

TITLE

THE EFFECT OF USING PICTURES TO STUDENTS' READING
COMPREHENSION OF SECOND YEAR STUDENTS AT SMKN
PERTANIAN TERPADU PROVINSI RIAU

Name : Nuratika bt M Nasir
Student Number : 156311317
Study Program : English Language Education
Faculty : Teacher Training and Education

Advisor

Head of English Language Education

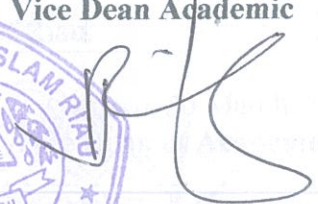

Dr. Sri Yuliani., M.Pd
NIDN. 1020077102


Miranti Eka Putri, S.Pd., M.Ed
NIDN.1005068201

This thesis is submitted in partial fulfillment of the requirement for the
Degree of Sarjana of Education in Islamic University of Riau.

Pekanbaru, 20 March 2020
Vice Dean Academic




Dr. Sri Amnah, S.Pd., M.Si
NIP. 1970100719980322002
NIDN. 0007107005

THESIS

THE EFFECT OF USING PICTURES TO STUDENTS' READING
COMPREHENSION OF SECOND YEAR STUDENTS AT SMKN
PERTANIAN TERPADU PROVINSI RIAU

Name : Nuratika bt M Nasir
Student Number : 156311317
Study Program : English Language Education
Faculty : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED

on 16th March 2020

THE EXAMINERS COMMITTEE

Advisor

Examiners

Dr. Sri Yuliani., M.Pd
NIDN. 1020077102

Muhammad Ilyas., S.Pd., M.Pd
NIDN. 1021068802

Yulianto., S.Pd., M.Pd
NIDN.1018076901

This thesis is submitted in partial fulfillment of the requirement for the Degree of
Sarjana of Education in Islamic University of Riau.



Pekanbaru, 20 March 2020
Vice Dean of Academic

Dr. Sri Amnah., S.Pd., M.Si
NIP. 1970100719980322002
NIDN. 0007107005

LETTER OF NOTICE

The advisor hereby notice that:

Name : Nuratika bt M Nasir
Student Number : 156311317
Study Program : English Language Education
Faculty : Teacher Training and Education
Head Advisor : Dr. Sri Yuliani., M.Pd

Has been completely written a thesis which entitled:

**THE EFFECT OF USING PICTURES TO STUDENTS' READING
COMPREHENSION OF SECOND YEAR STUDENTS AT SMKN
PERTANIAN TERPADU PROVINSI RIAU**

It has been to be examined. This letter is made to be used as it is needed.

Pekanbaru, 4 January 2020
Advisor



Dr. SRI YULIANI., M.Pd
NIDN. 1020077102

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : Nuratika bt M Nasir
Student Number : 156311317
Study Program : English Language Education
Faculty : Teacher Training and Education
Advisor : Dr. Sri Yuliani., M.Pd
Title : **THE EFFECT OF USING PICTURES TO STUDENTS' READING COMPREHENSION OF SECOND YEAR STUDENTS AT SMKN PERTANIAN TERPADU PROVINSI RIAU**

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2	June 13 th , 2019	Revised Chapter I	
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Pekanbaru, 20 March 2020

The Vice Dean of Academic



Dr. Sri Amnah, S.Pd., M.Si

NIP. 197010071998032002

NIDN. 0007107005

DECLARATION

Name : Nuratika bt M Nasir
NPM : 156311317
Study Program : English Education
Faculty : Teacher Training and Education

I admit that this thesis writing purely derived from my own ideas; expect some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in “references”. Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, 20 March 2020
The Researcher


Nuratika bt M. Nasir

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Finally, the researcher realizes that this thesis may have several weaknesses. Therefore, supportive feedbacks, suggestions, and comments are really needed for improvement of this research.

Pekanbaru, 20 March 2020

The Researcher



Nuratika bt M. Nasir

ABSTRACT

Nuratika bt M Nasir. 2020. *The Effect of Using Pictures to Students' Reading Comprehension of Second Year Students at SMKN Pertanian Terpadu Provinsi Riau*. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Islamic University of Riau.

Keywords: *Pictures, Reading Comprehension, Procedure Text*

The purpose of this research is to know whether using pictures is effective in teaching reading comprehension of procedure text. The writer conducted the study at the second year students of SMKN Pertanian Terpadu Provinsi Riau at the 2019/2020 year of academic.

The design of the study was Quasi-experimental research. The researcher used random sampling method then XI AI was chosen as sample class and the class consists of 28 students. Pre-test and post-test were used as the instrument of this research. Pre-test consists of 20 reading text test and post-test consists of of 5 picture-based test, 5 multiple choice test and 10 reading text test. The learning process was in six meeting with 4 meetings of treatment in the middle.

The finding of this research showed that the mean score in pre-test was 63.21 while in post-test was 92.75. The mean score of post-test was higher than the mean score of pre-test. The result of analysis showed that the value $T_{calculated}$ 14.500 was higher than T_{table} was 2.052 in significant 5%. Based on this result, it was provided that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Therefore, there was a significant effect of using pictures to students' reading comprehension of second year students at SMKN Pertanian Terpadu Provinsi Riau.

ABSTRAK

Nuratika bt M Nasir. 2020. *The Effect of Using Pictures to Students' Reading Comprehension of Second Year Students at SMKN Pertanian Terpadu Provinsi Riau*. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Islamic University of Riau.

Kata Kunci: *Gambar-gambar, Pemahaman Membaca, Teks Prosedur*

Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan gambar efektif dalam mengajar pemahaman membaca teks prosedur. Penulis melakukan penelitian pada siswa tahun kedua SMKN Pertanian Terpadu Provinsi Riau pada tahun akademik 2019/2020.

Desain penelitian ini adalah penelitian Quasi-eksperimental. Penulis menggunakan metode random sampling kemudian XI AI dipilih sebagai kelas sampel dan kelas ini terdiri dari 28 siswa. Pre-test dan post-test digunakan sebagai instrumen penelitian ini. Pre-test terdiri dari 20 tes membaca teks dan post-test terdiri dari 5 tes berbasis gambar, 5 tes pilihan ganda dan 10 tes membaca teks. Proses pembelajaran dilakukan dalam enam pertemuan dengan 4 pertemuan perawatan di tengah.

Temuan penelitian ini menunjukkan bahwa skor rata-rata pada pre-test adalah 63,21 sedangkan pada post-test adalah 92,75. Nilai rata-rata post-test lebih tinggi dari nilai rata-rata pre-test. Hasil analisis menunjukkan bahwa nilai T_{hitung} 14,500 lebih tinggi dari T_{tabel} yaitu 2,052 signifikan 5%. Berdasarkan hasil ini, didapati bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Oleh karena itu, ada efek yang signifikan menggunakan gambar untuk pemahaman membaca siswa tahun kedua di SMKN Pertanian Terpadu Provinsi Riau.

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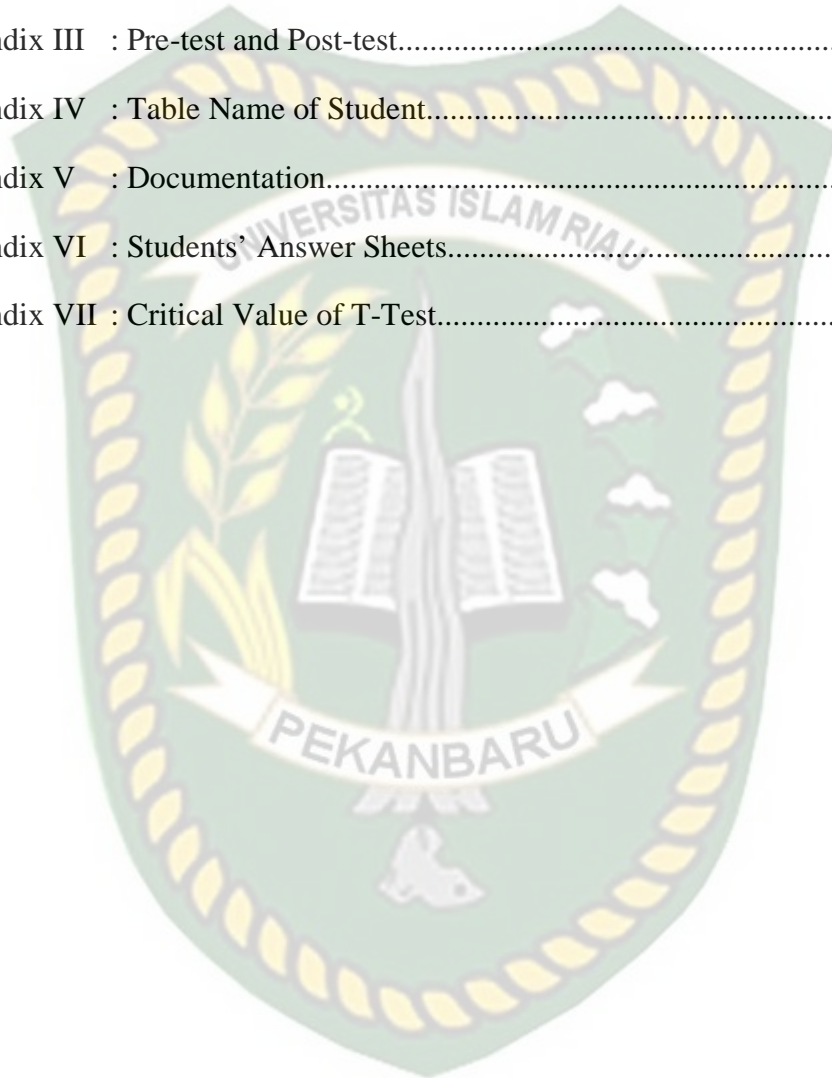
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is a media which play a vital role in human communication. It is used by people to interact among them and also used to express ideas, feelings, emotions, and share information with others. One of the important languages that we must know is English. It is because English is known as a globalization language and it is used by people internationally. Reading, speaking, listening, and writing are the indicators to measure how well people in English.

Students find that reading is one of the hardest main skills in English. It is understandable because reading requires understanding, comprehending and knowing the meaning of a text. Readers need to develop some skills in reading to help them comprehend a text easily and use it as tools that help in reading. Although it is difficult, language learners need to master reading by comprehending and understanding a text because reading plays an important role for the success of the language learning.

Furthermore, Olatunji (2011) state that comprehension means understanding and to comprehend is to understand. From this, we can conclude that reading comprehension means the ability to understand a context or a text. During the reading exercise, there is an interactive process between the reader and the writer. The writer express their thoughts, feelings,

and ideas through written text and the reader needs to understand what the writer have been written. If the reader can get the correct meaning of the written text, it means the reading process is run successfully. But, to understand a text is not too easy, especially for the students.

During the researcher's experience in Field Experience Programme 2018 at SMKN Pertanian Terpadu Provinsi Riau, the researcher found that the students faced difficulties in reading comprehension. The students found that reading is hard and comprehending a text is more difficult because English is not their first language. The students tend to get a lower score in reading section on their test than other sections. It is because the teaching and learning process is monotonous. The students also find it is hard to make inferences from the text and link their background knowledge to the text.

To solve the problems that the students face in reading comprehension, the researcher will use pictures as the media to teach reading comprehension. The problem of the teaching and learning process that are monotonous can be solved by using pictures. It is because the visualization from picture can motivate the students to respond more actively in class. The picture is more interesting and entertaining rather than only a textbook which is majority teachers use.

Murcia and Hilles (1990) in Allen Subekti (2014:23) proposed interesting and entertaining pictures can motivate students to respond in ways that more routine teaching aids, such as use a textbook or a sentence on the board,

cannot. Furthermore, they also added that pictures can also be used in different activities to increase learning and practice. Pictures introduce a great deal of variety into the classroom. It can provide activities that encourage appropriate movement involving students directly or as observers that will promote and enhance active learning.

After that, the reason of the researcher choose pictures to overcome students difficulty in making inferences of the text is because it can ease the students to get the main idea of the text from the pictures. Pike (2008) in Maryam (2012:332) proved that there is the impact of pictures on inferential comprehension of children. In this study, 73 children from grades two to six are the participants. Regarding the type of information depicted, the result of this study showed that pictures both facilitated and intruded with inferencing ability.

Moreover, pictures also can solve the problem of students that can not link their background knowledge to the text. It is because pictures as visual media can help the students recalling their memories more faster. According to Jenkins & Pany (1981:171) in Maryam (2012:332), pictures in text activate readers' background knowledge and they have a positive effect on text comprehension.

Based on the text above, the researcher conducted a research with the title "The Effect of Using Pictures to Students Reading Comprehension of Second Year Students at SMKN Pertanian Terpadu Provinsi Riau"

1.2 Setting of the Problem

Reading is the process of getting one's message conveyed by the researcher. So, it is important if the reader can get the message or the idea that the researcher expressed in the text. But, there are many students that face problems in comprehends a text. Either short or long text is difficult for students to comprehend it. The researcher finds some aspects to the reading problems that the students face.

The aspect of the problems can come from the teacher itself. The teacher's strategy in teaching are monotonous that make the students feel bored and uninterested in learning. This is also causes students not to pay attention to what they are reading. The students can learn faster and remember more lessons if they are enjoying what they are doing. So, the teacher needs to find an interesting way to teach their students.

Moreover, students find it difficult in making inferences of a text. Making inferences involves using what readers know to guess about what the reader do not know in reading. In making references, the students need to draw conclusions, make critical judgements and form own interpretations from the text.

In addition, students background knowledge can be aspects of the problems occur. It is because the students need to rely on their background knowledge to link what they already know to the text they are reading. Background knowledge includes both a reader's real-world experiences and

literary knowledge. Drawing parallels between background knowledge and text can help the students to understand the text. If their background knowledge are not well-built, the students can not rely on it.

Based on this setting of the problem, the researcher used pictures to help the students in reading comprehension.

1.3 Limitation of the Problem

In comprehending the reading materials, the students face some problems. The problems are limited to the effect of using pictures to the student's reading comprehension of second year students at SMKN Pertanian Terpadu Provinsi Riau intern of teaching and learning process that monotonous, difficulty in making inferences from the text and difficulty to link their background knowledge to the text.

Their reading comprehension measured by following indicators of reading components : finding the main idea, finding factual information, making inferences, and identify generic structure.

1.4 Formulation of the Problem

Due to the limitation of the problem, the problem in this research formulated as follows:

Is there any significant effect of using pictures to students reading comprehension of second year students at SMKN Pertanian Terpadu Provinsi Riau?

1.5 Objective of the Research

The objective of the research is:

To find out whether there are significant effect or not in using pictures to students reading comprehension of second year students at SMKN Pertanian Terpadu Provinsi Riau.

1.6 Significance of the Research

There are some significance of the research which are:

1. For the students

This research is significant to inform the students about the effect of reading comprehension by using picture

2. For the teachers

This research hopefully can be a reference to the teachers as one of the ways to teach students on reading so the teaching and learning process will be more interesting.

3. For other researcher

This research is expected to be reinforcing reference to other researcher which is studies in similar field.

1.7 Definition of the Key Terms

There are some key terms used in this research. The researcher defines them as follows to avoid misunderstanding and misinterpretation:

1. Effect : A change that is caused by something (Oxford English-English-Malay Dictionary, 2012)

2. Picture : Slide models which are colorful, realistic reproductions of original subjects, may contain verbal, graphic, and photographic and may fill information of the text (Kemp, et al., 1994: 217)

3. Reading comprehension : A process of constructing meaning from a text which involves the complex coordination of several processes, including decoding, word reading, and fluency along with the integration of background knowledge and previous experiences (Klingner & Geisler, 2008: 65)

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension

2.1.1 The Concept of Reading

According to Alfassi cited by Umi Tusriani (2017), reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society. It is also requires an integration of memory and meaning construction.

In addition, Nursani (2015) mentioned Harmer (1991:190), reading is an exercise that dominated by the eyes and the brain. The reading process is from the eyes that receive messages and then it goes to the brain to work out the significance of these messages.

Reading comprehension has been defined by experts in many ways. Some experts define it by the context of reading only, while others define by reading comprehension and also by the context of comprehension only. Even though they defined it in many ways, the meanings in general are almost the same.

Paul van den Broek, Anne Helder, and Josefine Karlsson (2014) said that in reading comprehension, one must visually process the individual words, identify and access their phonological, orthographic, and semantic representations, and connect this representations to form an understanding of the underlying meaning of the sentence. It is means that reading comprehension need some process to achieve the reading goals.

Based on Frank Smith (2012), comprehension is interpretation which is understanding an event from its context or putting the event into the context. The reader does not have to worry about specific letters or even words when they read, the important things is that the reader can understand the main message of the text.

2.1.2 Type of Reading

Based on Jain (2008:113) in Siti Masithoh (2017:28), the types of reading in particular can be divided into:

1) Intensive Reading

Further progress is under the teacher's guidance in language learning.

2) Silent reading

Read a discourse or text without making sound. It is also an activity that is necessary in reading skills at higher grade levels. Silent reading trains the students to read silently and really concentrating in order to understand the content of discourse or text.

3) Extensive Reading

Extensive reading aims to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

4) Aloud Reading

The activity in reading aloud is intended to train the students to read with the correct punctuation or speech.

In conclusion, the researcher chose intensive reading because while in the practice, the students guided by teacher.

2.1.3 Techniques of Reading

Many readers have different ways and techniques in reading. Grellet (1999:4) cited by Siti Masithoh (2017:26) have proposed many ways of reading, as follows :

1) Scanning

Scanning means glancing rapidly through a text either to research for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose.

2) Skimming

Quickly going through a text to find a particular piece of information.

3) Intensive Reading

Reading shorter texts to extract specific information. This is a more accuracies activity involving reading for detail.

4) Extensive Reading

Reading longer text, usually one's own pleasure. This is a fluency activity, mainly involving global activity.

2.1.4 Micro Skills and Macro Skills in Reading

There are several categories of macro skills and micro skills reading according to Brown (2003:187) in Masithoh (2017:26)

1) Micro skills:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different length in short term memory.
- c. Process writing at an efficient rate of speed to suit the process.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.

g. Recognize cohesive devices in written discourse and their role in signaling the relation between and among clauses.

2) Macro skills:

a. Recognize the rhetorical form of written discourse and their significance for interpretation.

b. Recognize the communicative functions of written texts, according to form and purpose.

c. Infer context that is not explicit by using background knowledge.

d. From describe events, ideas, etc. infer links and connection between events, deduce cause and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.

e. Distinguish between literal and implied.

f. Detect culturally specific references and interpret them in context of the appropriate cultural schemata.

g. Develop and use a battery of reading strategies, such a scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of text.

2.1.5 Assessing of Reading

According to Brown (2003: 190), the assessment of reading divided into four types :

1) Perceptive Reading

a) Reading Aloud

The tester-taker sees separate letters, words, or short sentences and reads aloud, one by one. Since the assessment of reading comprehension, any recognizable oral approximation of the response is considered correct.

b) Written Response

The test taker is to reproduce the problem in writing because of the transfer across different skills. Here, evaluation of the test taker's response must be treated. If an error occurs, make sure you determine its source; what might be assumed to be a writing error, for example, it may actually be a reading error, and vice versa.

c) Multiple-Choice

Multiple choice is useful at the low levels of reading such as same or different, circle the answer, true or false, choose the letter, and matching.

d) Picture-Cued

Test takers are shown a picture along with a written text and are given one of number of possible tasks to perform. With the

same picture, the test taker might read sentences and then point to the correct part of the picture or a true/false procedure might be presented with the same picture cued. Matching can be an effective method of assessing reading at this level.

2) Selective Reading

a) Multiple Choice (for Form-Focused Criteria)

The most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format. The reason is it easy to administer and can be scored quickly. The most straight forward multiple choice items may have little context, but might serve as a vocabulary or grammar check.

b) Matching Tasks

The test taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

c) Editing Tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The TOEFL and many others tests employ this technique with the argument that it not only focuses on grammar but also introduce a simulation of the authentic task of editing, or discerning errors in written passages.

d) Picture Cued Tasks

- Test-takers read a sentence or passage and choose one of four pictures that is being described. The sentence at this level is more complex.
- Test-takers read a series of sentences or definitions, each describing a labeled part of a picture or diagram. Their task is to identify each labeled item. In the following diagram, test takers do not need to know each term, but by reading the definition they are able to make an identification.

e) Gap-Filling Task

Many of the multiple-choice tasks described above can be converted into gap-filling or “fill-in-the-blank” items in which the test-taker’s response is to write a word or phrase. An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.

3) Interactive Reading

a) Cloze Tasks

Close tests are usually a minimum of two paragraphs in length in order to account for discourse expectancies. They can be constructed relatively easy as long as the specifications for choosing deletions and for scoring are clearly defined. Typically every seventh word (plus or minus two is deleted (known as fixed-

ratio deletion), but many cloze test designers use a rational deletion procedure of choosing deletions according to the grammatical or discourse to avoid deleting words that would be difficult to predict from the context.

b) Impromptu Reading Plus Comprehension Question

“Read a passage and answer some questions” technique is undoubted, oldest and the most common. Every proficiency test uses the format would rarely consider assessing reading without some components of the assessment involving impromptu reading and responding to questions. The set of questions based on 250 word passage, covers the comprehension of features main idea, expression/idiom, inference, grammatical features, detail, excluded facts not written, supporting idea, and vocabulary in context.

c) Short-Answer Task

A reading passage is presented and the test-taker reads questions that may be answered in a sentence or two.

d) Editing (Longer Texts)

On selective reading, it is described editing tasks, but the discussion was limited to a list of unrelated sentences, each presented with an error to be deleted by the test-taker. The same technique has been applied successfully to longer passages of 200 to 300 words.

e) Scanning

Scanning is strategy which is use all the readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (something in a chart or graph format) and requiring rapid identification or relevant bits of information.

f) Ordering Tasks

Students always enjoy the activity or receiving little strips of paper, each with a sentence on it, and assembling them into a story, sometimes called “the strip story” technique. The variations on this is it can serve as an assessment of overall global understanding of a story and the cohesive that signal the order of events or ideas.

4) Extensive Reading

a) Skimming

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give the reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, and its ease or difficulty and/or its usefulness to the reader. Skimming an apply to text of less than one page, so it would be wise not to confine this type of task just to extensive texts. Assessment of skimming strategies is usually straight forward; test-taker skims a text and answer questions.

b) Summarizing and Responding

One of the most common means of assessing extensive reading is to ask the test-taker to write a summary of the text. The task that is given to students can be very simply worded. Assessing extensive reading is the technique of asking students to respond to a text. The two tasks should not be confused with each other summarizing requires a synopsis or overview of the text, while responding asks the reader to provide his or her own opinion on the text as a whole or on some statement or issue within it.

c) Note-Taking and Outlining

A reader's comprehension of extensive text may be assessed through an evaluation of a process of note-taking and outlining because of the difficulty of controlling be conditions and time. Same for both these techniques, they rest firmly in the category of informal assessment. Their utility is in the strategic training that learners gain in retaining information through marginal notes that highlight the key information or organize outlines that put supporting ideas into a visually manageable framework.

2.2 Procedure Text

2.2.1 Definition of Procedure Text

We use many kinds of text in daily life. Usually we read a text how to operate new things, how to prepare or make something, how to act in

some circumstances like school, company, and a community, and how to get to some places. Those kinds of text are called procedure text. Mark and Cathy (2003) also explain the examples of procedure text are recipes, itineraries, instruction manuals, and direction.

In their book, Mark and Cathy (2003:28) stated that, “procedure is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done.” It is also stated that a procedure enables people to do things that are new to them or to make sure they do things in the correct order, and include all that needs to be done. Then, it can be concluded that procedure text presents steps to do something, making something, or going somewhere. In case of procedure text can be easily experienced in daily life, people ought to know about it.

2.2.2 Language Features of Procedure Text

Procedure text has some characteristics on it. Mark and Cathy (2003:50) propose those characteristics. They state that procedure texts can be recognized based on some language features below:

- a. The use of technical language.
- b. Sentences that begin with verbs and are stated as commands, for example the usage of the word “open” in the sentence; open the projector compartment using the screwdriver!

c. The use of time words or numbers that tell the order for doing the procedure. Time words is also called sequencers for example first, second, then, after that, the next step is, next, and finally.

d. The use of adverbs to tell how the action should be done. Adverbs of manner are frequently used. For instance: Next, gently press the stop button to stop the washing machine.

2.2.3 Constructing Procedure Text

There are some steps in constructing procedure text. First, on the first sentence, the introduction and aim of the procedure is being presented. Then, list of materials needed are also described. Last, the steps to do the activity are given. A procedure usually consists of:

- a. The goal of the activity (This is where writer tell the reader what he or she is going to achieve).
- b. The materials needed (It could be ingredients, tools, and equipment).
- c. Steps to achieve the goal (This is the main part of the procedure)
- d. Conclusion (Include a conclusion)

In a nutshell, the steps for constructing a procedure text are:

- a. An introductory statement that gives the aim or goal.
- b. A list of material that will be needed.

c. A sequence of steps in the order they need to be done.

2.3 Definition of Media

The meaning of media is often related with means of communication. The term media often refers to any device that brings information from the source of messages to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer (2010:54) in Masithoh (2017:29) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

According to Kamaludin (2009:29) cited by Masithoh (2017:29) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that motivated the students to learn. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables people to

influence other people who do not have contact with him or her immediately.

Media is a part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In conclusion, media is a way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences. Picture is one of the media that teachers often use in teaching and learning process.

2.4 Picture

This section discusses about the effect of media to students' reading comprehension. The researcher uses picture in this research. The discussion is about the definition of picture, and benefit using picture in teaching and learning process.

2.4.1 Definition of picture

Picture can be seen as many things such place, objects, and people. Andrew Wright (1989:2) proposes, pictures are not just an aspect of method but through their representation of places, objects, and people. They are an essential part of overall experiences. Picture is also considered as a good resource and media in teaching and learning process.

Murcia and Hilles (1988:73) state that pictures are versatile and useful resources for teaching. so this resource can facilitate language program. The researcher concludes that picture is a visual of representative of an object such things, humans, animals, and others which this visual representative gives the information about the real characteristic of the object.

2.4.2 The Usage of Picture

As the researcher has mentioned before, picture can be a useful aid in language learning. In his book, Wright stated that there are three essential contribution of picture such interest and motivation, a sense of the context of the language, and specific reference point or stimulus. He also deeply discussed that picture play an important role in helping to discipline some class activities, making the subjects which students are dealing with become clearer, and even illustrating the main idea and forms of an object or action which are particular to a culture.

Also, Murcia and Hilles (1988:73) propose some usages of pictures. They stated, “Interesting and entertaining pictures motivate students to respond in ways that more routine teaching aids, such as use a textbook or a sentence on the board, cannot.” Moreover, they also added that pictures can also be used in different activities to increase learning and practice. Pictures introduce a great deal of variety into the classroom. Activities that encourage appropriate movement- involving students

directly or as observers- will promote and enhance active learning. So, it can be concluded that pictures can play an important role in this process.

2.4.3 Advantages and Disadvantages of Picture

According to Gerlach and Ely (1980) in Allen (2014:24), pictures have several advantages and disadvantages.

a) The advantages of pictures:

1. Pictures are inexpensive and widely available.
2. Pictures provide common experiences for the entire group.
3. The visual detail makes it possible to study subjects which would otherwise be impossible.
4. Pictures can help to prevent and correct misconceptions.
5. Pictures offer a stimulus to further study, reading, and research.
6. Pictures help to focus attention and to develop critical judgement.
7. Pictures are easily manipulated.

b) The disadvantages of pictures:

1. Sizes and distances are often distorted.
2. Lack of some color in some pictures limits proper interpretations.

3. Students do not always know how to read pictures.

2.5 Blended Learning

According to the journal of A. Bryan and K.N. Volchenkova (2016: 24), Friesen (2012) found that, in the early days of blended learning, the term could mean ‘almost any combination of technologies, pedagogies and even job tasks’. Definitions might cover any instructional technology at all, or restrict themselves to web-based technology; they might not mention technology specifically, but instead focus on blending different theoretical approaches. Procter (2016) defined blended learning in 2003 as ‘the effective combination of different modes of delivery, models of teaching and styles of learning’. According to Chew, Jones and Turner (2008), ‘blended learning involves the combination of two fields of concern: education and educational technology’. The broad nature of these definitions meant that critics such as Oliver and Trigwell (2005) could attack the concept as ill-defined.

Eventually different understandings began to converge. An influential early definition was that of Graham(2006), who proposed that ‘Blended learning systems combine face-to-face instruction with computer-mediated instruction’. This defines the concept in terms of two modes of course delivery, and defines the blend as some combination of two modes. At the time Graham offered this definition, computer-mediated communication was seen as largely asynchronous and text-based. Now that teleconferencing applications are common, Friesen has suggested the need to redefine ‘face-

to-face' (F2F) as 'co-present'. For Friesen (2012), "Blended learning" designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co ~~of teachers~~ presence and students'.

Other theorists and practitioners offer definitions, which are similar to those of Graham and Friesen. For Staker and Horn (2013), blended learning is 'a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised Brickand-mortar location away from home'. This definition emphasises that content and instruction must be delivered online, meaning that a traditional face-to-face course in which students are encouraged to use the internet for research does not qualify as blended learning. The phrase 'supervised brick-and-mortar location' means that the 'face-to-face' element need not necessarily consist of traditional classroom contact. Hew and Cheung (2014) follow Staker and Horn.

Watson and Murin (2014) give an expanded version of Staker and Horn: 'a formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience'. For Krasnova (2015), blended learning may be defined

as a ‘method of teaching that combines the most effective face-to-face teaching techniques and online interactive collaboration, both constituting a system that functions in constant correlation and forms a single whole’. Stacey and Gerbic (2008) consider a range of definitions of the term, but at a minimum it involves ‘some combination of virtual and physical environments’. For Launer (2010), it is ‘the combination of technology supported self or distance study settings and face-to-face settings’.

Aside from the broad nature of many early definitions of the concept, Oliver and Trigwell (2005) made one more important criticism of blended learning. They argued that by focusing on modes of delivery, theorists were actually focusing more on teaching than on learning. While this critique might not be wholly fair, it does highlight the danger of pursuing technology without adequately considering how it contributes to the learning process. The term ‘hybrid learning’ appears to be almost synonymous with ‘blended learning’, however that is defined. In the rest of this paper Friesen’s definition, given above, will be adopted, unless otherwise indicated.

2.6 Procedures of Teaching Reading by Using Pictures

In teaching reading comprehension to senior high school students, the teacher gave the picture that is related to the text in order to make students easier in comprehending the text. There are several kinds of text that students need to master in this curriculum; they are descriptive text, recount text,

report text, procedure text, and narrative text. The researcher used procedure text to conduct this research.

Procedure text presents steps to do something, making something, or going somewhere. In teaching procedure text, the teacher chooses some pictures that related to the text about to do something, making something or going somewhere.

a. Preparations

To know the students' reading comprehension in understanding a texts, it needs innovation and creation to motivate them while learning reading skills. Therefore, the teacher prepared the material and interesting media that can help them in teaching.

1. Material

Based on Tomlinson and Masuhara (2004) in Diah (2017:123), there are some criteria that can be used by the teachers to select the teaching material; the texts should engage most of the target learners cognitively and effectively, the texts should be comprehensible to the target learners, the students should be able to connect the text to their lives, the students should be able to connect the text to their knowledge of the world, the emotional level of the texts should be suitable for the age and maturity of the target learners, the texts should give contributions to the personal development of learners, and the texts should be appropriate with the curriculum.

The materials that can be used in teaching is the appropriate materials that will be learned by the students. In selecting the material, the teacher needs to see the syllabus first as a guide for them in teaching. Instead of that, the materials that will be taught by the teacher have to appropriate to the curriculum. Based on curriculum for senior high school, there are two kinds of monologue texts used for teaching English from. The texts are descriptive text, and procedure text. In preparing the materials, the teacher should know the types of text that they are going to teach. In teaching procedure text, the teacher should have some interesting objects that will be discussed with the students. The teacher should prepare the materials well when they want to teach the text. Appropriate material will make the teaching process successful.

2. Media

Media is the essential and important parts that must be made in instructional design. As a tool for language learning/teaching, media have undoubtedly always facilitated for both instructed and no instructed learners. Gutschow in Novriza (2010) in Diah (2017:123) states that media have four general purposes; Media can help to simplify the teaching process, and they can help to perfect it, machines allow the teachers practice the principle of object teaching and illustration, by media the use of mother tongue of the students can be reduced, media are instruments of motivation if they are used in such a way as to stimulate learning.

Besides preparing well materials, the teacher also need an interesting media that will be used in the teaching process. In selecting the media, the teacher needs to be creative. The media that will be used by the teacher have to be interesting for the students. For example; picture. The teacher can use pictures to teach reading. Before they give a model of text to the students, it is better for the teacher to show the picture that is related to the text first. So, it is not difficult for the students to comprehend the text that will be given by the teacher in whilst-teaching activity.

b. Teaching Procedures

Like the other teaching, this strategy has some steps in implementing the teaching learning process, which have obeyed by the teacher. Generally, the activities in teaching learning process are divided into three phases, pre-activity, whilst-activity, and post-activity.

1. Pre-teaching activity

a. Greetings.

- The teacher started the lesson by giving *Salam* and praying to God.

b. Review the previous lesson.

- The teacher asked some questions related to the last topic to remind the students on previous lessons.

2. Whilst-teaching Activity

The teacher used a projector and infocus in whilst-teaching activity. It is because the teacher taught students by using the pictures through digital media. In this research, the teacher put the pictures and the text into a Powerpoint slides.

- a. Teacher showed jumbled pictures on the first slide of the Powerpoint.
- b. Teacher asked the students some questions related to the pictures :
 - What comes to your mind when you first see this pictures?
 - What do you see in these pictures?
- c. The teacher showed a text related to the pictures.
- d. The teacher asked all of the students to try arranged the pictures in the correct order based on the text and ask some of the students to come in front of the class and read their answers.
- e. Teacher and students discussed together the correct arrangement of the pictures.
- f. The teacher asked the students some difficult words in the text. After that, the teacher searched the pictures of the words and showed the pictures to the students.
- g. The students and the teacher then discussed the meaning of the words together.

h. The teacher gave the students some questions to be answered based on the pictures and the text. The questions are written on the third slide of the Powerpoint.

i. The teacher and the students discussed the correct answers together.

j. The teacher explained about procedure text:

- Generic structure, identification, and description.

3. Post-Teaching Activity

In post-teaching activity, the teacher discussed with the students about the lesson in that day.

a. Teacher and students concluded the lesson.

c. Teacher closed the lesson with *Salam* and praying to God.

2.7 Relevance Studies

To enlarge the researcher knowledge about this research, the researcher found some relevance studies to this case. A research was conducted by Sri Wahyuni (2013) entitled “An Analysis of Students’ Ability in the Use of Picture to Increase the Reading Comprehension at SMPN 25 Pekanbaru”. In this research, the writer concluded that the students ability in using pictures to increase their reading comprehension was very good. It is because the result of the research was 4 or 12% got very good scores, 12 students or 36% got good

scores, 12 students or 36% got fair scores, 3 students or 9% got bad scores, and 2 students or 6% got very bad scores.

The next study entitled “Improving Students Reading Comprehension in Narrative Text through Picture-Stories” by Siti Masithoh (2017). This study was a classroom action research and conducted in two cycles. Each cycle consisted of four steps which is planning, action, observation and reflection. In this research, the technique that the writer use was using test, pre-observation and interview. The finding shows that the implementation of picture-stories could improve students’ reading comprehension. This can be seen in the results of the students’ average score in pre-test 56,4. It increased to 74,6 in the post test II.

Another study has been made by Yi-Chun Pan, Yi-Ching Pan (2009) entitled “The Effect of Pictures on the Reading Comprehension of Low-proficiency Taiwanese English Foreign Language College Students: An Action Research Study. The research shows that the low-proficiency participants had significantly higher scores on their translation tasks when the text was presented together with the pictures, and that the accompanying pictures facilitated those low-level participants in comprehending not only by the simpler but also the more difficult text.

From the relevance studies above, the researcher found that there are some differences in conducting the research. This research conducted at different places, and the researcher tried to implement the use of pictures in

teaching reading comprehension of the second year students of SMKN Pertanian Terpadu Provinsi Riau.

2.8 Hypothesis

The hypothesis of the research based on the formulation of the research problems are as in the following:

1. H_0 : There is no significant effect of using picture to students reading comprehension of second years students at SMKN Pertanian Terpadu Provinsi Riau.
2. H_a : There is a significant effect of using picture to students reading comprehension of second years students at SMKN Pertanian Terpadu Provinsi Riau.

CHAPTER III

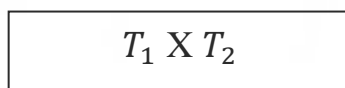
RESEARCH METHODOLOGY

3.1 Research Design

The design of the research is Quasi-experimental design. Bruce A. Thyer (2012:104) stated that, in Quasi-experimental design, it is a good thing if a study shows that participants who received a treatment have improved and it is showed that the intervention “works”. It means that the Quasi-experimental design use intervention in the research. The intervention of this research was using pictures.

Quasi-experimental research is an experiment to measure someones' ability. In this research, pre-test and post-test used to measure student's ability. The research design as Figure 3.1 shows that pre-test given to the sample class in first meeting followed by treatment on the next four meetings and on the last meeting, post-test were given. There are two variables in this research, independent and dependent variable. The independent variable is using pictures and the dependent variable is reading comprehension.

Figure 3.1 Research Design



T_1 : Pre-Test

X : Treatment

T_2 : Post-Test

3.2 Location and Time of the Research

The research location was at SMKN Pertanian Provinsi Riau which located in Kaharuddin Nasution street, Marpoyan Damai sub-district, Pekanbaru city, Riau. The time of research conducted is as followed:

Table 3.1 Time of the Research

No.	Meeting	Date	Activities
1.	1st	Monday, 21 October 2019 (08.00 a.m – 09.30 a.m)	Pre-test
2.	2nd	Friday, 25 October 2019 (10.30 a.m – 12.00 p.m)	Applying treatment using pictures in teaching and learning process
	3rd	Monday, 28 October 2019 (08.00 a.m – 09.30 a.m)	
	4th	Friday, 1 November 2019 (10.30 a.m – 12.00 p.m)	
	5th	Monday, 4 November 2019 (08.00 a.m – 09.30 a.m)	
3.	6th	Friday, 8 November 2019 (10.30 a.m – 12.00 pm)	Post-test

3.3 Population and Sample of the Research

3.3.1 Population

Based on Alvi (2016:10), population indicates to all the members who meet a particular criterion stated for a research investigation. In this research, the population is the second year students of SMKN Pertanian Provinsi Riau.

Table 3.2 Population of the Research

No.	Classes	Male	Female	Total
1.	XI AMP	34 students	0 student	34 students
2.	XI ATP I	37 students	0 student	37 students
3.	XI ATP II	37 students	0 student	37 students
4.	XI ATP III	36 students	0 student	36 students
5.	XI ATPH I	17 students	19 students	36 students
6.	XI ATPH II	17 students	18 students	35 students
7.	XI ATPH III	14 students	20 students	34 students
8.	XI PPT	10 students	27 students	37 students
9.	XI APHP I	4 students	28 students	32 students
10.	XI APHP II	4 students	28 students	32 students
11.	XI AI	17 students	11 students	28 students
12.	XI APAT I	17 students	17 students	34 students
13.	XI APAT II	22 students	13 students	35 students
14.	XI ATU	17 students	22 students	39 students
Total Population				486 students

3.3.2 Sample

Alvi (2016:11) stated that a sample can be interpreted as a group of relatively smaller number of people selected from the population for a research investigation. Furthermore, Alvi also state two types of sampling, probability sampling method and non-probability sampling method. In probability sampling method, every member of the population has a known (non zero) probability of being included in the sample. On the other hand, in non-probability sampling method, every unit of populations does not get equal chance of participates in the investigation.

In this research, the sample of the research taken through probability sampling method or also called random sampling method. Every population of the research given the equal chance of being selected as the subject. The researcher used lottery to find the class to be chosen. All second year classes written in roll papers and the researcher chose one roll paper which have written the class to be the sample. The class chosen was XI AI.

Table 3.3 Sample of the Research

No.	Class	Male	Female	Total
1.	XI AI	17 students	11 students	28 students

3.4 Instrument of the Research

According to David and Peter (2003:2), research instruments are tools to receive information correlated to a research and there are a lot of alternatives from which to choose.

The instruments used are test and documentation. The test was used reading comprehension test to measure the students' reading comprehension after the researcher gave treatment. The reading test in pre-test consists of 20 questions of reading text test and post-test consisted of 5 picture-based test, 5 multiple choice test and 10 reading text test of essay. The test was adapted from Allen Subekti (2014). The blueprint of the test shows in Table 3.4:

Table 3.4 The Blueprint of the Test

PRE-TEST			
No	Indicator	Items Number	Total
1.	Finding main idea	1,5,20	3
2.	Finding factual information	2,3,4,6,7,10,13,14,15,18,19	11
3.	Making inferences	12,16	2
4.	Identify generic structure	8,9,11,17	4
POST-TEST			
No	Indicator	Items Number	Total
1.	Finding main idea	16,17,18,19,20	5
2.	Finding factual information	2,3,5,6,7,8,9	7
3.	Making inferences	1,10,13,15	4
4.	Identify generic structure	4,11,12,14	4

3.4.1 Variables X

In this research, the independent variable is the students' score on pre-test. So, the variable X is using pictures in English reading material.

3.4.2 Variables Y

In this research, the dependent variable is the students' score of post-test after the application of the pictures in English reading material. So, the variable Y is the students' reading comprehension.

3.5 Data Collection Technique

The data collected by using XI AI class of second year students in SMKN Pertanian Terpadu Provinsi Riau. Firstly, the researcher gave pre-test of reading to this class in the first meeting. Next, the students were taught by using pictures as the media in teaching reading of procedure text in second until the fifth meeting.

In every meeting, the researcher did the same activities in the different topics to try to know the students reading comprehension. Then, on the last meeting, the researcher gave post-test of reading to the class. The reading test in pre-test consists of 20 questions of reading text test and post-test consisted of 5 picture-based test, 5 multiple choice test and 10 reading text test.

3.6 Data Analysis Technique

Analyzing the data is a compulsory activity that is used by the researcher. From analyzing the data, the researcher got the conclusion of the research.

Analyzing the data also used to answer the research question (Riduwan, 2012). The data was analyzed in terms of hypotheses testing.

The researcher analyzed the result by using t-test to know whether the result statistically significant or not. Therefore, the researcher used t-test from SPSS 24 programme to analyze the significant different of using pictures in students' reading comprehension of SMKN Pertanian Terpadu Provinsi Riau.

The T-table was employed to know whether there was a significant difference or not between mean score of the sample class. The obtained value of t-table at the degree of freedom $(df) = (N_1 + N_2) - 2$.

Statistically the hypotheses were:

$$H_a = t_o > t\text{-table}$$

$$H_o = t_o < t\text{-table}$$

H_a is accepted if $t_o < t\text{-table}$ or there is any significant effect of using pictures to students' reading comprehension at SMKN Pertanian Terpadu Provinsi Riau.

H_o is accepted if $t_o > t\text{-table}$ or there is no significant effect of using pictures to students' reading comprehension at SMKN Pertanian Terpadu Provinsi Riau.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This research was conducted to know the effect of using pictures in reading comprehension at the second year students of SMKN Pertanian Terpadu Provinsi Riau. Therefore, the researcher found out student's score in reading comprehension at SMKN Pertanian Terpadu Provinsi Riau. This research was classified to Quasi-experimental research which was a quantitative research. The data of this research was taken from students' score in pre-test and post-test. The post-test and pre-test was needed a rater in giving marks. The rater was the English teacher of the sample class, Syarifah Yusnita, M. Pd.

4.1.1 Data Presentation of Pre-Test

First of all, the researcher gave a pre-test to the students before giving treatment. The pre-test was in the form of a reading test that have 20 essay questions. The pre-test was conducted on 21 October 2019 and started at 10.30 a.m. The test took 60 minutes of time to be done. The pre-test was done to know the initial second year student's ability in reading comprehension of procedure text.

The researcher presented the students' score in reading comprehension on pre-test as following table:

Table 4.1 The Students' Score of Pre-Test

Student	Score
Student 1	50
Student 2	65
Student 3	75
Student 4	50
Student 5	55
Student 6	60
Student 7	80
Student 8	60
Student 9	60
Student 10	60
Student 11	65
Student 12	75
Student 13	50
Student 14	60
Student 15	75
Student 16	65
Student 17	65
Student 18	65
Student 19	45
Student 20	60

Table 4.1 The Students' Score of Pre-Test (continued)

Student	Score
Student 21	75
Student 22	50
Student 23	75
Student 24	80
Student 25	60
Student 26	55
Student 27	80
Student 28	55
Total	1770
Mean	63.21

Table 4.1 showed the pre-test result of the students in reading comprehension of procedure text. Based on the table, the total score of pre-test from sample class (XI AI) at SMKN Pertanian Terpadu Provinsi Riau with 28 students was 1770. From the total score of the pre-test, the researcher gained the mean score of pre-test was 63.21.

4.1.2 Data Presentation of Post-Test

The researcher gave treatment to the students of sample class (XI AI) after given the pre-test which is using pictures in reading comprehension. The treatment was given four times in each four meetings. The meetings of treatment

were on 25th and 28th October, also 1st and 4th November of 2019. On 8th November 2019, the researcher gave post-test to the students. The post-test consisted of 20 questions which is 5 picture-based test, 5 multiple choice test and 10 reading text test of essay. The post-test took 75 minutes of time to be done. The researcher presented the students' score in reading comprehension on post-test as following table:

Table 4.2 The Students' Score of Post-Test

Student	Score
Student 1	93
Student 2	88
Student 3	96
Student 4	96
Student 5	90
Student 6	95
Student 7	88
Student 8	92
Student 9	91
Student 10	95
Student 11	91
Student 12	92
Student 13	88
Student 14	92

Table 4.2 The Students' Score of Post-Test (continued)

Student	Score
Student 15	100
Student 16	95
Student 17	96
Student 18	95
Student 19	96
Student 20	88
Student 21	89
Student 22	96
Student 23	91
Student 24	96
Student 25	88
Student 26	95
Student 27	94
Student 28	91
Total	2597
Mean	92.75

Table 4.2 showed the result of students' score in reading comprehension after the researcher gave the treatment. The table showed that the total score of the

students in post-test was 2597. From the total score of the post-test, the researcher obtained the mean of post-test was 92.75.

After the researcher found the total and mean score of pre-test and post-test in reading comprehension, the researcher analyzed the paired sample test to find out the difference of both tests which can be seen by the table followed:

Table 4.3 Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	63.21	28	10.293	1.945
Post-test	92.75	28	3.284	.621

Based on the Table 4.3, the total of the students was 28 students. The table also showed that the mean of pre-test was 63.21 while the mean of post-test was 92.75. The standard deviation of pre-test showed in the table was 10.293 while the post-test was 3.284. It is also showed that the standard error of mean of pre-test was 1.945 while post-test was 0.621. From the statistics, the researcher found that the students' score in reading comprehension increased after the treatment given. It means that there was an effect of using pictures in reading comprehension. Hereafter, the paired correlation of the test shown in table followed:

Table 4.4 Paired Sample Correlations

	N	Correlation	Sig.
Pair 1 Pre-test & Post-test	28	.008	.967

From Table 4.4, it could be seen that with the 28 total of students, the correlation between pre-test and post-test was 0.008 while the significant of the sample is 0.967.

Table 4.5 Paired Sample Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	-29,536	10,779	2,037	-33,715	-25.356	14.500	27	.000

Based on the Table 4.5, the result of analyzed data by using SPSS showed that paired sample T-test showed paired differences to know the same variance.

If sig. (2-tailed) > 0.05 Ho is accepted and Ha is rejected.

If sig. (2-tailed) < 0.05 Ho is rejected and Ha is accepted.

From the table, it could also be seen that the level of significant was 0.000 and it was less than 0.05. Therefore, the null hypothesis (Ho) was rejected and hypothesis alternative (Ha) was accepted. In results, there was a significant effect of using pictures in students' reading comprehension of second year students at SMKN Pertanian Terpadu Provinsi Riau.

4.1.3 Data Observation of Students' Reading Comprehension

From the data, it could be seen that the score of the students increased from the score of pre-test to post-test after the researcher gave treatment which is using pictures in teaching and learning process.

The researcher observed the students' reading comprehension of second year students at SMKN Pertanian Terpadu Provinsi Riau based on four indicators of reading comprehension which were finding the main idea, finding factual information, making inferences, and identify generic structure.

4.1.3.1 Finding Main Idea

Table 4.6 Finding the Main Idea

Student	Pre-Test	Post-Test
Student 1	100	92.5
Student 2	100	90
Student 3	100	90
Student 4	100	100
Student 5	100	95
Student 6	100	97.5
Student 7	100	90
Student 8	100	100
Student 9	67	97.5
Student 10	67	97.5
Student 11	100	97.5
Student 12	100	100
Student 13	100	100
Student 14	100	100
Student 15	100	100
Student 16	100	97.5
Student 17	100	100
Student 18	67	97.5
Student 19	100	100

Table 4.6 Finding Main Idea (continued)

Student 20	67	90
Student 21	100	92.5
Student 22	100	100
Student 23	100	97.5
Student 24	100	100
Student 25	100	90
Student 26	100	97.5
Student 27	100	95
Student 28	67	100
MEAN	94.1	96.6

From the indicator of finding the main idea, the researcher found that most of the students answered the questions correctly on both of the pre-test and post-test. Nevertheless, Table 4.6 shows that the mean score of pre-test in the indicator of finding the main idea was 94.1 and the mean score of post-test in the indicator of finding the main idea was 96.6. It shows that the increasing mean score of the students was only 2.5 after the treatment of using pictures in students' reading comprehension of procedure text.

4.1.3.2 Finding Factual Information

Table 4.7 Finding Factual Information

Name of Student	Pre-Test	Post-Test
Student 1	27.3	100
Student 2	45.5	85.7
Student 3	72.7	100
Student 4	36.4	100
Student 5	36.4	85.7
Student 6	45.5	85.7
Student 7	63.6	85.7
Student 8	45.5	100
Student 9	45.5	85.7
Student 10	45.5	100
Student 11	54.5	85.7
Student 12	63.6	85.7
Student 13	36.4	100
Student 14	45.5	85.7
Student 15	63.6	100
Student 16	36.4	85.7
Student 17	63.6	100
Student 18	54.5	100
Student 19	36.4	100

Table 4.7 Finding Factual Information (continued)

Student 20	45.5	85.7
Student 21	81.8	71.4
Student 22	36.4	100
Student 23	81.8	85.7
Student 24	72.7	100
Student 25	45.5	85.7
Student 26	36.4	85.7
Student 27	72.7	85.7
Student 28	54.5	85.7
MEAN	51.6	91.3

Furthermore, based on Table 4.7, in finding factual information, there were a lot of students that found difficulties in answering the questions in pre-test. However, after the treatment was given to the students, there was a significant improve to their reading comprehension in finding factual information. The table showed that the mean score of the students in finding factual information in pre-test was 51.6 and in post-test was 91.3. Therefore, the increasing mean score from pre-test to post-test was 39.7.

4.1.3.3 Making Inferences

Table 4.8 Making Inferences

Name of Student	Pre-Test	Post-Test
Student 1	50	100
Student 2	0	100
Student 3	100	100
Student 4	50	100
Student 5	0	100
Student 6	50	100
Student 7	100	100
Student 8	0	100
Student 9	100	100
Student 10	0	100
Student 11	50	100
Student 12	50	100
Student 13	0	100
Student 14	50	100
Student 15	50	100
Student 16	100	100
Student 17	50	100
Student 18	100	100
Student 19	50	100

Table 4.8 Making Inferences (continued)

Student 20	0	100
Student 21	50	100
Student 22	0	100
Student 23	50	100
Student 24	100	100
Student 25	50	100
Student 26	0	100
Student 27	100	100
Student 28	50	100
MEAN	48.2	100

In addition, Table 4.8 concluded that the students were difficult in making inferences at first but with the treatment given, it helped students in making inferences. As shown in the table, the mean score of pre-test was 48.2 while the mean score of post-test was 100. As a result, the increasing mean score was 51.8. This significant increasing score shows that using pictures really help in making inferences.

4.1.3.4 Identifying Generic Structure

Table 4.9 Identifying Generic Structure

Name of Student	Pre-Test	Post-Test
Student 1	25	75
Student 2	75	75
Student 3	50	100
Student 4	50	75
Student 5	100	75
Student 6	75	100
Student 7	75	75
Student 8	75	75
Student 9	25	75
Student 10	50	75
Student 11	75	75
Student 12	75	75
Student 13	50	75
Student 14	75	75
Student 15	75	100
Student 16	75	100
Student 17	50	75
Student 18	75	75
Student 19	25	75

Table 4.9 Identifying Generic Structure (continued)

Student 20	50	75
Student 21	50	100
Student 22	75	75
Student 23	50	75
Student 24	50	75
Student 25	75	75
Student 26	100	100
Student 27	75	100
Student 28	100	75
MEAN	64.3	81.3

Last but not least, from the data, the students difficult in identifying generic structure before the treatment given but can identify clearly after the treatment given. Table shows that the mean score of pre-test was 64.3 and the mean score of post-test was 81.3. It also shows that the increasing of the mean score was 17.

4.2 The Progress of Students' Score

The researcher applied Quasi-experimental research and obtained students' score of pre-test and post-test. The researcher analyzed the progress of students' result by using pictures in reading comprehension of procedure text.

Figure 4.1 The Result of Pre-Test and Post-Test

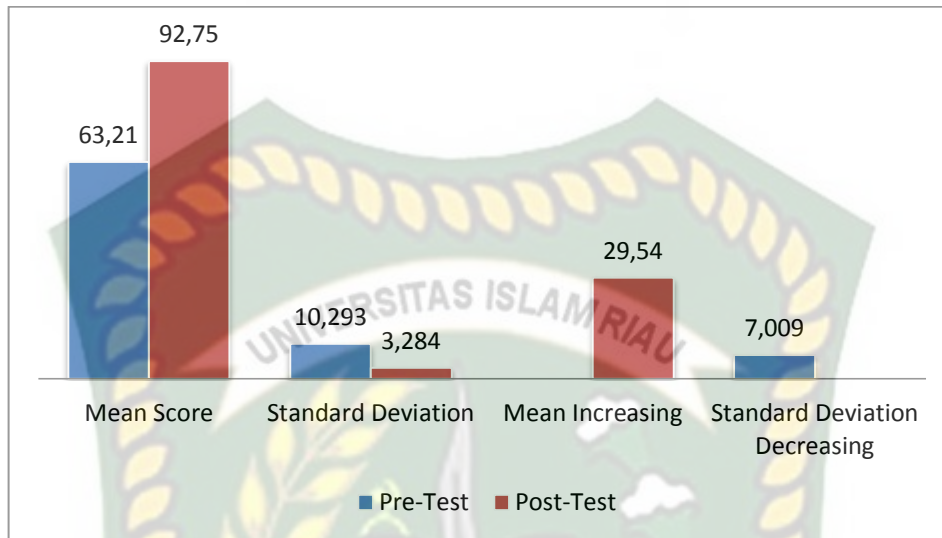


Figure 4.1 showed that the mean score of pre-test was 63.21 while the mean score of post-test was 92.75. The result showed that the increasing of mean score was 29.54. In addition, the standard deviation of pre-test was 10.293 and post-test was 3.284. It is shows that the standard deviation of the test was decreased by 7.009. This result showed that there was an effect of using pictures in students' reading comprehension at second year students of SMKN Pertanian Terpadu Provinsi Riau.

4.3 Teaching and Learning Process

4.3.1 Pre-Test

First of all, the researcher came into the class, gave *Salam* and greeted the students. After that, the researcher checked the attendance list of the class. Then, the researcher as a teacher introduced herself in front of the class. Next, the students were asked to introduce themselves one by one. After all of the students

had their turn, the teacher asked the students to do a pre-test. Pre-test was given by the teacher to the students before the treatment. The purpose was to know the students' reading ability before the treatment applies. Pre-test was conducted on the first meeting only. The pre-test was reading test and consisted of 20 essay questions. The students were given 60 minutes to finish the test. After all of the students have finished, students were asked to collect the answer and question sheets. Finally, the students were asked to pray to God and the teacher closed the teaching and learning process by giving *Salam*.

4.3.2 Treatment Process

The First Material: First, teacher started the class by giving *Salam*. Then, the teacher checked the attendance list. After that, the teacher prepared infocus and projector that used as the media in teaching. The teacher showed jumbled pictures of steps "How to Clean a Blender" on the first slide of powerpoint that the teacher prepared beforehand. The teacher then asked the students "What comes to your mind when you saw the pictures?" and "What do you see in those pictures?". The teacher chose some students to give their opinion. Hereafter, the teacher showed a text on "How to Clean a Blender" and asked the students the correct order of the pictures. The teacher asked few of other students to come in front of the class to rearrange the jumbled pictures in the correct arrangement. Thenceforth, the teacher discussed together the right order of the pictures according to the text. From the text given, the teacher asked the students unfamiliar words that they found and teacher search the word in google photo to find its' picture. The words were "screw", "scrap", and "sink". The teacher

explained about procedure text to the class. Next, the teacher gave 5 questions related to the text and pictures and discussed together the answers with the students. Last but not least, the teacher closed the class by praying to God together with the students and giving *Salam*.

The Second Material: Teacher started the class by giving *Salam*. Next, the teacher checked the attendance list. Then, the teacher prepared infocus and projector that used as the media in teaching. The teacher showed jumbled pictures of steps “How to Replace a Microwave Light Bulb” on the slide of powerpoint. After that, the teacher asked the students “What comes to your mind when you saw the pictures?” and “What do you see in those pictures?”. The teacher then chose some students to give their opinion. Then, the teacher showed a text on “How to Replace a Microwave Light Bulb” and asked the students the correct order of the pictures. The teacher asked a few of other students to come in front of the class to rearrange the jumbled pictures in the correct arrangement. Next, the teacher discussed together the right order of the pictures according to the text. The teacher asked the students unfamiliar words from the text given and teacher search the word in google photo to find its’ picture. The words were “halogen light”, “bulb”, and “vent panel” The teacher explained about procedure text to the class. Then, the teacher gave 5 questions related to the text and pictures and discussed together the answers with the students. Lastly, the teacher closed the class by praying to God together with the students and giving *Salam*.

The Third Material: Firstly, the teacher started the class by giving *Salam*. The teacher checked the attendance list and after that, the teacher prepared

infocus and projector that used as the media in teaching. Next, the teacher showed jumbled pictures of steps “How to Ride a Motorcycle Safely” on the slide of powerpoint. Then, the teacher asked the students “What comes to your mind when you saw the pictures?” and “What do you see in those pictures?”. The teacher chose some students to give their opinion. After that, the teacher showed a text on “How to Ride a Motorcycle Safely” and asked the students the correct order of the pictures. The teacher asked a few of other students to come in front of the class to rearrange the jumbled pictures in the correct arrangement. The teacher discussed together the right order of the pictures according to the text. From the text given, the teacher asked the students unfamiliar words that they found and teacher search the word in google photo to find its’ picture. The words were “license”, “brake”, “clutch” and “lever”. Then, the teacher gave 5 questions related to the text and pictures and discussed together the answers with the students. The teacher closed the class by praying to God together with the students and giving *Salam*.

The Fourth Material: First of all, the teacher started the class by giving *Salam*. Then, the teacher checked the attendance list. Next, the teacher prepared infocus and projector that used as the media in teaching. The teacher showed jumbled pictures of steps “How to Fix a Bicycle Wheel” on the slide of powerpoint. After that, the teacher asked the students “What comes to your mind when you saw the pictures?” and “What do you see in those pictures?”. The teacher then chose some students to give their opinion. Moreover, the teacher showed a text on “How to Fix a Bicycle Wheel” and asked the students the correct order of the pictures. The teacher asked a few of other students to come in front of

the class to rearrange the jumbled pictures in the correct arrangement. Then, the teacher discussed together the right order of the pictures according to the text. The teacher asked the students unfamiliar words from the text given and teacher search the word in google photo to find its' picture. The words were "handlebars" and "valve stem". The teacher explained about procedure text to the class. Then, the teacher gave 5 questions related to the text and pictures and discussed together the answers with the students. Last, the teacher closed the class by praying to God together with the students and giving Salam.

4.3.2 Post-Test

As usual, the teacher started with greetings and praying. Then, the teacher gave some advice and motivation for the students. After that, the teacher gave post-test to the students of the class. The post-test was reading test and consisted of 5 picture-based test, 5 multiple choice test and 10 reading text test of essay questions. The students were given 75 minutes to finish the test. After all of the students have finished, students were asked to collect the answer and question sheets. Finally, the students were asked to pray to God and the teacher closed the teaching and learning process by giving *Salam*.

4.4 Data Interpretation

Based on the data analysis, the researcher interpreted the research finding of pre-test, post-test and the final finding of hypothesis as follows:

1. Based on the data of the sample class in pre-test, it was found that the total score of the students was 1770 with the mean 63.21. On the other hand,

based on the data of the sample class in post-test, it was found that the total score of the students was 2597 with the mean 92.75.

2. From the statistical findings, the researcher found that the null hypothesis was rejected and the alternative hypothesis was accepted because the sig. (2-tailed) was 0.000 and it is less than 0.05.
3. Based on the result of statistical analysis, it could be interpreted that there are positive effects of using picture in students' reading comprehension.

4.5 Hypothesis Testing

The hypothesis is aimed to reveal whether there is a significant effect or not of using pictures in reading comprehension. In this research, the researcher used SPSS to analyze the data.

Based on the calculation of analysis data, it could be seen that the value of $T_{\text{calculated}}(t_0)$ in sample class was 14.500 while $T_{\text{table}}(t_t)$ of level significant 5% was 2.052. It can read $14.500 > 2.052$, it means that $T_{\text{calculated}}(t_0)$ was higher than $T_{\text{table}}(t_t)$. Furthermore, it could be seen that the significant value (2-tailed) in sample class was 0.000 and it was lower than significant 5%, $0.000 < 0.05$. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be concluded that there was significant effect of using pictures in students' reading comprehension at SMKN Pertanian Terpadu Provinsi Riau.

BAB V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The researcher draws conclusions based on data analysis in Chapter IV as follows:

This research is a Quasi-experimental research that have been the main purpose to find out whether there is a significant effect of students reading comprehension by using pictures in teaching and learning process. The mean score for each group increased. It could be seen that the mean score of pre-test was (63.21). The research conducted by using pictures showed results of the post-test, it was found that the mean score of post-test was (92.75) for the sample class. In other words, the mean score of post-test was higher than the mean score of pre-test.

According to result of t-observed, it was found that the value $T_{\text{calculated}}$ was 14.500 and T_{table} was 2.052. It means that $T_{\text{calculated}}$ was higher than T_{table} . Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It could be seen that after being taught by using pictures in teaching and learning process, there is a significant effect of the students' reading comprehension in teaching learning process.

Finally the researcher concluded that:

1. The students' reading comprehension at SMKN Pertanian Terpadu Provinsi Riau was increased, it can be seen from the result of pre-test and post-test of the students before and after using picture in teaching and learning process.
2. The use of pictures in learning process gives positive contribution and better outcomes to raise the students' reading comprehension.

5.2 Suggestions

Based on the conclusion above and data result analysis, the researcher would like to offer some suggestions that might be useful as follows:

1. For the teacher

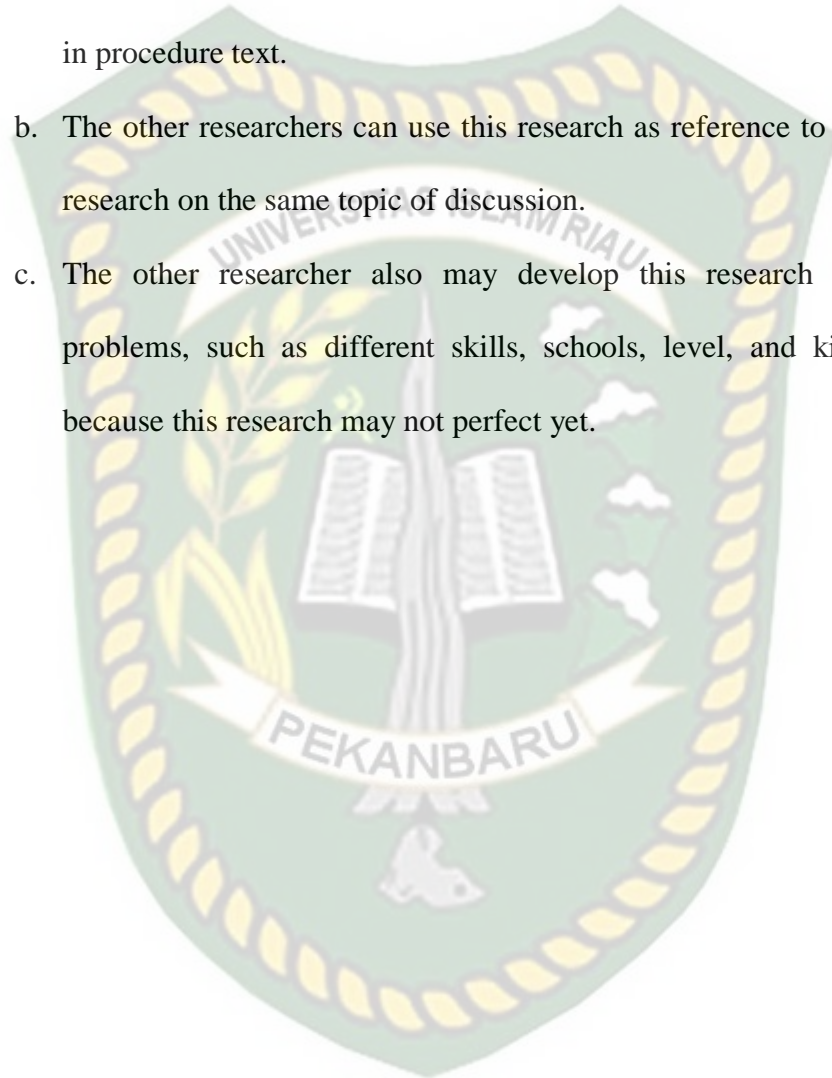
- a. Teacher can apply using pictures in teaching to improve reading comprehension of the students.
- b. Teacher suggested to not use monotonous teaching method. Teacher can vary the method and strategy in teaching so the students will become interested in learning.

2. For the students

- a. The students can use pictures to improve their reading comprehension.
- b. The students need to be more active in teaching and learning process especially when using pictures in class.
- c. The students are suggested to know more about strategy and method in reading comprehension to increase their reading comprehension.

3. For the Next Researcher

- a. The next researcher should be able to implement using pictures in class perfectly to know the improvement of students' reading comprehension in procedure text.
- b. The other researchers can use this research as reference to carry out a research on the same topic of discussion.
- c. The other researcher also may develop this research with other problems, such as different skills, schools, level, and kind of text because this research may not perfect yet.



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