IMPROVING READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING PICTORIAL POSTER AT SMPN 1 MINASATE'NE PANGKEP

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of SarjanaPendidikan

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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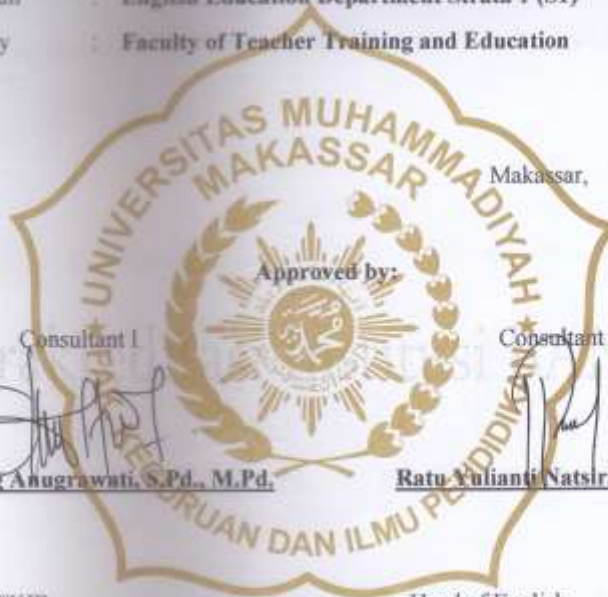NBM: 860 934

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Day / Date	Chapter	Note	Sign
9/1/19	I – V	1. Grammatical mistake in Ch. 3 2. Discussion is discussing your findings with relevant theories	
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Day / Date	Chapter	Note	Sign
12/12/2018		Absorat forlah luaa. Abtract muncn kap - rumusn madan. - tujun luat - hasl.	
	III	Use Part tense	
15/12/2018 27/12/2018	I–V	Mam Abstrak Acc	

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MOTTO

"Never lose control and stay focus to reach every single dream in every single moment that we have!."

I dedicated this thesis thesis to both my parents, thanks for everything.

ABSTRACT

NUR HIDAYAH. 2018 Thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. *"Improving Reading Comprehension of Descriptive Text by Using Pictorial Poster"at SMP Negeri 1 Minasate'ne* Under the supervision of Nunung Anugrawati and Ratu Yulianti Natsir.

This research aimed to find out the way to improve students' reading comprehension by using Pictorial Poster as Media The research was conducted at The Second Grade of SMP Negeri 1 Minasate'ne. This research used a pre-experiment method by using reading test.The procedure of data collection covered pretest, treatment and posttest. Total sample of this research was 22 students the researcher taught about the pictorial poster in each treatment of descriptive text in the class.

The result of the research shown there were In pre-test the students'mean score of main idea in pre-test 21,3 to post-test 41 the mean score of supporting details pre-test is X1 = 18,7 and the mean score of post-test was X2 = 32,2. From the result we find that the improvement of the students' completeness score also by looking the score of t-test of main idea 4.83 and supporting details 10.98 was greater than t-table value 2.080.

Based on the result above, it can be concluded that the reading comprehension of the second grade SMP Negeri 1 Minasate'ne had improvement by using pictorial poster of descriptive text.

Keywords: Reading Comprehension, main idea and supporting details.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

AlhamdulillahRobbilAlamin, The writer expresses her high gratitude to the Almighty of God Allah SWT because of His blessing and His mercies upon him, So the writer could finish this thesis entitle*"Improving Reading Comprhesion of Descriptive Text by Using Pictorial Poster at SMP Negeri 1 Minasate'ne.*Shalawat and greeting are addressed to beloved and chosen messenger to the prophet Muhammad SAW peace be upon him.

In writing this thesis the writer found many difficulties, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave pray, spirit, advice, suggestion, and helping to the write as follows:

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May Allah SubanahuWata'ala always be with us and give us power and guidance to keep ours believe till the end of our life. *Amen*

Makassar 13 Januari 2019

The Researcher

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CHAPTER I

INTRODUCTION

This chapter presented and discussedthebackground, problem statement, purpose of the study and scope.

A. Background

English as an international language has influenced all over the world. Realizing, it was taught as the major language. The Indonesian government puts English in the curriculum as a subject to learn. In Indonesia English has been taught for a long time. It is taught as foreign language and compulsory subject from elementary school to higher education, it was main goal was to communicate and to express student's ideas in English.

In the present case, the teacher is required to be creative in teaching the forth of language skill, namely, listening, speaking, reading and writing. All language skills are very important in learning English. Therefore, the researcher focuses her attention on one of these skill. It was reading. We have already known that, the goals of teaching reading skill to the students were to make the students were able to understand about many things in every text, news, magazine, and others.

Reading was the most readily available form of comprehensible input, especially in places where there is hardly any contact with the target language. If carefully chosen to suit learners' level, it offers them repeated encounters with language items they have already met. This helps them to consolidate what they already know and to extend it. There was no way any learner will

meet new language enough times to learn it in the limited number of hours in class. The only reliable way to learn a language is through massive and repeated exposure to it in context: precisely what ER provides.

In order to be good in mastering English, students must master the four language skills; listening, speaking, reading and writing. Based on the concept and function of English as stated in Competence Based Curriculum 2004 for SMP that teaching and learning English has the purpose to developed those four language skills, and also the language components; vocabulary, structure and pronunciation (in speech) or spelling (in writing) which support students mastering English well.

In mastering English, students meet many problems dealt with language skills and language components as mentioned above therefore, the teaching of English at junior and senior high school aims at improving the four language skills; speaking, listening, reading and writing. From the four skills stated above I only focused on the study of the use of pictorial poster to teach reading descriptive. I used pictorial poster to improved the student's ability in reading because of some reasons that was pictorial poster as media can be found in magazine and newspaper easily and inexpensively and pictorial poster can help the students associate what they reading with their experience.

B. Problem Statement

The problems that would be discussed in this study were:

Does the use of Pictorial Poster improve students' reading comprehension at SMP Negeri 1 Minasate'ne?

C. Object of the Research

The objectives of the study can be stated as follows:

To Fiund out whether the use of Pictorial Poster improved students' reading comprehension at SMP Negeri 1 Minasate'ne.

D. Significance of the Research

The findings or results of this study were expected to provided useful information, for; Students, English teacher and other researchers.

1. For the students

The findings or results of this study was expected to provide useful information for students, the students couldimprove knowledge about effectiveness of using pictorial poster in descriptive text.

2. For the Englishteacher.

These findings improved teachers English teaching knowledge and teachers teaching quality about the effectiveness of using pictorial poster in teaching descriptive text at the eighth grade of SMP Negeri 1 Minasate'ne.

3. For the other researchers

These findings of the study can deliver useful information for other researcher to do next research in the future.

E. Scope of the Research

The scope of this study focus in descriptive text. This research focus on the use of pictorial poster to provide useful information for students, the students couldimprove knowledge about effectiveness of using pictorial poster in descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The writer takes review of related study from the previous writer that pertinent with this research.

1. Zahara(2014), found that the learning the learning writing descriptive using picture was successful in improving students' ability in learning plural noun.

2. Araini(2016), found that discovery-inquiry method can improved the students comprehension in reading descriptive text.

3. Penny (2014), found that reciprocal teaching technique can be used as a great technique in teaching and learning reading comprehension in classroom.

Based on three experiments above, all the research focuses on reading skill through descriptive text, the first research using picture the second use the discovery-inquiry method and the last using the reciprocal teaching. There are many ways used to easy in learning descriptive text. However in this research I focus to improve reading comprehension of descriptive text by using pictorial poster because pictorial poster is one of the interesting media in teaching English reading ability. So the teacher uses the pictorial poster media to motivate the students to improve imagination in the mastering of reading ability.

B. Concept of Reading

1. Definition of Reading

There are reading definition are given by some people, which related the similar meaning. Tarigan (2011) states that reading is a transmitting of information process where the author tells all the readers about his ideas or message. The author is regarded as the informants (sender) and the reader on another hand is receiver.Tinker&Cullogh (2007: 9) state reading is identification Andre cognition of print or written symbol, which serve as stimuli for theircall of meaning built up through past experience. From thosedefinitions, it can be concluded reading is meaning getting process the reader always tries to catch what the writer says and means actually. Also from those definitions of reading some people formulate definitions of reading comprehension. Rubin (2016) states that reading is not a reaction to text but aninteraction between writer and reader medicated through the text.

According to William (2014: 486) reading can be point as four steps process. The four steps are interrelated to other, they are:

a. Word perception, the ability to recognize a point

b. Comprehension, the ability to infer ideas from words

c. Reaction, a step in which the reader interacts intellectually and emotionally.

d. Integration, absorbing the ideas in context of one's personal background. Based on the definition of reading above, reading is the process of looking at a series of written symbols and getting meaning from them.

2. Reading Comprehension

Hornby (2014) explains that reading is the act of one who reads; knowledge, ESP, of books: the ways in which something is interpreted, while comprehension is the act of understanding the ability of the mind to understand. Similar to Hornby, Thinker (2013;5) states that reading comprehension is not just reading a loud but also establishing and understanding the meaning of words, sentence, and paragraph and the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage. In more detail, Smith & Dale (2015:7) state that reading comprehension means understanding, evaluating, utilizing of Information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus, reading comprehension is reading by comprehending the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension. Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read. Successful comprehension involves the reader who can discover the meaning. It may be finding a particular piece of information, solving a problem through reading, working to understand

an idea or following a set of directions. From the point of view given above, it can be concluded that reading is an active thinking process where the reader tries to gain information given by the author and understands what actually the purpose of author.

According to Harmer (2000), there are four reasons for reading, they are:

a. Reading in language learning

Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and successful since it interest students, creates expected, and gives them a purpose for reading.

b. Reading for language learning

In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.

c. Reading for information

In most cases, reading for information is relevant to current study of the reader they read to find out information, to reduce their uncertainties.

d. Reading for pleasure

Reading for pleasure is done without other people's order butaccording to an individual reader's wish, and taste.

3. **Kinds of Reading**

According to Harmer (2000), three kinds of reading, they are:

a) Reading Aloud

In reading aloud, the students will get experience inproducing the sound, which should be practice as many as possible. Reading aloud is divided in two kinds. They are unison is done with whole group. It is done to check pronunciation, intonation, and the students' ability to read and helps teacher to find out who among his students has difficulty in reading.

b) Silent Reading

Silent reading is reinforce sing the readers to find out the meaning of the words. This kind of reading leads the readers to thebetter comprehension. This reading is skill to criticize what is written, to discuss written meaning and to draw inference and conciliation as well as to tell new ideas on paragraph of what is read.

c) Reading Fast

Reading fast used to improve speed and comprehension in reading. This skill must sun side with the main purpose of reading that is comprehension it depends on the kinds of reading material. This speed rate if reading a story or narrative on will be different room reading scientific.

4. **Reading Techniques**

To achieve the purpose of reading one should read effectively.Olivia (2006) states that effective reading means being able to read accurately, efficiently and to understand as much of the passage as you read in order

to achieve your purpose. To achieve the purpose of reading, people can apply some reading technique as follows:

a) Survey Reading

Brown (2006:930) says surveying is specialized technique for getting a mountain top new of article chapter content and it helps to give a general point of view.

b) Skimming

Skimming is a kind of reading that make our eyes move quickly in order to get the main idea from the reading material. Skimming enable people to select content that want to read and to discard that which is in consequential for their purpose.

c) Scanning

Scanning is reading the text quickly to answer a specific question. This technique enables people to locate specific information without reading all the material. Brown (2006: 138) states that scanning serves two functions. It uncovers relevant information and accelerates your reading speed.

d) Pre-reading

Pre-reading is a technique that a reader uses before he began to read the material to improve his comprehension and recall. States that pre-reading involves only at that part of reading materials that will tell you what it is about or how it is organize. Further he explains the port on to look at in reading text book chapters are:

1. Read the title.

2. Read the introduction or opening paragraph.

3. Read the first sentence under each heading.

4. Read each boldface heading.

5. Notice any typographical aids.

6. Notice any graph or pictures.

7. Read the last paragraph or summary.

Grabe (2002) states that pre-reading activities are very useful in the reading class because they have been referee to as instruments teachers can use in the class to active student's background knowledge, it can be conduct that pre-reading is very effective because it helps a reader to give basic information about the organization and the content of the materials.

5. Types of Reading Texts

According to Anderson, M and Anderson, K (2002), based on the competencies standard and basic competencies recommended by the government, there are some types of text which have to be taught in junior high school, they are; procedure, descriptive, recount, and narrative.

a) Procedure Text

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

b) Recount Text

Recount is a piece of text that retells past events, usually in the order which they happened. The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

c) Narrative Text

Narrative text is one of English text types. According to Anderson (2003), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. From the various text above, the writer only focus on the narrative text. Further explanation of the narrative text the writer discuss in the next section.

d) Descriptive Text

Descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words. The explanation about this term will be presented in the next session.

According to Anderson and Anderson that descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions18. Besides, the word descriptions from two words: Scriber, meaning towriteand de, meaning ─downor ─about. There is a hint in the

describing you will follow the outline of an object visually and then write it down or —draw‖ it in word.

Related to Anderson statement about the definition of description, Karim and Rachmadie point out that a description is verbal picture of a person, place, or object. Thus, a description essay is the one describes a person, place, or object.20 Another expert, Plooger proposed that a descriptive is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses,21 such as sight, hearing, smell, taste, and touch. From some definition above, the experts have same concepts or similar concept about descriptive itself, they said that a descriptive is to describe something like a person, place, or object.

There are some features in a descriptive that we must give a serious attention, they are: the feature in construction a description. A typical description has an opening paragraph introduction the subject of the description, followed by a series of paragraph each describing one feature of the subject. There can also be a final concluding section that signals the end or the description or in another hand there are an identification and description in a descriptive text. The identification of the descriptive text is usually as a main idea of the paragraph or called as a general statement, and the description of the descriptive text is about the explanation of the general statement or main idea or supporting details to the general statement.

Another feature is grammatical feature of a description. Factual descriptions usually include the following grammatical features: (a) verbs in the present tense, (b) adjective to describe the features of the subject, and (c) topic sentences to begin paragraph and organize the various aspect of the description.

As we know that descriptive is to describe something, such as a person, place, or thing. Usually when the people want to describe something, for example in describing people, they often describe each of people in terms of age, nationality, clothes, hair, face, height, etc. therefore, based on that statement, it can be seen that descriptive has three types orkinds:

1) Description of a place

When we start to write anything in a description, it should be clear. As stated by Sandra McKay that the best way to describe a place is to show someone the actual place or to take a picture of it or just give the characteristics of the place. For example, if the place is a home or a room, so it is important to give clearly picture of the size and arrangement of the space involved. Therefore, in describing a place we should be taken considerations of (a) the location of the object of the place should be clear, (b) the details should be arranged logically and systematically so that it is easy for readers to imagine the objects in their minds, and (c) controlling idea, this is the most important in writing process, because if we have a strong controlling idea it can give the paragraphfocus.

The grammatical is used in describing a place is subject-verb

agreement and as a notice that since the selection describes an area that now exists, all the verbs are in the present tense.

2) Description of a Person

If you are writing a description of a person, you gather informative details about that person and then ask yourself what these details add up to. In describing of a person, there are many ways such as his/her face, color of hair, clothes, skin, body shape, etc. in describing a person, however, you are not obliges to give every single detail about a person's appearance. You can focus on one or two striking features that convey something about the person's character.

C. Concept of Poster

Poster is visual media that contains picture and simple letter message. The purpose of this method is to stimulate and increase the students' creativity. In this method, the students are motivated to express their idea orally or by write on the paper about the poster. The steps to apply these methods are :

a. Provide a poster that has relation with the text.

b. Display the poster on the white board

c. Hand in the studetns the text

d. The researcher explained all about poster which is suitable with the text given.

e. Ask the students to observe the poster.

f.   Ask the students to determine main idea and supporting detail of the text.

D. Conceptual Framework

The theoretical framework illustrated as follows :

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┌─────────────────────────────────────┐
│   Teaching Reading Comprehension     │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│            Pictorial Posters         │
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        ┌───────────────────────┐
        │   Improving Reading    │
        │     Comprehension      │
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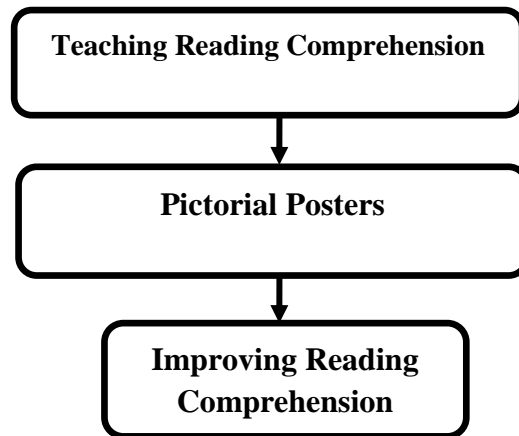
Figure 2.1 Conceptual framework

The conceptual framework above described the research that would be conducted by the researcher. The research was pre-experimental research which described about the use of pictorial poster in teaching reading comprehension. The researcher would teach about reading comprehension to improving reading comprehension of descriptive text by using pictorial poster.

E. Hypothesis

The hypothesis in this research is follows:

1.   Null hypothesis (H_o) there is no significant difference between the result of pre-test and post-test.
2.   Alternative hypothesis (H_1) there is a significant difference between the result of pre-test and post-test.

CHAPTER III

RESEARCH METHOD

This chapter was deals with the research design, population and sample, variable and indicators, instrument, procedure of data collection and technique of data analysis.

A. Research Design

In this research, the researcherused pre- experimental design with One Group Pre-test and Post-Test. It consisted of single class. The design of with One Group Pre-test and Post-Test was as following the table:

Table 3.1 formula of pre-experiment method.

Pre-Test	Treatment	Post-Test
X_1	Y	X_2

(Sugiyono, 2013)

B. Population and Sample

1. Population

The population of this research was the 8th grade of SMP Negeri 1 Minasate'ne inacademic year 2017/2018 which consisted of 175 students'.

2. Sample

The researcher took one class from the population as samples. So the total samples in this research were 22 students.

C. Variable and Indicators.

1. Variable

There were two variables in this research, independent variable was pictorial poster and dependent variable was descriptive txt.

2. Indicator

The indicator of this research was literal comprehension consisted of main idea and supporting details.

D. Instrument

The instrument in this research was reading test where there were 3 text and the text was about descriptive text, each of text consist of 3-4 number questions of multiple choices.

E. Procedure of the data collection

The procedure of data collecting used the following steps:

1. **Pre-test**

The researcher directly shared descriptive text with questions to each student. Questions given were consisted of ten numbers of multiple choices.

2. **Treatment**

After the pre-test, the researcher gave the treatment to the students. The researcher explained about reading comprehension especially about descriptive text. Then, the researcher provided a poster that has relation with the text. The researcher show the poster on the white board. Then, the students were handed in the text the researcher explained all about poster which is suitable with the text given. Ask the students to observe

the poster. Last, ask the students to determine main idea and supporting detail of the text.

3. **Post-test**

   After givingthe treatment, the researcher did a post-test.Questions given wereconsisted of ten numbers of multiple choices same as pre-test.

F. Technique of Data Analysis

In analyzing, the data collected through pre-test and post-test the researcher used the procedure as follow :

1. Scoring the students' correct answer pre-test and post-test

   $$\text{Students' Score} = \frac{\text{The number of student's correct answer}}{\text{Total number of items}} \times 100$$

   (Gay, 2012)

2. Classifying the score of the students' using the following scale:

Score 96-100	Execllent
Score 86-95	Very good
Score 76-85	Good
Score 66-75	Fairly good
Score 56-65	Fair
Score 36-55	Poor
Score 0-35	Very poor

(Depdikbud, 2006)

3. Computing the frequency and the rule percentage of the students' score :

   $$P = \frac{F}{N} X 100$$

   Where:

P = Percentage

F = Frequency

N = the total number of students

<div align="right">(Gay, 2012)</div>

a. Calculating the collection data from the students in answering the test, the researcher used formula to get the mean score of the students as follows:

$$X = \sum \frac{X}{N}$$

Where:

X = Mean score

$\sum X$ = The sum of all scores

N = The total number of samples

<div align="right">(Gay, 2012)</div>

b. To find the students' improvement the formula as follows:

$$\% = \frac{x2 - x1}{x1} \times 100$$

Where:

% = the students' improving

X_1 = the mean score of post-test

X_2 = the mean score of pre-test

<div align="right">(Gay, 2012)</div>

c. Finding out the significant difference between the score of the pre-

test and post-test by using the formula:

$$T = \frac{\bar{D}}{\sqrt{\dfrac{\Sigma_D\,2 - (\frac{\Sigma D}{N})2}{N\,(N\text{-}1)}}}$$

Where:

$\bar{D}$ = Mean Score

ΣD = The sum of all scores

N   = The total number of students

T   = Test of significance

(Gay, 2012)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter presented the findings and discussion of the research. The findings presented in this part consist of the data to improvment in finding main idea and supporting details of reading text.

1. The Students' improvment in finding main idea and supporting details of Reading text.

In order to answer the research question in the previous chapter, the researcher administrated two kinds of test such as pre-test that given before the treatment and post-test that given after the students got the treatment before. The result of students' improvement in reading by using descriptive text in multiple choice text was presented in the table below:

Table 4.1 Mean score of main idea and supporting details.

Criteria	Pre-test	Post-test
Main idea	21.3	41
Supporting details	18.7	32.2
Total	**40**	**73.2**

The table shows the students' improvement in finding main idea in reading as the result of calculating the students' pre-test and post-test in terms of content and organization by usingdescriptive text. The students'

reading score about main idea in pre-test (21.3) is lower than the post-test (41). It means that the mean score of the students' post-test is higher than the mean score of students' pre-test.

4.1 Students' Score of pre-test and Post-test
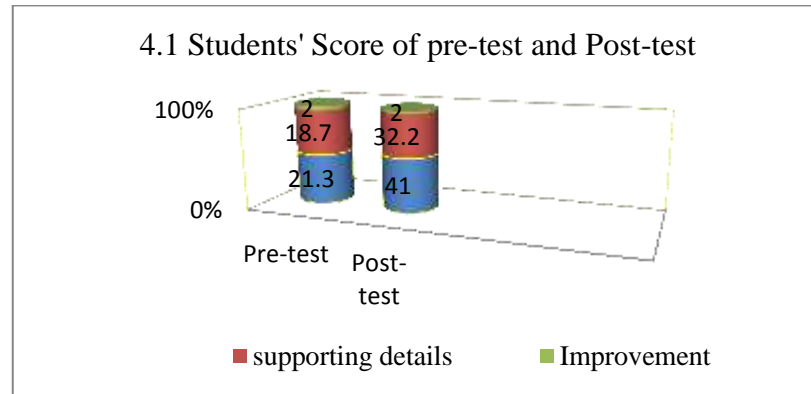
In explanation, the table also scan be shown in chart ofthe students' improvement in finding supporting details in reading as the result of calculating the students' pre-test and post-test in terms of main idea and supporting detailsby using descriptive text with pictorial poster. The students' reading score about supporting details in pre-test (18.7) is lower than the post-test (32.2). It means that the mean score of the students' post-test is higher than the mean score of students' pre-test.

2. **The Rate Percentage of the Students' Reading Score**

This part presentedthe result of the students' Reading Comprehension, such as main idea and supporting details. The students' score of pre-test and post-test was classified into some criteria and percentage as followed:

Table 4.2 The Frequency of Students' improvement to find out main idea and supporting details ofpre-test and post-test

No	Classifications	Score	Test			
			Pre-Test	Percentage (%)	Post-Test	Percentage (%)
1	Excellent	96 – 100	-	0	-	0
2	Very Good	86 – 95	-	0	1	5%
3	Good	76 – 85	-	0	7	15%
4	Fairly Good	66 – 75	-	0	11	60%
5	Fair	56 – 65	2	10%	3	30%
6	Poor	36 – 55	13	75%	-	0
7	Very Poor	0 – 35	7	15%	-	-

4.2 The Percentage of Pre-test and Post-test
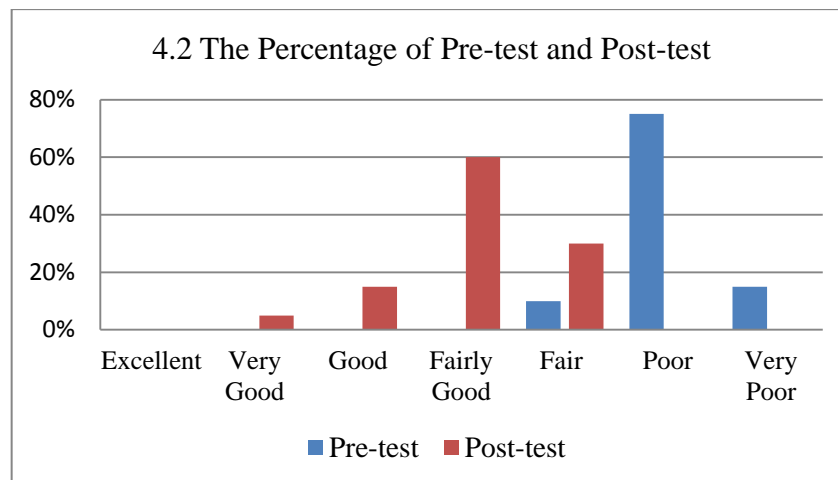
Based on the table above, it showed that students' improvement was pre-test, there was not students who got excellent, very good, good, and fearly good, so did very good and good classifications. Then, there are 13 students who got poor (75%).The students who got very poor are 7 (15%). While, The students who got fair There are 2 (10%).

Based on the table above, it shows that students' improvement in post-test, there was no students who got excellent, poor, and very poor.Students who got very good 1 (5%)students' who got good and there are 7 (15%). Then, there are 11 (60%) students who gotfairly good.The students who got fairare 3 (30%).

3. **The Significance of Students' improvement in reading to find out main idea and supporting details.**

The result of the data analysis of t-test of the students' ability in descriptive text was shown in the table below:

Table 4.3T-test ofStudents' improvement in reading comprehension to find out main idea and supporting details.

Indicator	t-test	t-table
Main idea	4.83	2.080
Supporting details	5.95	

The table above shows the comparison between the students' t-test and t-table for identifying main idea and supporting details of the text after teaching or giving treatment by using pictorial poster of descriptive text. The value of the t-test is greater than t-table. The score of variable main idea (4.83 > 2.080) and the score of supporting details (5.95 > 2.080). the t-test value of reading in extract information is (5.39 > 2.080). it can be concluded that there is significant difference between the results of students' reading in finding main idea and supporting details before and after using pictorial poster of descriptive text in reading. This also means that null hypothesis (Ho) : The descriptive text can not improve the

students' reading comprehension at the Second Grade Students of SMP Negeri 1 Minasate,ne is rejected and the alternative hypothesis (H₁) : The pictorial poster of descriptive text can improve the students' reading comprehension at the Second Grade Students of SMP Negeri 1 Minasate'ne is accepted.

B. Discussions

Based on the findings pictorial poster improves reading comprehension of descriptive text. The media that was used in colorful things stimulated them to be active in the teaching and learning process. Brown (2001 : 192) states that media is as one thing that attracts the reader to know what the text about.

Furthermore, the teachers should understand what material and media that should be prepared in the classroom. The material chosen was suitable with the students' level. Dealing with this factor, the teacher should be considered to the curriculum for junior high school. Brown (2001:314) states that reading materials have to get approriate standard from the government. Harmer (1998: 273) also agrees that the good reading material is not only interesting but also can be a good model for writing aspects, give a good chance to students to open a discussion, know about new topics and as a tool to study the language it self.

Based on researcher experience when teaching at SMPN 1 Minasate'ne the researcher found that the teacher did not use any media at all. So, the students had difficulty in determining main idea and supporting detail in descriptive text. Thus, the researcher applied a media which was using pictorial poster. It

was expected that by using thepictorial poster could be understood easily by the students to determine the main idea as well as supporting details.Result showed that the use of pictorial poster really improve students reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the result of the data analysis, research findings and discussion in the previous chapter, the researcher came to the following conclusions according to the research problem.

The use pictorial poster of descriptive text is effective to improve students' reading in term of finding main idea and supporting details. This strategy was very useful in English language teaching and learning especially in Englishreading process to improve students' reading comprehension. It was proved by the students' improvement from the students'mean score of main idea in pre-test (21.3) to post-test (41). It happened because in term of finding main idea and supporting details.

Beside, pictorial poster of descriptive text also helpsthe students in improving their knowledge about reading in findings parts of paragraph like main idea and supporting details. The effectiveness of pictorial poster of descriptive text in improving students reading comprehension also can be seen by the difference of the students' result of mean score in pre-test and post-test. The students' mean score of each indicators of reading comprehension including supporting details it shows that the mean score of supporting details pre-test is (X1) = 18.7 and the mean score of post-test is (X2) = 32.2.

B. Suggestions

Based on the conclusion above, the researcher proposes the following suggestions:

1. The English teacher should be more creative to choose strategy in teaching Descriptive text, so that the students would be more interested and motivated to study English.

2. The english teacher must understand what the students need in the class for making students more active.

3. Using Pictorial Poster as learning media should be applied in learning materials to develop the students' main idea and supprting details mastery. Because it could be improved students Reading Comprehension.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SatuanPendidikan : **SMP Negeri 1 Minasate'ne**

Mata Pelajaran : **BahasaInggris**

Kelas/Semester : **VIII (Delapan)**

JenisTeks : **Descriptive Text**

Keterampilan : **Membaca (Reading)**

AlokasiWaktu : **2 x 40 (4x Pertemuan)**

A. **StandarKompetensi**:

   Memahamimaknatekstulisfungsionaldaneseipendeksederhanaberbentuk descriptiveteksuntukberinteraksidalamkontekskehidupansehari-hari.

B. **KompetensiDasar**:11.2Membacanyaringbermaknatekstulisfungsionaldanesei pendeksederhanaberbentuk descriptive teksdenganucapan, tekanandanintonasi yang berterimauntukberinteraksidalamkontekskehidupansehari-hari.

C. **TujuanPembelajaran**: Setelahmengikuti proses pembelajaranpesertadidikdapatmengidentifikasi main idea, supporting detailsdanberbagaiinformasidalamteks monolog berbentuk descriptivedengansantundancerdas.

D. MateriPembelejaran   :

PertemuanPertama

My family is the best family that I have ever known. I am feeling so grateful to have such a nice and lovely family. My family consists 5 people. It is a small family. There are my father, my mother, my younger sister, my little brother, and me in my family.

My family is a lovely family. My father's name is Wahyu. He is about 46 years old. He is a calm and kind father that I have ever had. He likes to play with his children and always helps his children when we need his help. My mother is the best one. Her name is Wati. He is about 44 years old. She is an independent woman and is also a loving mother. Moreover, she is a humorous person. The food that she cooks is the best and is really delicious. Then, I have one younger sister and one little brother.

My sister's name is Septi. She is about 17 years old. She is about 3 years old younger than me. She just enrolled in a university. She is my lovely sister because I like to share my thoughts to her and also do our hobbies together, such as watching movies and trying new recipes. While my little brother's name is Azka. He is only 5 years old. He is very cute and sweet.

PertemuanKedua

IsmiAuliah was born on December 23,1995 in Pangkep. Her friends call her Ismi. She lives at Jl.GatotSubroto 15C, Pangkep. She is an SMP students. She is in the eightgrade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. Everyone knows she is very serious person and very discipline with her main datty as a student. That's why she always does well her in class, she is also symphatic, honest, kind and friendly. Her parents must be proud of her.

PertemuanKetiga

The largest animal alive is the blue whale. Fully grown , these great creatures reach length of over 30 meters and weigh as much as twenty four large

elephants, or more than 1,500 men. The heart of a blue whale is more than a meter in diameter.

The blue whale is not a fish, even though it depends its entire life in the sea. Whales are mammals, just like us. A mother whale gives birth to a live baby whale, not an egg. She feeds her baby with her own milk. While fish are clod-blooded, whales are warm-blooded, and the have lungs and breathe air, like us.

For all its size, a blue whale feeds mainly on tiny shrimps. It is harmless to man. Unfortunately for the blue whales, men are not harmless to them. So many blue whales are hunted and killed that very few of these magnificent animals are now left alive.

PertemuanKeempat

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in Central Java. Borobudur temple is one seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eihght century. It needed more than two million river stones. It is the biggest temple in the world. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourist usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accomodation, and itinerary. There are some money chargers around the location. It makes them easier to change their money.But some of them like bring credit cards and checks.

E. Media/ alat, Bahan, danSumberBelajar

1. Media/ alat : whiteboard, board marker, and teks.

2. SumberBelajar: internet (google/images) danbukupelajaran/paket

F. MetodePembelajaran

Cooperative learning

G. Langkah-LangkahKegiatanPembelajaran

➢ **Pertemuanpertama**

1. **Pendahuluan**

•Guru

menyiapkanpesertadidiksecarapsikisdanfisikuntukmengikutiprosespem

belajarandenganmemberisalam,mengajakpesertadidikuntukmerapikank

elasdanpenampilanmereka,

mengajakpesertadidikuntukmengawalikegiatandenganberdoa,

danmemeriksakehadiranpesertadidik.

- Guru memberisalamdanmenyapapesertadidik.

- Guru mengecekkehadiransiswa.

2. **Inti**

Eksplorasi

1) **Mengamati**

- Guru memasang pictorial poster di papantulis

- Denganbimbingan guru, siswadiberikandescriptive text

- Siswamembaca text descriptive yang diberikanoleh guru.

2) **Menanya**

- Denganbimbingandanarahan guru, siswamempertanyakantentang kata-kata yang sulitdanstrukturteks descriptive text.

- Guru menjelaskantentangisiteksmengikuti pictorial poster.

3) **Mengumpulkan Data atauInformasi**

- Denganbimbingandanarahan guru, siswamempertanyakantentangbagaimanacaramenemukangagasanpokok, informasirincidariinformasitertentudalamteks descriptive tersebut.

- Siswadapatmenemukangagasanpokok, informasirincidariinformasitertentudalamteks descriptive tersebut.

Elaborasi

4) **Mengasosiasi/Menganalisis Data atauInformasi**

Individu, siswamendiskusikanteks descriptive yang diberikanoleh guru.

Komunikasi

5) **Mengomunikasikan**

- Setiapsiswamenjawabpertanyaanpadateks yang diberikanoleh guru.

- Siswamembacakanteksdanjawabannya di depankelas

3. **Penutup**

- Guru danpesertadidiksecarabersama-samamembuatringkasanbahanyangsudahdipelajaripadapertemuanini.

- Guru menjelaskanrencanakegiatanpembelajaran yang akandatang.

➢ **PertemuanKedua**

1. **Pendahuluan**

- Guru menyiapkanpesertadidiksecarapsikisdanfisikuntukmengikutiprosespembelajarandenganmemberisalam,mengajakpesertadidikuntukmerapikankelasdanpenampilanmereka, mengajakpesertadidikuntukmengawalikegiatandenganberdoa, danmemeriksakehadiranpesertadidik.

- Guru memberisalamdanmenyapapesertadidik.

- Guru mengecekkehadiransiswa.

2. **Inti**

Eksplorasi

1) **Mengamati**

- Denganbimbingan guru, siswadiberikandescriptive text

- Siswamemperhatikan pictorial poster yang terpasang di papantulis

- Siswamembaca text descriptive yang diberikanoleh guru.

2) **Menanya**

- Denganbimbingandanarahan guru, siswamempertanyakantentang kata-kata yang sulitdanstrukturteks descriptive text.

- Guru menjelaskantentangisiteksmengikuti pictorial poster.

3) **Mengumpulkan Data atauInformasi**

- Denganbimbingandanarahan guru, siswamempertanyakantentangbagaimanacaramenemukangagasanpokok, informasirincidariinformasitertentudalamteks descriptive tersebut.

- Siswadapatmenemukangagasanpokok, informasirincidariinformasitertentudalamteks descriptive tersebut.

Elaborasi

4) **Mengasosiasi/Menganalisis Data atauInformasi**

Individu, siswamendiskusikantext descriptive yang diberikanoleh guru.

Komunikasi

5) **Mengomunikasikan**

- Setiapsiswamenjawabpertanyaanpadateks yang diberikanoleh guru.

- Siswamembacakanteksdanjawabannya di depankelas

3. **Penutup**

- Guru danpesertadidiksecarabersama-samamembuatringkasanbahanyangsudahdipelajaripadapertemuanini.

- Guru menjelaskanrencanakegiatanpembelajaran yang akandatang.

➢ **PertemuanKetiga**

1. **Pendahuluan**

•Guru menyiapkanpesertadidiksecarapsikisdanfisikuntukmengikutiprosespembelajarandenganmemberisalam,mengajakpesertadidikuntukmerapikankelasdanpenampilanmereka, mengajakpesertadidikuntukmengawalikegiatandenganberdoa, danmemeriksakehadiranpesertadidik.

• Guru memberisalamdanmenyapapesertadidik.

• Guru mengecekkehadiransiswa.

2. **Inti**

Eksplorasi

1) **Mengamati**

•Denganbimbingan guru, siswadiberikandescriptive text

- Siswamemperhatikan pictorial poster yang terpasang di papantulis

•Siswamembaca text descriptive yang diberikanoleh guru.

2) **Menanya**

•Denganbimbingandanarahan guru, siswamempertanyakantentang kata-kata yang sulitdanstrukturteks descriptive text.

•Guru menjelaskantentangstrukturteksdanstrukturbahasa yang adapadateks.

3) Mengumpulkan Data atauInformasi

•Denganbimbingandanarahan guru, siswamempertanyakantentangbagaimanacaramenemukangagasanpokok, informasirincidariinformasitertentudalamteks descriptive tersebut.

•Siswadapatmenemukangagasanpokok, informasirincidariinformasitertentudalamteks descriptive tersebut.

Elaborasi

4) Mengasosiasi/Menganalisis Data atauInformasi

Individu, siswamendiskusikanteks descriptive yang diberikanoleh guru.

Komunikasi

5) Mengomunikasikan

•Setiapsiswamenjawabpertanyaanpadateks yang diberikanoleh guru.

•Siswamembacakanteksdanjawabannya di depankelas

3. Penutup

- Guru danpesertadidiksecarabersama-samamembuatringkasanbahanyangsudahdipelajaripadapertemuanini.

- Guru menjelaskanrencanakegiatanpembelajaran yang akandatang.

➢ **PertemuanKeempat**

1. **Pendahuluan**

   - Guru menyiapkanpesertadidiksecarapsikisdanfisikuntukmengikutiprosespembelajarandenganmemberisalam,mengajakpesertadidikuntukmerapikankelasdanpenampilanmereka, mengajakpesertadidikuntukmengawalikegiatandenganberdoa, danmemeriksakehadiranpesertadidik.

   - Guru memberisalamdanmenyapapesertadidik.

   - Guru mengecekkehadiransiswa.

2. **Inti**

   Eksplorasi

   1) **Mengamati**

      - Denganbimbingandanarahan guru, siswamempertanyakantentang kata-kata yang sulitdanstrukturteks descriptive text.

      - Guru menjelaskantentangisiteksmengikuti pictorial poster.

   2) **Menanya**

      - Denganbimbingandanarahan guru, siswamempertanyakantentang kata-kata yang sulitdanstrukturteks descriptive text.

      - Guru menjelaskantentangstrukturteksdanstrukturbahasa yang adapadateks.

   3) **Mengumpulkan Data atauInformasi**

- Denganbimbingandanarahan guru, siswamempertanyakantentangbagaimanacaramenemukangagasanpokok, informasirincidariinformasitertentudalamteks descriptive tersebut.

- Siswadapatmenemukangagasanpokok, informasirincidariinformasitertentudalamteks descriptive tersebut.

Elaborasi

4) Mengasosiasi/Menganalisis Data atauInformasi

Individu, siswamendiskusikanteks descriptive yang diberikanoleh guru.

Komunikasi

5) Mengomunikasikan

- Setiapsiswamenjawabpertanyaanpadateks yang diberikanoleh guru.

- Siswamembacakanteksdanjawabannya di depankelas

3. **Penutup**

- Guru danpesertadidiksecarabersama-samamembuatringkasanbahanyangsudahdipelajaripadapertemuanini.

- Guru menjelaskanrencanakegiatanpembelajaran yang akandatang.

H. SumberBelajar   : Bukupaketdan Internet

I. Assessment/ Penilaian

A. Penilaian

1. Teknik : Test
2. Bentuk :Tertulis

3. Instrumen:

a. Pilihanganda

4. PedomanPenilaian :

1. Scoring the students' correct answer pre-test and post-test

Students' Score = $\dfrac{\text{The number of student's correct answer}}{\text{Total number of items}}$ X 100

(Gay, 2012)

2. Classifying the score of the students' using the following scale:

Score 96-100	Execllent
Score 86-95	Very good
Score 76-85	Good
Score 66-75	Fairly good
Score 56-65	Fair
Score 36-55	Poor
Score 0-35	Very poor

(Depdikbud, 2006)

3. Computing the frequency and the rule percentage of the students' score :

$$P = \frac{F}{N} X100$$

Where:

P = Percentage

F = Frequency

N = the total number of students

(Gay, 2012)

d. Calculating the collection data from the students in answering the test,the researcher used formula to get the mean score of the students as follows:

$$X = \sum \frac{X}{N}$$

Where:

X = Mean score

$\sum X$ = The sum of all scores

N = The total number of samples

(Gay, 2012)

e. To find the students' improvement the formula as follows:

$$\% = \frac{x2-x1}{x1} \text{ x } 100$$

Where:

% = the students' improving

X_1 = the mean score of post-test

X_2 = the mean score of pre-test

(Gay, 2012)

f. Finding out the significant difference between the score of the pre-test and post-test by using the formula:

$$T = \frac{\bar{D}}{\sqrt{\dfrac{\sum_D 2 - (\frac{\sum D}{N})2}{N\ (N\text{-}1)}}}$$

Where:

$$\bar{D} \quad = \text{Mean Score}$$

$$\sum D \ = \text{The sum of all scores}$$

$$N \ = \text{The total number of students}$$

$$T \ = \text{Test of significance}$$

(Gay, 2012)

Appendix A

Pre-test

Name :

Class :

Reg. no :

Read the following text to answer questions number 1 to 3.

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in Singapore, called Jurong. The bird park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches. There is a large lake in the park a restaurant beside it. There is also a vwry large cage which you can walk in to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park in the early morning late afternoon, when it is cooler.

1. What is the main idea of the second paragraph ?

A. The most interesting place in Singapore is the bird park

B. There is a restaurant next to a large lake in the park

C. There are hundreds of very beautiful birds in the cages

D. Singapore Bird Park is the largest bird park in the world

2. What are line the main idea in the fist paragraph?

A. 1   C. 2

B. 1-2   D. 3

3. The supporting detail in the second paragraph tells us about...

A. It is one of the largest bird park in the world

B. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches

C. There is a large lake in the park a restaurant beside it

D. There is also a vwry large cage which you can walk in to get a closer look at the birds

Read the following text to answer questions number 4 to 6.

Sragen is one of the regencies in Central Java. The Sragen regency which is usually called "Tlatah Sukowati" is 941,55 km with the topographies as follows: in the middle of the area flows the longest river in Iava, Bengawan Solo; in the southern part of Sragen is a slope of Mount Lawu; in the northern part is the hillside of Kendeng Mountain; and in the western part is a famous region called "the Sangiran Dome"

One of the interesting tourist objects in Sragen is the Sangiran Museum which is built in the Sangiran Dome. The dome itself is situated in the depression

of Solo in the north-west slope of mount Lawu. This area is about 56 km² which consists of three districts in the Sragen Regency (the Gemolong, Kalijambe, Plupuh district) and one in the Karang Anyar Regency (The Gondang Rejo District). Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, palaeoanthropology.

4. What does the paragraph one tell us about?
   A. Sragen is one of the regencies in Central Java
   B. The Sragen regency which is usually called "Tlatah Sukowati".
   C. In the southern part of Sragen is a slope of Mount Lawu
   D. In the northern part is the hillside of Kendeng Mountain

5. What is the main idea of paragraph two ?
   A. The Sangiran Museum which is built in the Sangiran Dome
   B. One of the interesting tourist objects in Sragen is the Sangiran Museum
   C. The dome itself is situated in the depression of Solo in the north-west slope of mount Lawu
   D. Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, palaeoanthropology.

6. What are line the supporting details in the second paragraph?
   A. 1
   B. 2
   C. 3
   D. 4

Read the following text to answer questions number 7 to 10.

Jennifer Lopes (or J.Lo) is a highly successful actress, singer, and dancer. Her new films and new albums usually go straight to the top.What's a typical

working day for her? Making a film is a hard work. She usually gets up at half past five in the morning and she's always on the film set at half past six. She never drinks coffee and she always has a light lunch of just green salad. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her films, says "J.Lo is actually a quiet person. She doesn't like going out all the time. She often stays at home on Saturday nights and watches video.If J.Lo isn't working on a film or making a record, her life style is very different. When she has got time off, she's quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning!

J. Lo's family lives in New York. They were very close family. She sees her parents every weekend and she always phones them if she has a problem. She's got two older sisters and they get on very well together. They are not just her sisters; they are her best friends.

7. What is the main idea of paragraph one ?

   A. She usually gets up at half past five in the morning

   B. She doesn't like working up late at nights

   C. Jennifer Lopes (or J.Lo) is a highly successful actress, singer, and dancer

   D. If she stays out late, she will be too tired in the next morning

8. The supporting details in the third paragraph tells us about

   A. Jennifer Lopes (or J.Lo) is a highly successful actress, singer, and dancer

   B. Her new films and new albums usually go straight to the top

   C. She usually gets up at half past five in the morning and she's always on the film set at half past six

D. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning

9. The supporting details in the third paragraph tells us about

   A. Adam Shankman, a director of one of her films, says "J.Lo is actually a quiet person

   B. She often stays at home on Saturday nights and watches video

   C. If J.Lo isn't working on a film or making a record, her life style is very different

   D. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning

10. The supporting details in the third paragraph tells us about

    A. J. Lo's family lives in New York

    B. They were very close family

    C. She sees her parents every weekend and she always phones them if she has a problem

    D. She's got two older sisters and they get on very well together.

Post-test

Name :

Class :

Reg. no :

Read the following text to answer question number 1 to 3.

My house is located in Pattimura Street 09, kota Baru. My house has a land area of 1500 m2 and building area only 300 m2. There are several rooms in my house. They are living room, a family room, kitchen and bathroom, three bedrooms and a warehouse.

The first room is the living room. Living room is used to approve the guests who come to my house. In which there is some furniture including sofa, desks, and frame photos on the wall and lavender flowers on the pot. My living is colored green and it looks so calm when you see it for many times. I love this loliving room because the decoration is chosen by self.

The second room is a family room. Family room is the most spacious room in my house. We usually use the family room to gather while watching television. In the living room there are television, chairs, tables and an aquarium. That is a big television, so when we sit in front of it, we can see the movie clearly. Futhermore, we usually turn the light on when we want to see a horror movie and it is like watching in the real cinema.

1. The main idea of the paragraph one is...

A. My house is located in Pattimura Street 09, kota Baru

B. My house has a land area of 1500 m2 and building area only 300 m2

C. There are several rooms in my house

D. They are living room, a family room, kitchen and bathroom, three
bedrooms and a   warehouse.

2. What is the supporting details of paragraph two ?

A. 1

B. 1-2

C. 3

D. 4

3. What is the supporting details of paragraph three ?

A. The second room is a family room

B. Family room is the most spacious room in my house

C. We usually use the family room to gather while watching television

D. In the living room there are television, chairs, tables and an aquarium

Read the following text to answer questions number 4 to 6.

My robot is very nice. I just got a new toy from my uncle. My uncle is a
sailor. He bought me a robot when he sailed abroad. I love this robot.It is about
twenty centimeters tall. The colour of the robot is yellow. The robot has a strong
body. It has two big blue eyes. Its two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting
the batteries at the back of the robot body, we can make it move when we push the
button behind its neck. The robot will move its left and right foot in turn. It will

move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

4. What are line the main idea of paragraph one ?

    A. I just got a new toy from my uncle

    B. My robot is very nice

    C. My uncle is a sailor

    D. Its two strong legs are covered with blade boots.

5. What is the supporting detail of paragraph two ?

    A. A medium sized battery must be put to make the robot strong

    B. After inserting the batteries at the back of the robot body, we can make it move when   we push the button behind its neck.

    C. The robot will move its left and right foot in turn

    D. It will move its two arms in turn too

6. What is the main idea of paragraph two ?

    A. My robot can be moved with two medium sized batteries

    B. The robot's feet are bendable

    C. The robot can't move at all

    D. The robot has no arms

Read the following text to answer questions number 7 to 10.

Tabuik Ceremony is a traditional on the west coast of west Sumatra, Indonesia, especially in Pariaman.It is held at the Asura day which falls on the 10th of Muharram of the Islamic calendar. In Bengkulu it was known as Tabot. Tabuik is the made of bamboo, rattan, and paper. During the week of Tabuik, many activities are held including kite race and other traditional activities. Tabuik

is also a term used to refer to the high funeral biers carried around during the remembrance procession. On the appointed day, all participants of the ceremony gather in the centre of the city.All government officials also attended his colossal ceremony in the west Sumatra.

One Tabuik was carried by 40 people. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan.The sunset marks the end of the procession the Tabuik was the bought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

7. What is the main idea of paragraph one ?

   A. Tabuik Ceremony is a traditional on the west coast of west Sumatra, Indonesia

   B. It is held at the Asura day which falls on the 10th of Muharram of the Islamic calendar

   C. In Bengkulu it was known as Tabot

   D. All government officials also attended his colossal ceremony in the west Sumatra.

8. What is the supporting detail of paragraph one ?

   A. Tabuik Ceremony is a traditional on the west coast of west Sumatra, Indonesia, especially in Pariaman

   B. In Bengkulu it was known as Tabot. Tabuik is the made of bamboo, rattan, and paper

C. During the week of Tabuik, many activities are held including kite race and other traditional activities

D. Tabuik is also a term used to refer to the high funeral biers carried around during the remembrance procession

9. What is the main idea of paragraph two ?

A. One Tabuik was carried by 40 people

B. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan

C. The sunset marks the end of the procession the Tabuik was the bought to a shore and then floated out to sea

D. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

10. What is the supporting detail of paragraph two ?

A. The sunset marks the end of the procession the Tabuik was the bought to a shore and then floated out to sea

B. One Tabuik was carried by 40 people

C. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

D. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by MinangTetabuhan.

Appendix C

Treatment 1

My family is the best family that I have ever known. I am feeling so grateful to have such a nice and lovely family. My family consists 5 people. It is a small family. There are my father, my mother, my younger sister, my little brother, and me in my family.

My family is a lovely family. My father's name is Wahyu. He is about 46 years old. He is a calm and kind father that I have ever had. He likes to play with his children and always helps his children when we need his help. My mother is the best one. Her name is Wati. He is about 44 years old. She is an independent woman and is also a loving mother. Moreover, she is a humorous person. The food that she cooks is the best and is really delicious. Then, I have one younger sister and one little brother.

My sister's name is Septi. She is about 17 years old. She is about 3 years old younger than me. She just enrolled in a university. She is my lovely sister because I like to share my thoughts to her and also do our hobbies together, such

as watching movies and trying new recipes. While my little brother's name is Azka. He is only 5 years old. He is very cute and sweet. He is the one that makes me forget the feeling of tired I feel after having such an exhausted day at school. He likes to open my laptop and play English dictionary. He is very cute.

Treatment 2

Ismi Auliah was born on December 23,1995 in Pangkep. Her friends call her Ismi. She lives at Jl.Gatot Subroto 15C, Pangkep. She is an SMP students. She is in the eight grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. Everyone knows she is very serious person and very discipline with her main datty as a student. That's why she always does well her in class, she is also symphatic, honest, kind and friendly. Her parents must be proud of her.

Treatment 3

The largest animal alive is the blue whale. Fully grown , these great creatures reach length of over 30 meters and weigh as much as twenty four large elephants, or more than 1,500 men. The heart of a blue whale is more than a meter in diameter.

The blue whale is not a fish, even though it depends its entire life in the sea. Whales are mammals, just like us. A mother whale gives birth to a live baby whale, not an egg. She feeds her baby with her own milk. While fish are clod-blooded, whales are warm-blooded, and the have lungs and breathe air, like us.

For all its size, a blue whale feeds mainly on tiny shrimps. It is harmless to man. Unfortunately for the blue whales, men are not harmless to them. So many blue whales are hunted and killed that very few of these magnificent animals are now left alive.

Treatment 4

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in Central Java. Borobudur temple is one seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eihght century. It needed more than two million river stones. It is the biggest temple in the world. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourist usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accomodation, and itinerary. There are some money chargers around the location. It makes them easier to change their money.But some of them like bring credit cards and checks.

Appendix D

THE RESULT OF THE STUDENTS' READING MAIN IDEA AND

SUPPORTING DETAILS IN PRE-TEST

Sample	Pre-Test		Score	Classification
	Main idea	Supporting Detail		
S-1	20	20	40	Poor
S-2	20	20	40	Poor
S-3	20	10	30	Very poor
S-4	40	20	60	Fair
S-5	10	20	30	Very poor
S-6	20	10	30	Very poor
S-7	20	20	40	Poor
S-8	30	20	50	Poor
S-9	10	30	40	Poor
S-10	30	20	50	Poor
S-11	10	20	30	Very poor
S-12	20	20	40	Poor
S-13	30	10	40	Poor
S-14	20	10	30	Very poor
S-15	20	20	40	Poor
S-16	20	30	50	Poor
S-17	30	30	60	Fair
S-18	20	20	40	Poor
S-19	20	10	30	Very poor
S-20	20	20	40	Poor
S-21	20	10	30	Very poor
S-22	20	20	40	Poor
$\sum X$	**470**	**410**	**880**	
X	**21,3**	**18,7**	**40**	Poor

Appendix E

THE RESULT OF THE STUDENTS' READING MAIN IDEA AND

SUPPORTING DETAILS IN POST-TEST

Sample	Post-Test		Score	Classification
	Main idea	**Supporting detail**		
S-1	40	30	70	Fairly good
S-2	40	40	80	Good
S-3	50	30	80	Good
S-4	40	40	80	Good
S-5	40	30	70	Fairly good
S-6	40	40	80	Good
S-7	30	40	70	Fairly good
S-8	60	20	80	Good
S-9	40	30	70	Fairly good
S-10	30	40	70	Fairly good
S-11	30	40	70	Fairly good
S-12	40	30	70	Fairly good
S-13	50	40	90	Very good
S-14	40	30	70	Fairly good
S-15	50	10	60	Fair
S-16	40	30	70	Fairly good
S-17	40	40	80	Good
S-18	60	20	80	Good
S-19	40	30	70	Fairly good
S-20	40	30	70	Fairly good
S-21	30	30	60	Fair
S-22	30	30	60	Fair
$\sum X$	**900**	**710**	**1600**	
X	**41**	**32,2**	**72,8**	Fairly good

APPENDIX F

THE STUDENTS' TOTAL SCORE IN PRE-TEST AND POST-TEST

Sample	Score		X_1^2	X_2^2	D (X_2- X_1)	D^2
	Pre-Test (X_1)	Post-Test (X_2)				
S-1	40	70	1600	4900	30	900
S-2	40	80	1600	6400	40	1600
S-3	30	80	900	6400	50	2500
S-4	60	80	3600	6400	20	400
S-5	30	70	900	4900	40	1600
S-6	30	80	900	6400	50	2500
S-7	40	70	1600	4900	30	900
S-8	50	80	2500	6400	30	900
S-9	40	70	1600	4900	30	900
S-10	50	70	2500	4900	20	400
S-11	30	70	900	4900	40	1600
S-12	40	70	1600	4900	30	900
S-13	40	90	1600	8100	50	2500
S-14	30	70	900	4900	40	1600
S-15	40	60	1600	3600	20	400
S-16	50	70	2500	4900	20	400
S-17	60	80	3600	6400	20	400
S-18	40	80	1600	6400	40	1600
S-19	30	70	900	4900	40	1600
S-20	40	70	1600	4900	40	1600
S-21	30	60	900	3600	30	900
S-22	40	60	1600	3600	20	400
TOTAL	850	1600	32.900	117.600	730	26.500

APPENDIX G

THE STUDENTS' TOTAL SCORE IN MAIN IDEA PRE-TEST AND

POST-TEST

Sample	Score		X_1^2	X_2^2	D (X_2-X_1)	D²
	Pre-Test (X_1)	Post-Test (X_2)				
S-1	20	40	400	1600	20	100
S-2	20	40	400	1600	20	100
S-3	20	50	400	2500	30	900
S-4	40	40	1600	1600	0	0
S-5	10	40	100	1600	30	900
S-6	20	40	400	1600	20	400
S-7	20	30	400	900	10	100
S-8	30	60	900	3600	30	900
S-9	10	40	100	1600	30	900
S-10	30	30	900	900	0	0
S-11	10	30	100	900	20	400
S-12	20	40	400	1600	20	400
S-13	30	50	900	2500	20	400
S-14	20	40	400	1600	20	400
S-15	20	50	400	2500	30	900
S-16	20	40	400	1600	20	400
S-17	30	40	900	1600	10	100
S-18	20	60	400	3600	40	1600
S-19	20	40	400	1600	20	400
S-20	20	40	400	1600	20	400
S-21	20	30	400	900	10	100
S-22	20	30	400	900	10	100
TOTAL	**490**	**900**	**11.100**	**38.400**	**430**	**9.900**

APPENDIX H

THE STUDENTS' TOTAL SCORE IN SUPPORTING DETAILS PRE-TEST AND POST-TEST

Sample	Score		X_1^2	X_2^2	$D (X_2-X_1)$	D^2
	Pre-Test (X_1)	Post-Test (X_2)				
S-1	20	30	400	900	10	100
S-2	20	40	400	1600	20	400
S-3	10	30	100	900	20	400
S-4	20	40	400	1600	20	400
S-5	20	30	400	900	10	100
S-6	10	40	100	1600	30	900
S-7	20	40	400	1600	20	400
S-8	20	20	400	400	0	0
S-9	30	30	900	900	0	0
S-10	20	40	400	1600	20	400
S-11	20	40	400	1600	20	400
S-12	20	30	400	900	10	100
S-13	10	40	100	1600	30	900
S-14	10	30	100	900	20	400
S-15	20	10	400	100	-10	100
S-16	30	30	900	900	0	0
S-17	30	40	900	1600	10	100
S-18	20	20	400	400	0	0
S-19	10	30	100	900	20	400
S-20	20	30	400	400	10	100
S-21	10	30	100	900	20	400
S-22	20	30	400	900	10	100
TOTAL	**410**	**700**	**8.500**	**23.100**	**290**	**6.100**

Appendix I

MEAN SCORE AND PERCENTAGE OF MAIN IDEA AND SUPPORTING

DETAIL

1. Mean score of students' reading pre-test

   a. Main idea $X = \frac{\sum X}{N} = \frac{470}{22} = 21{,}3$

   b. Supporting detail $X = \frac{\sum X}{N} = \frac{410}{22} = 18{,}7$

2. Mean score of students' reading post-test

   a. Main idea $X = \frac{\sum X}{N} = \frac{900}{22} = 41$

   b. Supporting idea $X = \frac{\sum X}{N} = \frac{710}{22} = 32{,}2$

3. The percentage of students'

   a. Main idea

   $P = \frac{X2 - X1}{X1} x\ 100\%$

   $P = \frac{41 - 21{,}3}{21{,}3} x\ 100\%$

   $P = \frac{19{,}7}{21{,}3} x\ 100\%$

   $P = 92{,}5\%$

   b. Supporting detail

   $P = \frac{X2 - X1}{X1} x\ 100\%$

   $P = \frac{32{,}2 - 18{,}7}{18{,}7} x\ 100$

   $P = \frac{13{,}5}{18{,}7} x\ 100$

   $P = 72{,}2\%$

Appendix J

THE RESULT OF TEST READING COMPONENT MAIN IDEA

Pre-test   **Post-test**

$$X = \frac{\Sigma X}{N} = \frac{490}{22} = 22,2$$

$$X = \frac{\Sigma X}{N} = \frac{900}{22} = 41$$

$$SD = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{11100 - \frac{490}{22}}}{22-1}$$

$$SD = \frac{\sqrt{38400 - \frac{(900)^2}{22}}}{22-1}$$

$$SD = \frac{\sqrt{11100 - \frac{240100}{22}}}{22-1}$$

$$SD = \frac{\sqrt{38400 - \frac{810000}{22}}}{22-1}$$

$$SD = \frac{\sqrt{11100 - 10913}}{21}$$

$$SD = \frac{\sqrt{38400 - 36818}}{21}$$

$$SD = \frac{\sqrt{187}}{21}$$

$$SD = \frac{\sqrt{1582}}{21}$$

$$SD = \sqrt{8,9}$$

$$SD = \sqrt{75,3}$$

$$SD = 2,98$$

$$SD = 8,68$$

The result of test reading component supporting details

Pre-test   **Post-test**

$$X = \frac{\Sigma X}{N} = \frac{410}{22} = 18,7$$

$$X = \frac{\Sigma X}{N} = \frac{700}{22} = 31,8$$

$$SD = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{8500 - \frac{410}{22}}}{22-1}$$

$$SD = \frac{\sqrt{23100 - \frac{(700)^2}{22}}}{22-1}$$

$$SD = \frac{\sqrt{8500 - \frac{168100}{22}}}{22-1}$$

$$SD = \frac{\sqrt{23100 - \frac{490000}{22}}}{22-1}$$

$$SD = \frac{\sqrt{8500 - 7640}}{21}$$

$$SD = \frac{\sqrt{23100 - 22272}}{21}$$

$$SD = \frac{\sqrt{860}}{21}$$

$$SD = \sqrt{40{,}95}$$

$$SD = 6{,}37$$

$$SD = \frac{\sqrt{828}}{21}$$

$$SD = \sqrt{39{,}42}$$

$$SD = 6{,}28$$

Appendix K

t-Test main idea

Notes: $\sum D$ $= 430$

$\sum D^2$ $= 9900$

N $= 22$

$D = \dfrac{\sum \square}{N} = \dfrac{430}{22} = 19,5$

$t = \dfrac{D}{\sqrt{\dfrac{\sum D^2 \frac{(\sum D)2}{N}}{N\,(N-1)}}}$

$t = \dfrac{19,5}{\sqrt{\dfrac{9900-\frac{(430)2}{22}}{22(22-1)}}}$

$t = \dfrac{19,5}{\sqrt{\dfrac{9900-\frac{(184900)}{22}}{22(21)}}}$

$t = \dfrac{19,5}{\frac{\sqrt{9900-8404}}{462}}$

$t = \dfrac{19,5}{\frac{\sqrt{1496}}{462}}$

$t = \dfrac{19,5}{\sqrt{3,23}}$

$t = \dfrac{19,5}{2,38}$

$t = 4,83$

Supporting details

Notes: $\sum D$ $= 290$

$\sum D^2$ $= 6100$

N $= 22$

$D = \dfrac{\sum D^2}{N} = \dfrac{290}{22} = 13,1$

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 \dfrac{(\sum D)2}{N}}{N\,(N-1)}}}$$

$$t = \frac{13,1}{\sqrt{\dfrac{6100 - \dfrac{(290)2}{22}}{22(22-1)}}}$$

$$t = \frac{13,1}{\sqrt{\dfrac{6100 - \dfrac{(84100)}{22}}{22(21)}}}$$

$$t = \frac{13,1}{\dfrac{\sqrt{6100 - 3822}}{462}}$$

$$t = \frac{13,1}{\dfrac{\sqrt{2278}}{462}}$$

$$t = \frac{13,1}{\sqrt{4,93}}$$

$$t = \frac{13,1}{2,22}$$

$$t = 5,90$$

Appendix L

Table of mean score

$$X = \frac{\Sigma X}{N}$$

Criteria	Pre-test	Post-test
Main idea	$X = \frac{\Sigma X}{N} = \frac{490}{22} = 22,2$	$X = \frac{\Sigma X}{N} = \frac{900}{22} = 40,9$
Supporting idea	$X = \frac{\Sigma X}{N} = \frac{410}{22} = 18,6$	$X = \frac{\Sigma X}{N} = \frac{700}{22} = 31,8$
Total	$X = \frac{\Sigma X}{N}$ $X = \frac{\Sigma X}{N} = \frac{900}{22} = 40,9$	$X = \frac{\Sigma X}{N}$ $X = \frac{\Sigma X}{N} = \frac{1600}{22} = 72,7$

Pre test

Clasification	Frequency
Excellent	-
Very good	-
Good	-
Farly good	-
Fair	2
Poor	13
Very poor	7

Post-test

Clasification	Frequency
Excellent	-
Very good	1
Good	7
Farly good	11
Fair	3
Poor	-
Very poor	-

The Rate Percentage of the Students Score in Terms of the Main Idea and

Supporting Detail

Pre-test

   a. Excellent

      F = 0, N = 22 $\qquad$ $p = \dfrac{F}{N}$ x 100%

$$p = \dfrac{0}{22} \text{ x } 100\% = 0\%$$

   b. Very good

      F = 0, N = 22 $\qquad$ $p = \dfrac{F}{N}$ x 100%

$$p = \dfrac{0}{22} \text{ x } 100\% = 0\%$$

   c. Good

      F = 0, N = 22 $\qquad$ $p = \dfrac{F}{N}$ x 100%

$$p = \dfrac{0}{22} \text{ x } 100\% = 0\%$$

   d. Fairly good

      F = 0 N = 22 $\qquad$ $p = \dfrac{F}{N}$ x 100%

$$p = \dfrac{0}{22} \text{ x } 100\% = 0\%$$

   e. Fair

      F = 2 N = 22 $\qquad$ $p = \dfrac{F}{N}$ x 100%

$$p = \dfrac{2}{22} \text{ x } 100\% = 9\%$$

   f. Poor

      F = 13 N = 22 $\qquad$ $p = \dfrac{F}{N}$ x 100%

$$p = \dfrac{13}{22} \text{ x } 100\% = 59\%$$

   g. Very poor

      F = 7 N = 22 $\qquad$ $p = \dfrac{F}{N}$ x 100%

$$p = \dfrac{7}{22} \text{ x } 100\% = 32\%$$

post test

   a. Excellent

      F = 0, N = 22 $\qquad$ $p = \dfrac{F}{N}$ x 100%

$$p = \frac{0}{22} \text{ x } 100\% = 0\%$$

b. Very good

F = 1 N = 22 $\qquad p = \frac{F}{N} \text{ x } 100\%$

$$p = \frac{1}{22} \text{ x } 100\% = 4,5\%$$

c. Good

F = 7 N = 22 $\qquad p = \frac{F}{N} \text{ x } 100\%$

$$p = \frac{7}{22} \text{ x } 100\% = 32\%$$

d. Fairly good

F = 11 N = 22 $\qquad p = \frac{F}{N} \text{ x } 100\%$

$$p = \frac{11}{22} \text{ x } 100\% = 50\%$$

e. Fair

F = 3 N = 22 $\qquad p = \frac{F}{N} \text{ x } 100\%$

$$p = \frac{3}{22} \text{ x } 100\% = 14\%$$

f. Poor

F = 0 N = 22 $\qquad p = \frac{F}{N} \text{ x } 100\%$

$$p = \frac{0}{22} \text{ x } 100\% = 0\%$$

g. Very poor

F = 0, N = 22 $\qquad p = \frac{F}{N} \text{ x } 100\%$

$$p = \frac{0}{22} \text{ x } 100\% = 0\%$$

Appendix M

t-Table

For level of significance (D) = 0,05

Degree of freedom (df) = N-1=22-1=21

t- Table = 2.093

DISTRIBUTION OF T-TABLE

Df	P (Level of Significance) (One Tailed Test)			
	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.945	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Nomor : 171/Izn-5/C.4-VIII/X/37/2018

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

16 Safar 1440 H
25 October 2018 M

Kepada Yth,

Bapak / Ibu Bupati Pangkep

Cq. Ka. Badan Kesbang, Politik & Linmas

di –

Pangkep

السَّلامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1272/FKIP/A.1-II/X/1440/2018 tanggal 25 Oktober 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NUR HIDAYAH**

No. Stambuk : **10535 5808 14**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Improving Reading Comprehension of Descriptive Text by Using Pictorial Poster at SMP Negeri 1 Minasate'ne"

Yang akan dilaksanakan dari tanggal 27 Oktober 2018 s/d 27 Desember 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

10-18

PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN
DINAS PENDIDIKAN
SMP NEGERI 1 MINASATENE

Alamat : Jl. H.Fadeli Luran Minasatene Tlp (0410) 2311447 Kab.Pangkep 90614

SURAT KETERANGAN
Nomor : /36 / 421 / SMP / 2018

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Minasatene Kecamatan Minaasatene Kabupaten Pangkajene dan Kepulauan Provinsi Sulawesi Selatan.

Menyatakan bahwa Mahasiswa dari universitas Muhammadiyah Makassar Fakultas Keguruaan dan Ilmu Pendidikan, yang tersebut namanya di bawah ini :

NAMA   : NUR HIDAYAH
NPM   : 10535580814
PROGRAM PENDIDIKAN : BAHASA INGGRIS
JENJANG PROGRAM   : STRATA (S.1)

Telah melakukan penelitian selama 1 bulan pada tanggal 01 – 30 November 2018, Sehubungan penyusunan Skripsi yang berjudul " *IMPROVING READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING PICTORIAL POSTER SMP NEGERI 1 MINASATENE*".

Demikian surat ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Minasatene, 26 November 2018

Kepala SMP Neg. 1 Minasatene

HJ. HARTINAH, S.Pd
Nip. 19630220 198412 2 007

بســــم اللـه الرحمن الرحيــم

KONTROL PELAKSANAAN PENELITIAN

AB 0154-18 BG

Nama Mahasiswa   : **NUR HIDAYAH**

NIM   : **10535580814**

Judul Penelitian   : *"IMPROVING READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING PICTORIAL POSTER AT SMP NEGERI 1 MINASATE'NE"*

Tanggal Ujian Proposal : **19/10/2018**

Tempat/Lokasi Penelitian : **SMP NEGERI 1 MINASATE'NE**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Kamis/8-11-2018	Pre - test	Abd Hafid, S.Pd	
2	Selasa/13-11-2018	Treatment 1	Abd. Hafid, S.Pd	
3	Kamis/15-11-2018	Treatment 2	Abd. Hafid, S.Pd	
4	Kamis/22-11-2018	Treatment 3	Abd. Hafid, S.Pd	
5	Selasa/27-11-2018	Treatment 4	Abd. Hafid, S.Pd	
6	Kamis/29-11-2018	Post - test	Abd. Hafid, S.Pd	
7				
8				
9				
10				

…… …… …… …… , ……………………2018

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Mengetahui
Pimpinan/Kepala sekolah,

Hartinah, S.Pd
NIP. 19630220 198412 2007

| Terakreditasi Institusi
BAN-PT

DOCUMENTATION

CURRICULUM VITAE

 Nur Hidayah, was born in Pulau Sabutung, Regency of Pangkajene dan Kepulauan, South Sulawesi on Agustus, 22th 1997. She is only a child of Abdul Rahman and Kamsiah. Then She is a student of English Department in Muhammadiyah University of Makassar.

She studied at SDN 3/37 Pulau Sabutung, Pangkajene dan Kepulauan Regency in 2008. Then she continued her study in MTs PP Kelautan Perak, Pangkep and finished in 2011. She joined of Pramuka as extracuriculer. She contiuned her study in MA PP Kelautan Perak and join of Pramuka. Furthermore she finished in 2014 and was accepted in Muhammadiyah University of Makassar as a students of English Departement.

During the study in Muhammadiyah University of Makassar she joined Ikatan Pemuda Pelajar Mahasiswa Pangkep (IPPM Pangkep) 2014 until now.