**CHAPTER I**

**INTRODUCTION**

**1.1 Background of Study**

English is an important means of communication, which is used by many countries in this world. It plays an important role as an International language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992 in Hidayah, 2007). By putting it as one of the subjects in the curriculum, hopefully, students will have an ability to use English. Having mastered English, the way for them to get in touch with the international community is wide open.

Recently, students learn English in formal and non-formal ways. From kindergarten to Senior High School the importance of knowing the language has propelled people to master it such a way, so that they can use the language to communicate with other people. Based on the curriculum of 2004, the scope of English language teaching at Junior High Schools includes four language skills: listening, speaking, reading, and writing. In this research, the writer will investigate reading skill by looking at the consideration that success in reading will be very important to students both for academic and vocational advancement.

Although English has been taught for a long time, the result is likely to be unsatisfactory especially in reading comprehension. Based on the writer’s experience in apprenticeship teaching, the writer found that many students still experience some difficulties in reading comprehension. It is because the Indonesian students spend little time to read and discuss books. They think that they can obtain the knowledge more easily from non-book sources than from text books. In fact, reading helps students in their study. In other words, their study depends much on how well they read.

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

From that situation, the teacher should not remain passive or give up all efforts to make improvements. According to Burns, et.al. (1984:448), one of the roles of a language teacher in the classroom is to select and use instructional materials of appropriate difficulty. Burns et.al. (1984) further stated that enjoyment of reading should be considered of prime importance. Based on that statements, the writer assumes that a language teacher should be able to provide and to select suitable, understandable and interesting reading materials in order to create an effective reading class.

Furthermore, to enable the students to master the reading comprehension skill, teachers should provide materials that are appropriate with the curriculum and find suitable methods in teaching and learning process. One of the methods suggested in the curriculum is the use of visual aids as media of instruction in the classroom. According to Gerlach and Elly (1980 in Hidayah, 2007), in selecting appropriate media, the teacher must consider the characteristics of the students, which directly relate to the learning process such as verbal abilities, visual and audio perception skills. Other factors that language teacher ought to consider in selecting media come from the instructional system model. They are the organization of groups, the time available and the space in which the media will be used.

Considering these factors of media selection, the writer assumes that illustrated short story book can be a teaching medium to be used to teach reading especially for narrative reading material. It is an interesting material for Junior High School students. It can attract students’ interest and stimulate them enjoying reading English materials. Although the illustrated short story is written in English, the students of Junior High School will enjoy reading it for the following reasons:

1. By giving such material, hopefully the students will be motivated and interested to read, and therefore can enrich their vocabulary mastery, develop understanding of English sentence structures and improve their reading skill.

2. Picture sequences provided in illustrated story book can help students to comprehend the line of the story. The applications of pictures in illustrated short story books facilitate learners to understand the story faster.

(Carney & Levin, 2002)

In accordance with the above description, the writer tried to investigate the use of illustrated short stories as media of instruction in order to improve the students’ reading comprehension particularly in narrative text by taking an experimental research.

**1.2 Statement of the Problems**

To focus the discussion on the topic, the writer formulates the following questions:

1. How is the students’ achievement in learning English reading by using illustrated short stories?

2. Are illustrations effective as media of teaching short stories?

**1.3 Objectives of the Study**

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

1. To find out whether there is any significant differences in the improvement of student’s reading comprehension using illustrated short stories and without illustrated short stories.
2. To identify the effectiveness of illustrated short stories as a medium of teaching reading comprehension.

**1.4 Significance of the Study**

The result of this study is intended to contribute theoretical and practical significances for teachers and language practitioners for the development of teaching and learning material and syllabus design.

1. As a theoretical application, the result of this study is expected to help students in improving their knowledge particularly in the area of reading skill. It could be used as an input for reading skill as a language element in the second language learning. On the other side, the result of this study could also be expected to help students in enriching their vocabulary since reading illustrated text is one way to develop learners’ vocabulary.

2. As a practical application, the result of this study is intended to be one of considerations for English teachers in applying learning strategies or techniques concerning illustrated short story in order to develop students’ reading comprehension skill

3. For the syllabus designer, the result of this study is to wide up their perception of teaching reading skill and of material used to develop the students’ reading comprehension skill.

**1.5 Scope and Limitation of the Study**

This research is limited on the effect of illustrations on the literal comprehension of short stories at the eight year students of SMPN 5 Mataram in the academic year 2009/2010. It means that other aspect of teaching is ignored.

**1.6 Definition of the Key Terms**

To avoid misunderstanding or misinterpretation about the topic of this study, the writer wants to explain some terms used as follows:

1. Effect

A change in somebody/something that is caused by somebody/ something else. (Oxford Advance Learner’s Dictonary)

1. Illustrated short story

Illustrated short story is a story, usually about imaginary characters and events that is short enough to be read from beginning to end without stopping and it is supplied with picture sequences. (Oxford Advance Learner’s Dictonary)

1. Reading comprehension

Reading comprehension is the act of constructing meaning while interacting with text. (Ruddell & Ruddell, 1995:135)

**1.7 Hypothesis of Study**

There are two particular hypothesis in this study. Those are alternative hypothesis and null hypothesis. Alternative hypothesis states that *illustrated short story is effective to improve students’ reading comprehension*, while Null hypothesis believes that *illustrated short story is ineffective to improve students’ reading comprehension.*

**1.8 Organization of the Study**

This paper was developed into five chapters:

Chapter I covered background of study, statement of the problems, the objectives of study, significance of the study, definition of key terms, hypothesis of the study and the organization of the study.

Chapter II discussed review of related literature. It consists of eight sections. First was about general concept of reading, second was about reading comprehension, third was about the teaching of reading, fourth was about the characteristics of junior high school students, fifth was about general concept of media, sixth was about the general concept of short story, seventh was about the connection between visuals and reading comprehension the last section was about short story illustrated version as reading material.

Chapter III reviewed the method of study and data collection of the research. This chapter deals with the research design, population and sample, research variable method of data collection and method of data analysis.

Chapter IV discussed the finding and discussion concerning the investigation.

Chapter V presented the conclusions and the suggestions given based on the basis of research finding.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

**2.1 General Concept of Reading**

**2.1.1 Definition of Reading**

One of the aims to learn English as a foreign language in Indonesia, as stated in the curriculum of SMP, is to make the students able to grasp meaning from a text. The ability of students in reading is very important to improve their knowledge of a second language. Therefore, language teachers often encourage students to insert reading activities in their lesson.

In reading activities, there are two subjects involved in, the writer and the reader. The writer tries to convey, to present his or her messages through letters, words, phrases and their relationships, while the reader tries to get the messages from the written verbal symbols. Dechant and Smith (1977, in Setyani, 2009) point out that reading always involved an interaction between the writer and the reader. Reading also requires the communication of the message and it requires a language system- a sign system in which messages are formulated or encoded.

According to Haris and Sipay (1980, in Hidayah, 2007), “reading may be defined as the act of responding with appropriate meaning to print or written verbal symbols.” From that statement, we can conclude that to absorb the information from a text the readers should understand what the text contains and what the text means. In line with this, Downing (1982, in Burns, *et.al*., 1984), stated that reading is a skill that can only be developed, by means of extensive and continual practice. Therefore, to get the whole comprehension of a text, a reader can practice reading frequently, thus they can grasp the meaning of a text easier.

Furthermore, reading as the written communication, is to understand meaning on the passage. Gibson and Levin (in Ma’ruf, 1995) state:

“Reading is information from the text... to mean not only the printed page but also combination of the text and pictures, diagram, graph, illustrated instruction, and so on... Reading is an active process, self-directed by the reader in many ways and many purposes.”

Based on the definitions above, the writer concludes that reading is not merely as a process of reading words by words of the printed page but it is also an active process which include the collaboration of thinking process, recollection of the past experience, interaction and that requires language faculty to interpret the author’s intention. Reading is also a process of matching information since the activity of reading is the reader matches his information that he already had with the printed page in order to get the message.

**2.1.2 The Objective of Reading**

Learning to read depends upon motivation, practice, and reiforcement. Students learn to read by reading and their reading will tend to be effective when they have a purpose and a motivation to learn (Burns, et.al., 1984: 11). Thus, motivation is seen as a strong point which can emerge a purposeful reading.

Moreover, Stepherd (1988 in Setyani, 2009) stated “a student who does not read because of lack of motivation does not get the practice he needs in reading skills.” Having a purpose for reading is a part of effective motivation. According to Carnine, Silbert, and Kameenui (1990, in Hidayah, 2007), a reader’s purpose determines the way in which he treats a passage and which a comprehension skills he uses. It is also pointed out that there are some different purposes for reading:

1. To be able to identify and remember a main idea.

2. To be able to follow instruction to reach a goal.

3. To be able to explain the content of a passage to someone else.

4. To enjoy.

5. To be able to accommodate the content into the reader’s schema.

6. To critique the logic or data presented in a passage.

7. To edit a passage according to stylistic and organizational criteria.

8. To study according to an assignment to test requirements.

Stepherd, as quoted by Simanjuntak (1988 in Hidayah, 2007), also says that when a student does not have and know his purpose in reading, any instructions he may get in the skills of reading will be useless for him, and it makes him unsuccessful in the text. Burns, *et.al.* (1984) also agree that all reading done by children should be purposeful because (1) children who are reading with a purpose tend to comprehend what they read better than those who have no purpose, and (2) children who read with a purpose tend to retain what they read better than those who have no purpose.

In conclusion, having a purpose in reading activity is important. Therefore, a way to create a purposeful reading is by developing the readers’ motivation in doing the reading activity.

**2.2 Reading Comprehension**

**2.2.1 Definition of Reading Comprehension**

Reading comprehension involves an ability to understand the material given in a text. As stated by Jarolimek (1985, in Pamungkas, 2006), reading with comprehension means that the reader is able to extract from the selection, understandings the essential facts and visualize details and sense the relatedness of the facts. From the statement above we know that reading with comprehension is not only comprehending the selection but also trying to understand the message in the selection. An indication that the reader comprehends a selection is being able answer the questions based on the selection.

According to Ruddell and Ruddell (1995:135), “comprehension is, in fact, an incredibly complex mental process. When we read, our comprehension strategies direct the activation of many thousands of neuron and integrate our prior knowledge and experience with the information in the text to create meaning.” Basen on that statement, the writer assumes that comprehension is more than simply a mental process. Comprehension is affected by who we are, how we relate to the world and others in it, our accumulated store of factual and intuitive knowledge, and even how we feel on a given day.

Since comprehension is an important element in reading, the writer would like to give the techniques of reading comprehension. According to Harris and Sipay (1980 in Setyani, 2009), techniques of reading comprehension are:

1) Scanning; quickly going through a text to find a particular piece of information. For instance, when a person wants to get a name, date, or year in a history book, it is not important for him or her to read the whole content.

2) Skimming; quickly running ones’ eyes over a text to get the gist of it. For example, in order to decide whether a book is relevant to one’s work or to keep oneself always informed about a part of a book that is not important for him usually before reading it, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs.

3) Extensive reading; reading a longer text, usually for one’s own pleasure. It is a fluency activity. A reader who wants to read quickly, to enrich vocabulary, usually reads a longer text such as articles.

4) Intensive reading; reading a shorter text, to extract specific information. This is more accuracy activity involving reading for detail.

The above descriptions imply that comprehension relates to the purpose of reading since reading is known as an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

**2.2.2 The Process of Reading Comprehension**

According to Burns, *et.al.* (1984:4-20), the process of reading is extremely complex. In reading, a reader must be able to:

1. perceive the symbols set before them (sensory aspect);
2. interpret what they have see as symbols or words (perceptual aspect);
3. follow the linear, logical, and grammatical patterns of the written words (sequential aspect);
4. recognize the connections between symbols and sounds, between words and what they represent (associational aspect);
5. relate words back to direct experiences to give the words meaning (experiential aspect);
6. remember what they learned in the past and incorporate new ideas and facts (learning aspect);
7. make inferences from and evaluate the material (thinking aspect);
8. deal with personal interests and attitudes that affect the task of reading (affective aspect).

Thereby, the process of reading is seen as an interactive process since it involved many aspects that go on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning and the reader uses his/her knowledge, skills, and strategies to determine meanings from a text.

On the other side, Mickulecky (in Ma’ruf, 1995) simplifies the reading comprehension process as cognitive abilities, background of knowledge, language knowledge and cultural values and beliefs.

In reading comprehension process, the reader interacts or decodes the symbols which encoded by the author. The reader then instantly uses their knowledge to grasp the meaning of a text. The text information activates the reader’s prior knowledge and vice versa. Prior knowledge activates the expectation about what the text is. If the reader is satisfied with the matching between the prior knowledge and vice versa in accidentally comprehension occurs. Then for the deep comprehension, the reader needs to hold the components above to help the reader to comprehend the passage in order to get the written information.

In processing reading, the reader can develop his cognitive ability. It refers to the reader’s memory in order to think and analyze the author’s message. Then the background of knowledge means that the reader’s previous knowledge which relates to the information in the passage to read. It can make the reader understand and comprehend well.

For this case, language knowledge consist of semantic, syntax, morphology, and phonology. These language knowledge can help the reader understanding and comprehending contextual meaning of the text.

There are some points that cannot be left by the reader, those are cultural values and beliefs. With the cultural values and beliefs, the reader has a competence to consider and make a conclusion whether the content of the written information can be grasped or not.

**2.2.3 Factors Influencing Reading Comprehension**

In the process of reading, there are some factors influencing reading comprehension. According to Harris and Smith (1997, in Setyani, 2009) some factors influencing reading comprehension are background experience, language abilities, thinking abilities, reading purposes, and affection (motivation, interest, attitude, belief, and feeling).

1) Background experience

The knowledge backgrounds and the past experiences of the students are very important in reading in order to anticipate the author’s message. The ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader’ s previous experience with a topic, his familiarity with key concepts, and his knowledge of how language works. In summary, readers must have ability to relate the text to their own background knowledge efficiently.

2) Language abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. As a means of communication the expresses ideas, thought, opinions, and feelings. Language abilities refer to the abilities of students in using a language. It includes the ability to understand the structure underlying the passage and the vocabulary of the language.

3) Thinking abilities

Thinking abilities refer to the students’ ability to link their new experience with their previous one. In this case, readers should think the act of recognizing words, whereas, teachers give the appropriate questions to help the students develop their thinking abilities.

4) Reading purposes

The purposes for reading are reading for information and reading for pleasure. It is important to judge the purpose of reading because it will influence us in choosing the technique.

5) Affection

Motivation, interest, belief, and feelings belong to affection. They may have improved the influence on students’ reading comprehension.

Moreover, Alexander (1988, in Hidayah, 2007) states that the following factors influencing reading comprehension are the reading materials, the total program of reading instruction, and the child’s own personality.

Thus, appropriate and interesting reading material could be one important factors towards reading comprehension since pleasurable reading can be reached if the reader has strong motivation in doing it. Then related to this study, the writer believes that illustrated short story as a reading material has a positive effect towards the students’ reading comprehension since it is known as interesting material in reading activity.

**2.2.4 The Levels of Comprehension**

In reading comprehension, there are some levels existed. According to Burns, *et.al* (1984:177-198), specific reading comprehension skill can be divided into four levels as follows:

1. Literal Reading

The literal level of comprehension is fundamental to all reading skills at any level because a reader must firstly understand what the author stated before he can draw an inference or make evaluation. The literal level is considered to the easiest level of reading comprehension because a reader is not required to go beyond what the author actually stated. Thus, in this level, recognizing stated main ideas, details, causes and effects, and sequences as the basis of literal comprehension, and a thorough understanding of vocabulary, sentences meaning, paragraph meaning is important.

1. Interpretive Reading

Interpretive reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretive reading include:

1. inferring main ideas of passages in which the main ideas are not directly stated,
2. inferring cause-and-effect relationships when they are not directly stated,
3. inferring referents of pronouns,
4. inferring referents of adverbs,
5. inferring omitted words,
6. detecting mood,
7. detecting the author’s purpose in writing, and
8. drawing conclusions.
9. Critical Reading

Critical reading is evaluating written material, comparing the ideas discovered in the material with known standards and drawing conclusions about the accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgement until he or she has considered all of the material. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

1. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations. According to Huss in Burn, *et.al* (1984: 198) it “is concerned with the production of new ideas, the development of new insight, fresh approaches, and original constructs.” Teacher must carefully nurture creative reading, trying not to ask only question that have absolute answers, since these will tend not to encourage the diverse processes characteristic of creative reading.

To sum up, the factors that influence reading comprehension (background experience, language abilities, thinking abilities, reading purposes, affection, reading materials, the total program of reading instruction, and the reader’s own personality) could determine the level of comprehension that can be reached by the readers. The comprehension depends on how strong the existing factors can influence the comprehension itself.

**2.3 The Teaching of Reading**

One of four skills which should be comprehended by English learners is reading skill. Reading skill is necessary for ESL/EFL learner to access information and understand texts or literatures in English.

In teaching reading, there are some principles existed. Principle of teaching reading are generalizations about reading instruction based on research in the field of reading and observation of reading practices. According to Burns, *et.al.* (1984:20-25), there are twelve principles of teaching reading. The principles are clarified as follows:

“ 1) Reading is a complex act with many factors that must be considered.

2) Reading is the interpretation of the meaning of printed symbols.

3) There is no one correct way to teach reading.

4) Learning to read is a continuing process.

5) Students should be taught word recognition skills that will allow them to unlock the pronunciations and the meanings of unfamiliar words independently.

6) Teacher should diagnose each student’s reading ability and use the diagnosis as a basis for planning instruction.

7) Reading and the other language arts are closely interelated.

8) Integral parts of all content area instruction within the educational program.

9) The student needs to see why reading is important.

10) Enjoyment of reading should be considered of prime importance.

11) Readiness for reading should be considered at all levels instruction.

12) Reading should be taugh in a way that allows each child to experience success.”

Having twelve principles above, language teacher should be able to comprehend as well as to identify learners’ condition which is based on who the students are, what their needs are, and how the teacher should teach in order to create an interesting and pleasurable teaching learning process. It is aimed to avoid students feeling frustrated and bored.

Furthermore, Carnine, Silbert, and Kameenui (in Megawati, 2008) say that the success in reading is very important for the students, both for academic and vocational advancement. Therefore, for the success of teaching reading, there are at least three important factors to consider. Those are; the learner, the teacher, and the syllabus.

First, the learners who are learning English. Second, the teacher who selects the instructional mattering and also who is responsible for the design, execution, and evaluation of teaching program. Lastly, the syllabus which regulate the instructional material, methodology, and the evaluation procedures. Beside that, motivation, attitude, intelligence, purpose, learning needs, learning experiences are all indicators that will give great influences to the students in learning English as a foreign language.

**2.4 The Characteristics of Junior High School Students**

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

It is widely accepted that one of the key issues in teenagers is the search for individual identity. It makes them like challenges, peer approval and being forced among classmates and friends. Callahan and Clark in Setyani (2009) state that adolescents is a period of change, of new experiences, of learning new roles, of uncertainty, and instability. In addition, Harmer in Hidayah (2007) argues that teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things, which interested them.

As education always walks side by side with psychology, it is better to connect those psychological aspects of the students with their ways of learning a language. It is essential that the students are led to do what is to be learnt. Students do not learn what was in a lecture or in a book. They are likely to learn only what the teacher or a book causes them to do (**Fernald**, 1997).

Based on the explanation above, it means that students in Junior High School level like to be encouraged to respond to texts and sit with their own thought expectation rather than just by answering questions or doing abstract learning activities. It is important that the teachers give students tasks they can and those can interest them. For these reasons, the use of interesting media or sources is encouraged.

**2.5 General Concept of Media**

**2.5.1 Definition of Media**

Teaching media is one of the components involved in teaching learning process. By using media during the teaching learning process, it is hoped that the teacher will be able to motivate the students to learn and to pay attention to the material presented. Harmer (in Hidayah 2007) said that “As language teachers, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as basis of whole activity.” It means that in a teaching and learning process, especially for language teaching, the existence of medium is absolutely needed. By means of media, students will get more understanding about the topic taught by their teachers.

Gerlach and Elly (in Setyani, 2009) defines ‘media as graphic, photographic, electronic, or mechanical means for arresting, processing, and reconstituting visual or verbal information.' While Brown (in Pamungkas 2006) defines media as the tools or physical things used by a teacher to facilitate the instructions.

Based on these definitions, media can be defined as any form of device equipment, which is normally used to transmit information between persons. It also facilitates teaching instruction to help the acquisition of knowledge, skill, attitudes and eventually to engage learners in a topic.

In this research, the writer uses visual media since there are some board functions existed in it. As stated by Wright (1976, in Royanti, 2007), the function of visual media are:

a. to motivate the students

b. to create a context within which his written text will have meaning

c. provide the students with information to refer to, including objects, actions, events, relationships

d. to provide non verbal cues for manipulation practices

e. to provide non verbal prompts to written composition

**2.5.2 Classification of media**

There are a lot of media in teaching learning process. Gerlach and Elly (1980, in Setyani, 2009) classify media into five types:

1. Still picture

They form as photograph of any object or events which can be presented in text book, illustration, bulletin board materials, slides, filmstrips, frames, or overhead transparencies.

1. Audio recording

Recording are made on magnetic tape, on disc, or on motion picture sound tracts. These are the actual events or sound effects reproductions.

1. Motion picture/ video tape recording

They are moving images produced in color or black and white from live action or graphic representation. Objects or events can be in normal, slow, time lapse or stop motion.

1. Real things

They include people, events, objects, and demonstration. Real things are actual objects or events. Simulation is a copy of real situation designed to be as similar as possible to the actual events.

1. Programmed and computer-assisted instruction

They are the sequences of information (verbal, visual, or audio) designed to elicit predetermined responses. The most common examples are programmed textbook or instructional program prepared for computers.

In practice, not all of media can be applied in classroom. According to Elly (1982 in Setyani, 2009) to select the suitable media, teacher have to reflect on the characteristics of the students. Consequently, the characteristics of students lead to the process of media selection that will be used in classroom.

Based on Puntil (2002 in Pamungkas, 2006), the selection of the media in order to be productive and positively effective should fulfill the following requirements:

1. Interesting

The media should be attractive to arose the motivation of the students.

1. Stimulating

The suitable media must be able to stimulate the students’ contemplative faculties toward the subject that they learn.

1. Relevant

The teacher should take into account whether the aid is compatible with students’ level cognition or not. Next, the choice of particular media must be conformed to the lesson that will be given to the students. Do the media have significant relation with the learning objective? Then finally, in choosing media, teacher must consider her/his skill in teaching the lesson in relation to time efficiency.

1. Visually effective in the choice of the images presented

The images which appear in the media must be successful in representing the essence of material.

1. Clear in the quality of sound.

The sound which existed in the aid must be clear.

Therefore, in correspond to the principles of media selection, it is assumed that still picture is more practial than the other types of media to be applied in classroom, especially in teaching reading. It is related to the strong points that still picture media, particularly visuals in text, have positive effects on reader comprehension (Pan, *et.al*., 2009:186). Within the context of these studies, “visuals” refer to any graphic displays (either in dynamic or static form) that depict all or some of the accompanying text’s content. Some examples of visuals are pictures, photos, maps, diagrams, charts, animations, and cartoons.

**2.6 General Concept of Short Story**

According to Hornby (1987 in Setyani, 2009) short story is a story, usually about imaginary characters and events that is short enough to be read from beginning to end without stopping.

As cited by Flanagan:

“A short story is a brief works of fiction. It is usually contains one major conflict and often only one major character. Its brevity usually suggests concise narration and limited setting.”

(Flanagan: www.contemporaylit.about.com)

From the definition above, it can be concluded that short story is a short work of fiction that tend to be less complex than novel. Usually, a short story will focus on only one incident, has a single plot, a single setting, a limited number of characters, and covers a short period of time.

In longer forms of fiction, stories tend to contain certain core elements of dramatic structure: exposition, complication, rising action (crisis), climax, resolution, and moral. Because of their short length, short stories may or may not follow this pattern. Some do not follow patterns at all. More typical, though, is an abrupt beginning, with the story starting in the middle of the action. As with longer stories, plots of short stories also have a climax, crisis, or turning point. However, the endings of many short stories are abrupt and open and may or may not have a moral or practical lesson. Of course, as with any art form, the exact characteristics of a short story will vary by author.

Related to the special characteristics of short story, Burroway as quoted by Koesnosoebroto (1988 in Hidayah, 2007) stated that, “A short story is short and wastes no words. The short story can deal with only one or a few consciousness.” From this statement, we can see that every word, sentence in a short story must be arrange in such a way so that there will not be a waste of words or sentences. As stated by Alan Poe in his review of Nathaniel Hawthorne’s Twice- Told Tales, which is quoted by Koesnosoebroto (1988 in Pamungkas, 2006), short story is “economical” meaning that every word in short story is powerful, and so, wordy sentence will not be found.

From the definitions above, the writer concludes that a short story is a prose writing which is more pointed and is shorter than a novel, but concentrates more on a single character, single event, single emotion and centers only on one climax. In this case, the use of short story will be practical since the words in short story are usually powerful, so that wordy sentences rarely appear.

**2.7 The Connection Between Visuals and Reading Comprehension**

**2.7.1 The Role of Illustrations in Reading Comprehension**

Reading comprehension is an integral part of most people’s lives, and is particularly important in the context of academics. In academia, there has been a trend toward an increasing number of pictures in textbooks since the 1960s (Smith & Elifson, 1986, as cited in Carney & Levin, 2002).

Common sense, as well as a few theories (e.g. the "motivation theory" proposed by Glenberg and Langston, 1992 in Andrews, *et.al*, 2002), suggest that illustrations may make a textbook looks more appealing and, thus, better engage the reader. The dual-code theory/repetition hypothesis proposes that information that is presented twice will enhance comprehension and memory (Gyselinck and Tardieu, 1999 in Andrews, *et.al*, 2002). Another theory suggests that pictures lure children to read and interact with the text and provide mental images, allowing them to understand the written text more easily and remember it longer (Fang, 1996 in Carney and Levin 2002). Illustrations may also increase the comprehension and retention of the text material (Read and Barnsley,1977; Schallert, 1990 in Andrews, *et.al*, 2002).

Further, Peeck (1974 in Kuhen, 2005), in a study of fourth-graders from three schools (A, B, and C), had half the children from each school read a story with illustrations and the other half read the same text without illustrations. Testing was done immediately for school A, unexpectedly after one day for school B, and unexpectedly after one week for school C. Results show that illustrations affected comprehension and retention in numerous ways: for questions that covered only pictorial information as well as questions that covered information in both the text and pictures, participants who read the text with illustrations scored significantly better than the control condition. The results of this study suggest that readers may place special emphasis on illustrations, which may in turn lead to higher comprehension of text material.

Similar results were found by Pan et.al (2009), using an classroom action research to Taiwanese English foreign language (EFL) college students with low proficiency. Pan investigated 95 students who scored lower than 80, those students had been studying English for an average of 8 years, and their mean age was 18 at the time of the study. The 95 participants were randomly divided into four treatment groups (T1, T2, T3, and T4), with 23 or 24 students in each group. T1 and T2 both read a low-level text, but T2’s text had pictures. Similarly, T3 and T4 both read a highlevel text, but T4’s text had pictures. The result of the comprehension test responses were more accurate when illustration had been available on T2 and T4. The mean score of the students who were treated with texts and illustrations (T2=66.13; T4=43,22) was higher than students who were treated only with texts (T1=47.71; T3=22,33). Thus, illustration helped students perform beyond their proficiency level.

The results provided by Andrews, et.al. (2002), Fang (1996), Peeck (1974), and Pan et.al (2009), all provide support for the the role of illustration in reading comprehension is that illustrations can therefore attract readers to a text or a book, and can enhance the readers’ comprehension and also retention of a text.

**2.7.2 The Dual Coding Theory**

A number of theoretical frameworks have been employed to describe, explain, and predict the effects of visuals on reading comprehension, among them, are in Pan, *et.al* (2009:187-188) the theory of mental models (Johnson-Laird), the transmediation theory (Siegel), the repetition hypothesis (Gyselinck & Tardieu), and the dual coding theory (Paivio; Sadoski & Paivio). Perhaps the most comprehensive theory that elaborates upon the relationship between imagery and reading is the dual coding theory.

According to Paivio’s (in Pan, et.al, 2009) dual-coding theory (DCT), words and images have different cognitive representations; hence, the human brain uses separate systems for different types of information: the verbal system and the imagery system. The verbal system deals with linguistic codes, such as words, speech, or language; on the other hand, the imagery system primarily deals with visual codes, such as images, pictures, or concrete objects. Paivio indicated that when verbal information is acquired, it moves to the verbal system. Likewise, when visual information is acquired, it moves to the imagery system in the human brain. The crucial point occurs when information in either system can activate information in the other system. For instance, it is confusing when students see the word “Shrek”. However, those who have seen the movie of the same name may immediately reference an image of green ogre by triggering the image processor. Consequently, the interaction of both the verbal and imagery systems works better than either one alone (Lai, 2000 in Pan, et. al, 2009).

This double processing and encoding of pictorial information is thought to provide memory enhancing effects compared to the single coding of text-only information. The dual-coding theory does not address the issue of whether one type of picture is better than another, but simply maintains that when information is presented both verbally and visually, comprehension is better than when information is presented in the form of text alone.

In reading, DCT accounts for bottom-up and top-down processing. In terms of bottom-up processes, DCT assumes that readers organize parts of language and create mental images of them through different sensory methods. Based on their familiarity with the language components and the context in which they appear, readers may use the mental images to discover links between graphemes and phonemes and the sensory configurations of language components such as letters and words, as well as phrases/sentences. Regarding top-down processes, DCT gives readers a broader and more specific account of meaning, coherence, and inferences drawn from the text. Activating both verbal and nonverbal mental images of the text helps readers create different contexts for drawing inferences and integrating text. This, in turn, allows them to better understand the text, from simple perception of its components to inferring meaning from the text as a whole.

DCT provides theoretical justifications for the use of visuals in instructional presentations. Human memory is composed of two independent but interconnected coding systems: the verbal system and the imagery system. Generally, each of the systems functions independently, but most information processing requires connections and reinforcement between the two systems. In other words, the pairing of verbal information with visual images has the potential to improve comprehension.

**2.8 Short Story Illustrated Version as Reading Material**

According to Simanjuntak (1988 in Pamungkas, 2006), EFL students may be fluent readers in their native language, but they often cannot transfer these skills to reading English. When they read English, they tend to focus on the word rather than on the entire text, and they tied to their dictionaries. Therefore they read slowly and word by word and have unreasonable expectations about how much they should be able to understand. Students will finally give up continuing their reading when they face this difficulty every time they read.

The situation will be different if students are given interesting media to read. Eskey (1988 in Setyani, 2009) says that once reading material appropriate to the level and interests of particular student has been identified, the more of the material the student reads, the better and the more quickly his reading skills will develop.

In accordance with the statement above, the writer argues that the students will be curious in reading the illustrated short story of an enjoying book. Although there are some difficult words that need to be looked up in a dictionary, pictures sequence can enable students to comprehend the line of the story.

Picture that existed in storybooks are sometimes called “twice-told tales” because both mediums, verbal and pictorial, may tell a story (Stewig, 1992 in Carney and Levin, 2002:6). Such pictures are representational in nature, illustrating what is described in the text.

In line with that statement, Carney and Levin (2002) suggest that “the contributions of pictures to the overall development of children’s literate behavior seems to be overwhelmingly greater than its potential dangers.” In this regard, Fang (1996) as quoted in Carney and Levin (2002) lists six roles that pictures play in storybooks. Pictures may serve to help (a) establish the setting, (b) define/develop the characters, (c) extend/develop the plot, (d) provide a different viewpoint, (e) contribute to the text’s coherence, and (f) reinforce the text. Fang goes on to list several benefits that pictures provide, including such things as motivating the reader, promoting creativity, serving as mental scaffolds, fostering aesthetic appreciation, and promoting children’s language and literacy.

As an addendum, Levin and Mayer (1993, as cited in Carney and Levin, 2002) proposed seven “C” principles for explaining the “whys” of picture facilitation. In particular, they suggest that pictures improve students’ learning from text because they make the text more concentrated (focused, with respect to directing a reader’s attention), compact/concise (“a picture is worth a thousand words”), concrete (the representation function), coherent (the organization function), comprehensible (the interpretation function), correspondent (relating unfamiliar text to a reader’s prior knowledge), and codable (the mnemonic transformation function).

Based on the statements of some linguists above, the writer concludes that pictures facilitation which existed in illustrated short story book have benefit to help comprehension more than the books which do not have any illustrations. Therefore, illustrated short stories seem to be appropriate as an alternative aid for language teachers in preparing reading material especially on narrative text material for the students.

**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **Research Method**

This study aimed at finding out the effect of illustrated short story in improving reading comprehension at the eight year students of SMPN 5 Mataram in the Academic year of 2009/2010. The research was conducted for one month.

The research method was an experimental research. Experimental research describes what will happen when certain variables are carefully controlled or manipulated (Johnson, 1993). Here, the writer employed illustrated short stories as the reading material for the treatment. Thus, the writer wanted to figure out what would happen in students’ achievement when they were taught using illustrated short stories. This study used a pre-test and a post-test for data collection. The design of the experiment is described as follows:

**E 01 x 02**

**C 03 y 04**

(Arikunto, 2006:86)

E : Experimental group

C : Control group

01 : Pre-test for experimental group

02 : Post -test for experimental group

03 : Pre -test for control group

04 : Post-test for control group

x : treatment with short stories illustrated version as media

y : treatment without short stories illustrated version as media

The writer gave instruction to two sample groups. Group X was the experimental group and group Y was the control group. Group X was treated with illustrated short story (visual and text) while group Y was treated with plain short story (text only). The experimental group and the control group were pre-tested before the treatment using plain short story and soon after receiving different treatment, both group were tested with the post-test to find out the effects of the treatment. Group X was post-tested using illustrated short story and group Y was post-tested using plain text in the same topic. The writer gave treatment to both group for about two weeks.

1. **Population and Sample**

**3.2.1 Population of The Study**

Population as quoted by Arikunto (2006:130) from *Encyclopedia of Educational Evaluation* is a set (or collection) of all elements processing one or more attributes of interest. The objects in a population are investigated, analyzed, concluded and then the conclusion is valid to whole population.

The population of this study was the eight year students of SMP Negeri 5 Mataram in the academic year of 2009/2010. The number of the students was 299, which were divided into 8 classes.

**3.2.2 Sample of The Study**

When it is impossible to investigate all of the population, it is allowed to take the sample of the population because sample represents the population. Arikunto suggested that sample is part of population that will be investigated to represent the whole data of the population (2006:134). It is called sample research when we want to generalize the sample research result. If the population is more than 100 persons, we may take 10-15 % or 20-25 % or more from the population. The sampling technique used by the writer was cluster sampling. This technique required groups or clusters in taking the sample based on the groups that have already existed in the population.

To make it easier, the writer chose two classes as samples, they were VIII Tata Niaga 1 and VIII Tata Niaga 2. The two classes were selected based on the average class mark on English lesson. Here, the writer chose two classes which have less significant different on their average class mark on English lesson. The VIII Tata Niaga 1 as the experimental group and the VIII Tata Niaga 2 as the control group. Through both classes, the writer took 64 students as the sample and they equal to 21% of the whole population. So the sample was sufficient enough to represent all the population.

1. **Research Variables**

Research variables based on Best (1981 in Hidayah, 2007) are the conditions or characteristics that experimenter manipulates, controls, or observes. From the definition above it can be concluded that research variable includes the factors or the conditions that have a role in the phenomena or tendencies.

1. Independent variable

Independent variable is conditions or characteristics that the experimenter manipulates in his or her attempt to ascertain their relation to observed phenomena (Best, 1981 in Hidayah, 2007). In line with this, Yusra (2009) states that independent variable is the variable that might bring some effects on the other variable. Based on those definitions, the independent variable of this study was the illustrated short storiesas the medium in teaching reading.

1. Dependent Variable

Dependent variable is the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables (Best, 1981 in Hidayah, 2007). Furthermore, Yusra (2009) stated that dependent variable is the variable that will be possibly affected by the independent variable. Based on those definitions, the dependent variable in this research was the student’s achievement which was indicated by the score of the reading comprehension test.

1. **Data Collecting Procedure**

To obtain the data needed for this research, the writer used tests; a pre-test and a post-test. According to Arikunto (2006), test is the list of the question or exercise that person has. The kinds of test that are usually used in education are: personality test, ability test, intelligence test, achievement test, etc.

The type of test used in this study is achievement test. Achievement tests attempt to measure what individual has learned-his or her present level of performance (Best:1981 in Hidayah 2007). The writer used one test type only, a multiple choice question. This type of a test was chosen because of some advantages:

a. The technique of scoring is easy.

b. It is easy to compute and determine the reliability of the test.

c. It is more practical for the students to answer.

The achievement test that the writer used in this research has sequence of procedures which can be devided into three major categories as follows:

1. **Pre-test**

The first step is to gather data, the writer gave a pre-test to both control and experimental group to measure the condition before treatment (01 & 03). At first, both experimental and control groups had been given the same type of plain short story (text only) entitled “The Ugly Duckling” which they have to comprehend in 60 minutes. This time was considered adequate based on pilot study which conducted by the writer. Soon after that the control and the experimental group completed the pre-test. The test questions were based on the first story entitled “The Ugly Duckling”. It consisted of 20 items of multiple choice question with duration for about 60 minutes. To score the test, the writer decided to give 1 (one) point for each correct answer and 0 (zero) point for incorrect answer. Thus, the maximum point for the student who can correctly answer all the questions will be 20 points.

1. **Treatments**

The treatment given to the two groups was different. The experimental group was exposed to the illustrated short story (visual and text) and the control group was exposed to the treatment without illustrated version (text only). Both groups got three times treatment in two weeks. The first two treatments were exercise treatments which were intended to be reinforcements for the students toward illustrated short stories and plain short stories comprehension. The final one was brought to be the treatment for the post test. Firstly, both groups faced the story entitled “Trapped in the River”, and the next treatment they got was “The Frog and the Ox”. The last treatment they coped was the story entitled “The Plan of a Wicked Wolf”. They were given 60 minutes to comprehend each of the story. This time was considered adequate based on a pilot study conducted earlier on the students of VIII Otomotif 1.

The reading activity in this research involved three activities:

1. Pre-reading activity

In the pre-reading activity the students had been told about the background information of the story, including the genre and the synopsis. This activity was implemented for about 5 minutes.

1. While-reading activity

In while reading activity, the students were allowed to take notes on every difficult word they found in the story and were free to use their learning strategy to suit learning with illustrated short stories and plain short stories. This activity was performed in about 40 minutes.

1. Post-reading activity

After reading the short story, the researcher together with the students were reviewing the story by discussing the content of the story and also the picture sequences of the story. This activity was conducted for about 15 minutes.

This experiment was designed to determine whether there are any differences in the student’s achievement between the experimental group and the control group. The topic of the stories and the lesson plans of the teaching learning activities during the treatment process were the same for both groups. The lesson plan for the two groups can be seen in appendices. (Appendix 3 and 4)

1. **Post-test**

After the treatment, the writer hold a post-test for both groups. The post-test was aimed at finding the development of the students’ reading comprehension after being treated with a set of treatments. The test was the same type of a test (multiple choice) with the one given in the pre-test and also with the same procedures. The test consisted of 20 questions which based on the last treatment of illustrated short story entitled “The Plan of a Wicked Wolf”. This post-test were conducted right after the treatment had finished and the same day. To score the test, the writer also use the same procedure of scoring as the one used in the pre-test.

1. **Method of Data Analysis**

After guiding the individual score of the two groups in the pre-test and the post-test, the writer then converted the students’ raw score into standard score. The writer used this formula:

Where;

X : student’s raw score

Mi : ideal mean score

SDi : ideal standard deviation

(Nurkancana & Sunartana, 1990:101)

Next, the writer calculated the deviation score of the experimental group and the control group by using the formula:

**dx = X2 – X1**

**dy = Y2 – Y1**

Where;

dx : deviation score of the experimental group’s pre-test and post-test

X1 : the pre-test score of the experimental group

X2 : the post-test score of the experimental group

dy : deviation score of the control group’s pre-test and post-test

Y1 : the pre-test score of the control group

Y2 : the post-test score of the control group

Subsequently, the writer compute the mean deviation and the square mean deviation scores of both the experimental group and the control group.

The writer applied this formula for the experimental group:

**∑X2 = ∑dx2**

Where;

Mx : the mean deviation score of experimental group

dx : the deviation score of the pre-test and the post-test

dx2 : square of the deviation score

X2 : square mean deviation of the pre-test and the post-test

Nx : number of sample of the experimental group

∑ : the sum of ...

Similarly, the formula applied for the control group is as follows:

**∑Y2 = ∑dy2**

Where;

My : the mean deviation score of control group

dy : the deviation score of pre-test and post-test

dy2 : square of the deviation score

Y2 : square mean deviation of the pre-test and the post-test

Ny : number of sample of the control group

∑ : the sum of ...

Furthermore, the mean score obtained through the above formula was analyzed and interpreted. Finally, the writer computed the correlation coefficient of the two mean scores to know whether there was significant difference between the result of the two different treatments in both groups by applying the following *t-test* formula:

**t =** ****

Where;

t : t-value

Mx : the mean deviation score of experimental group

My : the mean deviation score of control group

X2 :the square mean deviation of pre-test and post-test of experimental group

Y2 : the square mean deviation of pre-test and post-test of control group

Nx : number of the experimental group

Ny : number of the control group

∑ : the sum of ...

(Arikunto, 2006: 311-312)

**CHAPTER IV**

**FINDING AND DISCUSSION**

1. **Data Gathering**

The data in this experimental study were primarily gathered from the pre-test and the post-test given to both experimental and control groups before and after the treatment were held.

The writer took two weeks to do all the process of data collection. Starting from giving the pre-test, giving the treatment and the last giving the post-test. The pre-test was given earlier before the treatment began which was intended to know the students’ reading comprehension. Then, the writer gave different treatments for both; control group and experimental group with different method of teaching. The topic during the treatment process were the same for the two groups. It was about “Narrative Text” which consisted of some narrative stories such as “The Ugly Duckling”, “Trapped In The River”, “The Frog and The Ox”, and “The Plan of A Wicked Wolf”.

At the end of the research process, the writer conducted a post-test which was aimed to find out the students’ achievement after the treatment. The same type of questions and procedures were applied in taking student’s score for the pre-test and the post-test.

* 1. **Data Distribution**

Having finished the data collection, the writer then computed the pre-test and the post-test scores of both groups. In scoring the students’ worksheets, the researcher calculated the correct answers of the 20 items of reading comprehension test. The formula to compute the pre-test and post-test is:

Where;

N : the individual final raw score

Rs : the amount of individual correct answer

Fs : the amount of test items

100 : the maximum raw score

(Sudiyono in Sosilawati, 2007)

For example, a student who made 13 correct answers of 20 items was scored as calculated below:

Therefore, the final raw score obtained by the student is 65. Further, the students’ raw scores on the pre-test and the post-test are tabulated as follows:

**Table 4.1**

**Students’ Raw Score in the Pre-Test and the Post-Test**

**of the Experimental Group and the Control Groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EXPERIMENTAL GROUP** | | | **CONTROL GROUP** | | |
| Subject | Pre-test | Post-test | Subject | Pre-test | Post-test |
| X1 | 60 | 75 | Y1 | 65 | 70 |
| X2 | 55 | 60 | Y2 | 75 | 80 |
| X3 | 70 | 80 | Y3 | 70 | 75 |
| X4 | 70 | 85 | Y4 | 50 | 60 |
| X5 | 65 | 75 | Y5 | 75 | 80 |
| X6 | 65 | 70 | Y6 | 75 | 75 |
| X7 | 50 | 65 | Y7 | 60 | 65 |
| X8 | 60 | 70 | Y8 | 65 | 60 |
| X9 | 55 | 65 | Y9 | 75 | 75 |
| X10 | 60 | 70 | Y10 | 60 | 65 |
| X11 | 65 | 75 | Y11 | 65 | 70 |
| X12 | 70 | 80 | Y12 | 65 | 70 |
| X13 | 65 | 70 | Y13 | 70 | 75 |
| X14 | 70 | 75 | Y14 | 65 | 70 |
| X15 | 65 | 75 | Y15 | 60 | 70 |
| X16 | 80 | 85 | Y16 | 65 | 70 |
| X17 | 65 | 70 | Y17 | 80 | 85 |
| X18 | 70 | 75 | Y18 | 65 | 70 |
| X19 | 75 | 80 | Y19 | 70 | 75 |
| X20 | 65 | 70 | Y20 | 65 | 75 |
| X21 | 80 | 90 | Y21 | 55 | 45 |
| X22 | 65 | 70 | Y22 | 60 | 65 |
| X23 | 60 | 65 | Y23 | 65 | 60 |
| X24 | 65 | 80 | Y24 | 70 | 75 |
| X25 | 55 | 65 | Y25 | 70 | 70 |
| X26 | 55 | 60 | Y26 | 80 | 85 |
| X27 | 70 | 75 | Y27 | 65 | 75 |
| X28 | 70 | 85 | Y28 | 60 | 65 |
| X29 | 75 | 85 | Y29 | 65 | 70 |
| X30 | 65 | 70 | Y30 | 55 | 50 |
| X31 | 75 | 80 | Y31 | 70 | 70 |
| X32 | 65 | 70 | Y32 | 65 | 70 |

After obtaining the data, the writer did not immediately analyze the data, since they were in the form of raw score. Thus, they need to be converted into standard score. This step is convenient with the statement stated by Nurkancana & Sunartana (1990: 90-101);

“...Skor mentah (raw score) yang diperoleh oleh para siswa dalam suatu tes belum tentu dapat memberikan gambaran yang jelas tentang prestasi siswa dalam tes tersebut. Misalnya, apabila kita mengetahui seorang siswa dalam suatu tes mencapai skor 67 tanpa informasi lain, kita tidak dapat menafsirkan apakah siswa tersebut mencapai prestasi yang baik, sedang atau kurang. Agar memperoleh gambaran yang jelas tentang prestasi para siswa dalam suatu tes, maka skor mentah tersebut harus kita ubah menjadi skor standar...”

In English:

“...The data obtained raw scores of students’ achievement from a test is not clearly showing a students’ ability in certain test. Such as if a student achieves 67 in a test without any other information, one can not determine whether the student gain a good, average or less result. Thus, in order to acquire a clear result about students’ ability in a test, therefore, one needs to convert the raw scores into standard scores...”

Actually, there are many formulas to convert raw score into standard score, but the writer used the absolute norm T-score method which formulated as follows:

Where;

X : student’s raw score

Mi : ideal mean score

SDi : ideal standard deviation

Before converting the score, the writer followed some procedures to find out the values of Mi, IMS, and SDi.

Firstly, the writer should find out the IMS value or *Score Maximum Ideal*. To find out the IMS value, writer used 100 as the highest score that the students may get from the test.

Second, to find out the Mi or *Ideal Mean* value, the writer used this formula:

Third, to find out the SDi or *Ideal Standard Deviation*. The writer used this formula:

Since all the elements of the formula are found, the last process is employing each of student’s raw score to be converted into standard score. The elements of the formula are presented below:

All of the pre-test and the post-test scores were then are converted into standard scores. For instance, the standard score for student who got 60 as raw score would be:

Thus, T-score or standard score for raw score 60 is 56 and so forth. If the raw score is 30 the standard score would be:

Therefore, the T-score or standard score for raw score 30 is 38 and so forth. Hence, the students’ raw score in the pre-test and the post-test which converted into standard scores are as follow:

**Table 4.2**

**Tabulation of the Pre-test and the Post-test Standard Score**

**of the Experimental Group and the Control Groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EXPERIMENTAL GROUP** | | | **CONTROL GROUP** | | |
| Subject | Pre-test (X1) | Post-test (X2) | Subject | Pre-test (Y1) | Post-test (Y2) |
| X1 | 56 | 65 | Y1 | 59 | 62 |
| X2 | 53 | 56 | Y2 | 65 | 68 |
| X3 | 62 | 68 | Y3 | 62 | 65 |
| X4 | 62 | 71 | Y4 | 50 | 56 |
| X5 | 59 | 65 | Y5 | 65 | 68 |
| X6 | 59 | 62 | Y6 | 65 | 65 |
| X7 | 50 | 59 | Y7 | 56 | 59 |
| X8 | 56 | 62 | Y8 | 59 | 56 |
| X9 | 53 | 59 | Y9 | 65 | 65 |
| X10 | 56 | 62 | Y10 | 56 | 59 |
| X11 | 59 | 65 | Y11 | 59 | 62 |
| X12 | 62 | 68 | Y12 | 59 | 62 |
| X13 | 59 | 62 | Y13 | 62 | 65 |
| X14 | 62 | 65 | Y14 | 59 | 62 |
| X15 | 59 | 65 | Y15 | 56 | 62 |
| X16 | 68 | 71 | Y16 | 59 | 62 |
| X17 | 59 | 62 | Y17 | 68 | 71 |
| X18 | 62 | 65 | Y18 | 59 | 62 |
| X19 | 65 | 68 | Y19 | 62 | 65 |
| X20 | 59 | 62 | Y20 | 59 | 65 |
| X21 | 68 | 74 | Y21 | 53 | 47 |
| X22 | 59 | 62 | Y22 | 56 | 59 |
| X23 | 56 | 59 | Y23 | 59 | 56 |
| X24 | 59 | 68 | Y24 | 62 | 65 |
| X25 | 53 | 59 | Y25 | 62 | 62 |
| X26 | 53 | 56 | Y26 | 68 | 71 |
| X27 | 62 | 65 | Y27 | 59 | 65 |
| X28 | 62 | 71 | Y28 | 56 | 59 |
| X29 | 65 | 71 | Y29 | 59 | 62 |
| X30 | 59 | 62 | Y30 | 53 | 50 |
| X31 | 65 | 68 | Y31 | 62 | 62 |
| X32 | 59 | 62 | Y32 | 59 | 62 |

From the tabulation table, it can be seen that the lowest pre-test score from both experimental and control group was 50. Two of whom belong to one student in each experimental group and control group on serially subject (X7) and (Y4). The highest pre-test score for the experimental group was 68 by subject (X16) and (X21) and for the control group was also 68 by subject (Y17) and (Y26). For the post-test score, the lowest score in the experimental group was 56 by subject (X2) and (X26) and in the control group was 47 by subject (Y21). Meanwhile, the highest score in the experimental group was 74 by subject (X21) and in the control group was 71 by subject (Y17) and (Y26).

Therefore, it can be inferred that both groups have the same lowest score in the pre-test and that the score of both groups as a whole have increased in the post-test. However, the initial scores surely do not describe much about the increase, the decrease, and the difference that occured between the groups. Therefore, further computation to calculate the t-test value need to be done.

* 1. **Data Computation**

After distributing the pre-test and the post-test scores of both groups, the writer needed to figure the mean deviation and the square mean deviation of each group. But, first the sum deviation and the sum square deviation scores of both groups are required.

**Table 4.3**

**Deviation and Square Deviation Tabulation of the Experimental Group**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | Pre-test (X1) | Post-test (X2) | Deviation score of pre-test and post-test (dx) | Square of the deviation score (dx)2 |
| X1 | 56 | 65 | 9 | 81 |
| X2 | 53 | 56 | 3 | 9 |
| X3 | 62 | 68 | 6 | 36 |
| X4 | 62 | 71 | 9 | 81 |
| X5 | 59 | 65 | 6 | 36 |
| X6 | 59 | 62 | 3 | 9 |
| X7 | 50 | 59 | 9 | 81 |
| X8 | 56 | 62 | 6 | 36 |
| X9 | 53 | 59 | 6 | 36 |
| X10 | 56 | 62 | 6 | 36 |
| X11 | 59 | 65 | 6 | 36 |
| X12 | 62 | 68 | 6 | 36 |
| X13 | 59 | 62 | 3 | 9 |
| X14 | 62 | 65 | 3 | 9 |
| X15 | 59 | 65 | 6 | 36 |
| X16 | 68 | 71 | 3 | 9 |
| X17 | 59 | 62 | 3 | 9 |
| X18 | 62 | 65 | 3 | 9 |
| X19 | 65 | 68 | 3 | 9 |
| X20 | 59 | 62 | 3 | 9 |
| X21 | 68 | 74 | 6 | 36 |
| X22 | 59 | 62 | 3 | 9 |
| X23 | 56 | 59 | 3 | 9 |
| X24 | 59 | 68 | 9 | 81 |
| X25 | 53 | 59 | 6 | 36 |
| X26 | 53 | 56 | 3 | 9 |
| X27 | 62 | 65 | 3 | 9 |
| X28 | 62 | 71 | 9 | 81 |
| X29 | 65 | 71 | 6 | 36 |
| X30 | 59 | 62 | 3 | 9 |
| X31 | 65 | 68 | 3 | 9 |
| X32 | 59 | 62 | 3 | 9 |
| **Sum** | | | **∑dx = 159** | **∑(dx)2 = 945** |

**Table 4.4**

**Deviation and Square Deviation Tabulation of the Control Group**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | Pre-test (Y1) | Post-test (Y2) | Deviation score of pre-test and post-test (dy) | Square of the deviation score (dy)2 |
| Y1 | 59 | 62 | 3 | 9 |
| Y2 | 65 | 68 | 3 | 9 |
| Y3 | 62 | 65 | 3 | 9 |
| Y4 | 50 | 56 | 6 | 36 |
| Y5 | 65 | 68 | 3 | 9 |
| Y6 | 65 | 65 | 0 | 0 |
| Y7 | 56 | 59 | 3 | 9 |
| Y8 | 59 | 56 | -3 | 9 |
| Y9 | 65 | 65 | 0 | 0 |
| Y10 | 56 | 59 | 3 | 9 |
| Y11 | 59 | 62 | 3 | 9 |
| Y12 | 59 | 62 | 3 | 9 |
| Y13 | 62 | 65 | 3 | 9 |
| Y14 | 59 | 62 | 3 | 9 |
| Y15 | 56 | 62 | 6 | 36 |
| Y16 | 59 | 62 | 3 | 9 |
| Y17 | 68 | 71 | 3 | 9 |
| Y18 | 59 | 62 | 3 | 9 |
| Y19 | 62 | 65 | 3 | 9 |
| Y20 | 59 | 65 | 6 | 36 |
| Y21 | 53 | 47 | -6 | 36 |
| Y22 | 56 | 59 | 3 | 9 |
| Y23 | 59 | 56 | -3 | 9 |
| Y24 | 62 | 65 | 3 | 9 |
| Y25 | 62 | 62 | 0 | 0 |
| Y26 | 68 | 71 | 3 | 9 |
| Y27 | 59 | 65 | 6 | 36 |
| Y28 | 56 | 59 | 3 | 9 |
| Y29 | 59 | 62 | 3 | 9 |
| Y30 | 53 | 50 | -3 | 9 |
| Y31 | 62 | 62 | 0 | 0 |
| Y32 | 59 | 62 | 3 | 9 |
| **Sum** | | | **∑dy = 69** | **∑(dy)2 = 387** |

Thus, we can compute the mean deviation (M) and the sum of the square mean deviation (∑X2 and ∑Y2) of both groups as follow:

1. **The mean deviation and the sum of square mean deviation of the Experimental group**

* Mx =
* **∑**X2 = ∑(dx)2

**∑**X2 = 945

1. **The mean deviation and the sum of square mean deviation of the Control group**

* My =
* **∑**Y2 = ∑(dy)2

**∑**Y2 = 387

The result of the computation observably showed that the mean deviation of the experimental group was higher than that of the control group’s. The difference between the mean showed that the independent variable (illustrated short story) gave effect to the dependent variable (reading comprehension). However, to see if the two groups were “ significantly different”, a *t-test* statistical computation was needed. This result further confirmed whether the difference was likely to have occured by chance or because of the manipulation of the independent variable (illustrated short story).

1. **T-test value**

t **=** ****

t **=** ****

t **=** ****

t **=** ****

t **=** ****

t **=** ****

t **=** ****

* 1. **Discussion**

Based on the result of the data computation above, it was found that the mean deviation of experimental group’s pre-test and post-test (4.5) was higher than the control group’s (2.1). It can be inferred that there was a difference between the results of the achievement test of the experimental group and the control group.

Subsequently, it also showed that *t- test* value was 4.067. Given the significance level of 0.05 (95 %) and 0.01 (99 %) and with the degree of freedom (*df*) of 62, it was determined from the *t-table* (see appendix 11) that the critical value was 2.000 at the level of significance 0.05 and 2.660 at the level 0.01.

**The comparison between the t-test and t-table**

|  |  |  |  |
| --- | --- | --- | --- |
| t-test | t-table | | |
| *df* | 0.05 | 0.01 |
| 4.067 | 62 | 2.000 | 2.660 |

Thus, since the *t-test* (4.067) was higher than the *t-table* at both level of significance (2.000 and 2.660), the Null hypothesis (H0) was rejected and the Alternative hypothesis or Ha was accepted. This result proved that illustrated short story is effective to improve the reading comprehension of the eight year students of SMPN 5 Mataram, in Academic year 2009/2010.

This result gave strong evidence to the theoretical notion, Paivio’s (in Pan, *et.al*, 2009) Dual Coding Theory (DCT), which implicated that combination of text and visuals elicits beneficial effects in terms of comprehension of the material. Visuals not only offer additional contextual information to facilitate comprehension, but also trigger referential connections between verbal and imagery systems, providing an additional route to comprehension. It was believed that the use of visuals in the development of instructional materials will promote reading comprehension acquisition (Pan, et.al, 2009). In this case, the students of the experimental group who read the stories with illustrations were mostly assisted by the availability of the combination of text itself with the presence of visual cues which apparently help them better in learning and comprehending the line and the content of the story. This is relevant with Rubman and Waters’ argument:

“the children who constructed pictures of the story were better able to detect inconsistencies embedded in the stories (i.e., contradictions with either preceding text information or common knowledge). The latter result was assumed by the authors to reflect superior comprehension monitoring on the part of children who were provided with the pictorial accompaniments.” (Rubman and Waters as cited in Carney and Levin, 2002).

On the other hand, the control group whose result did not show a significant improvement in reading comprehension learnt only from a plain text. The students of the control group could comprehend only a little from the text of the stories because of the unavailability of the pictures facilitation. Consequently, they had to look at the dictionary for many times to discover the meaning of difficult words to help them comprehending the text. It is therefore seemed less effective compared to the one with pictures assistance.

Moreover, Schmidt’s in Pan, et.al (2009) reveals the fact in the process of reading comprehension, readers can consciously conduct analyses and comparisons of what they have noticed while reading. When the reader has trouble in understanding the text’s linguistic input (e.g. vocabulary and structure) due to its level of difficulty, the pictures can help the readers to focus on the linguistic input. It was observed in this study that the experimental subject devoted more attention to the pictures when they could not comprehend the text. The pictures provided them additional cues to draw meaning from the text. Hence, the experimental group who read text with the pictures performed better on the comprehension task than those who were exposed to text without the pictures.

In addition, the fact that the illustrated short stories had to be read from the beginning to the end turned out to be favorable for the students, they could also get abundant of exposures of the target language which was really helpful in learning a second language. Moreover, the students of the experimental group in particular, did not seem to bother reading the stories. In fact, they showed high interest and were occasionally laughing along and commenting during the story reading and seemed to be curious about how the story would end.

Unlike the students of experimental group, most students of the control group were likely to show high level of anxiety and low self confidence. Without the existence of the illustrations, they tend to be impatient most of the time. Looking distracted and inattentive as they seemed to lost track of what the story was all about. Those factors turned out not giving good effect in second language learning. These observable details were seemed to go along with Krashen’s (1985) notion that “*learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition*”.

Concisely, those interpretation of theories above strongly asserted the Alternative Hypothesis, which then simply concluded that illustrated short story significantly improve the reading comprehension of eight year students of SMPN 5 Mataram in Academic year 2009/2010.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

* 1. **Conclusion**

After going through the process of computing and analyzing the data, the research finding concluded that:

1. The experimental group and the control group’s pre-test and post-test result showed that the use of illustrated short story (visual and text) could better help students in comprehension than the use of only plain text.
2. The value of *t-test* was higher than the *t-table*. It indicates that the Null Hypothesis (H0) which stating that the illustrated short story is ineffective in improving student’s reading comprehension is rejected and the Alternative Hypothesis stating that the illustration is effective for improving student’s reading comprehension of short stories is accepted.
   1. **Suggestion**

In this study, the writer would like to offer some suggestions to improve the students’ ability in reading comprehension in order to get better result.

1) For the students

a. It will very useful for the students to read more to improve their skills in English. They can choose any kinds of illustrated reading text, such as pictorial short stories, comics, novels, tales, fables, and so on.

b. Any English reading texts can enrich their vocabulary, and can add their knowledge of English sentences structure as well as English culture.

2) For the teacher

a. It is important that the teacher use various kinds of reading text to teach reading at school especially in teaching narrative text. Usually, reading is such kinds of activities that often bores the students. Thus, the use of various materials such as illustrated short story will always give the students fresh and new condition. Hopefully, it can also motivate the students and make them more interested in doing reading activity.

b. The English teacher is expected to be creative in inventing new ideas by using any other materials to teach reading. They should have a good choice in selecting material based on the students’ education level and interest. To make it more effective, the use of some kinds of those materials should be accompanied with appropriate method of teaching.

3) For the next researcher

a. Hopefully, there will be a better improvement for the next study.

b. The writer hopes that other researchers can use this as a reference to conduct further research on the same field. It is really possible more effective ways of teaching reading comprehension are available.

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