

**IMPROVING READING COMPREHENSION
OF THE SIXTH GRADE STUDENTS BY USING PICTURES
AT MI AL-MUHAJIRIN KM.6 BANJARMASIN**



BY:

KARMILA YANTI

**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES
BANJARMASIN
2011 A.D/1432 H**

**IMPROVING READING COMPREHENSION
OF THE SIXTH GRADE STUDENTS BY USING PICTURES
AT MI AL-MUHAJIRIN KM. 6 BANJARMASIN
ACADEMIC YEAR 2010/2011**

THESIS

**Presented for partial fulfillment of the Assignment And Requirement
To Obtain *Sarjana Pendidikan*
In Islamic Education Faculty**

By:

**KARMILA YANTI
0701248564**

**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES
ISLAMIC EDUCATION FACULTY
ENGLISH DEPARTMENT
BANJARMASIN
2011 A.D/1432 H**

STATEMENT OF WRITING AUTHENTICITY

The person whose signature is below:

Name : Karmila Yanti
SRN : 0701248564
Program : Strata 1 (S1)
Department : English Education
Faculty : Tarbiyah

State honestly that the thesis which I write is truly my own work; it is not an expropriation of another's writing or idea that I admit as my own writing or idea. If someday, it is proven as duplicate, imitation, plagiarism or made by others entirely or mostly, the thesis and academic title that acquired will be revoked for the shake of law.

Banjarmasin, June 2011

The writer

Karmila Yanti

APPROVAL

Paper entitled : Improving Reading Comprehension
of the Sixth Grade Student
By Using Pictures At MI Al-Muhajirin
KM. 6 Banjarmasin.

Written By : Karmila Yanti
Student's Registration Number : 0701248564
Program : S-1
Department : English Education Department
Faculty : Tarbiyah

Having been checked out and revised properly, we hereby approve this thesis to be submitted and examined in front of Paper Examining Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin.

Banjarmasin, June, 2011 A.D.

Advisor I,

Advisor II,

Drs.Sa'dillah,M.pd.
NIP.196405201992031006

Dra. Hj. Wardah Hayati,MA
NIP.19670507199402000

Approved by:
Head of Teacher qualification program manager
Tarbiyah Faculty
Antasari State Institute for Islamic Studies Banjarmasin.

Dra. Hj. Mudhiah, M.Ag
NIP. 196510301991032005

VALIDATION

Thesis Entitled: “IMPROVING READING COMPREHENSION OF THE SIXTH GRADE STUDENTS BY USING PICTURES AT MI AL- MUHAJIRIN KM.6 BANJARMASIN ACADEMIC YEAR 2010/2011” written by Karmila Yanti has been completely examined by thesis paper Examining Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin, on :

Day : Tuesday

Date : July 26rd 2011

With the total score : 80, 9 (A)

**The Dean of Tarbiyah Faculty
Antasari State Institute
For Islamic Studies Banjarmasin**

**Prof. Dr.H. Syaifuddin Sabda, M.Ag
NIP 19580621 198603 1001**

Examiner Team

No.	Name	Signature
1.	Prof. Dr.H. Syaifuddin Sabda, M.Ag	1.
2.	Dra. Hj. Nida Mufidah, M.Pd	2.
3.	Drs.Sa'dillah,M.Pd	3.
4.	Dra. Hj.Wardah Hayati,MA	4.

ABSTRACT

Karmila Yanti. 2011. *Improving reading comprehension of the sixth grade students by using pictures at MI Al-Muhajirin km.6 Banjarmasin 2010/2011.* Thesis. English Department, Tarbiyah Faculty. Advisors: (I) Drs.Saadillah,M.Pd. (II) Dra.Hj. Wardah Hayati, MA.

English as one of the subjects which is taught at school needs more concret explanation. Therefore, degree of comparison is part of structure that is needed to help students to improve their reading comprehension through in learning English.

Research on the sixth-grade students' reading comprehension in MI Al-Muhajirin through the media pictures is effort to improve and enhance the learning process, especially improving the quality teaching increasing students' reading ability. This research is done because of the many students, especially in the classroom six were less interested in reading, and because during this process of learning and teaching English in MI Al-Muhajirin using a monotone strategy, which is only giving an explanation and training to students.

This study aims to determine whether the use of pictures can enhance students' understanding in reading. The research was conducted on the students class of VI student at MI Al-Muhajirin KM.6 Banjarmasin in 2010/2011 which has 33 students. The design of this study is divided into two cycles each cycle consisting of planning, implementation, observation, and reflection. Results of reflection is used to make decisions. Instrument those used in this study consisted of test results, observations, interviews, questionnaires, and discussions between teachers and peers. To analyze the descriptive data is done by using percentage.

The results showed that students' comprehension seen from student test scores, teaching and learning process and fom the observation of learning activity of the students this can be increased by using pictures from the first until third meetings keep on improving.

ABSTRAK

Karmila Yanti. 2011. *Improving reading comprehension of the sixth grade students by using pictures at Mi Al-Muhajirin km.6 Banjarmasin 2010/2011.* Thesis. English Department, Tarbiyah Faculty. Advisors: (I) Drs.Saadillah,M.Pd. (II) Dra.Hj. Wardah Hayati, MA.

Bahasa Inggris adalah salah satu dari mata pelajaran yang diajarkan disekolah yang memerlukan penjelasan yang lebih. Oleh karena itu tingkatan perbandingan adalah bagian dari struktur yang dibutuhkan untuk membantu siswa meningkatkan pemahaman membaca mereka ketika belajar bahasa Inggris.

Penelitian pemahaman membaca siswa kelas enam di MI Al-Muhajirin melalui media gambar merupakan salah satu usaha untuk memperbaiki dan meningkatkan proses pembelajaran, khususnya perbaikan cara mengajar guru dan peningkatan nilai siswa dalam menjawab soal-soal.Hal ini di lakukan karena banyaknya siswa terutama di kelas enam kurang tertarik untuk membaca, sebab selama ini proses belajar mengajar bahasa Inggris di MI Al-Muhajirin menggunakan strategi yang monoton, yaitu hanya memberikan penjelasan dan latihan kepada siswa. Cara seperti ini penulis anggap kurang menarik untuk di terapkan pada pembelajaran bahasa inggris yang merupakan pelajaran yang tidak mudah.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan media gambar dapat meningkatkan pemahaman siswa dalam membaca dan untuk mengetahui cara penggunaan media gambar ini dapat meningkatkan aktifitas siswa dalam kegiatan belajar mengajar

Penelitian ini dilakukan terhadap siswa kelas VI MI Al-Muhajirin KM.6 Banjarmasin pada tahun pembelajaran 2010/2011 dengan jumlah siswa sebanyak 33 orang. Rancangan penelitian ini terbagi atas 2 siklus yang setiap siklusnya terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Hasil refleksi tersebut digunakan untuk mengambil keputusan. Instrumen yang digunakandalam penelitian ini terdiri dari hasil tes, observasi, wawancara, kuesioner, dan diskusi antara guru dan teman sejawat. Untuk menganalisis data dilakukan secara deskriptif dengan menggunakan teknik persentasi.

Hasil penelitian menunjukkan bahwa pemahaman siswa dapat dilihat dari perolehan hasil tes siswa, proses belajar mengajar, dan dari observasi aktifitas belajar para siswa, yang meningkat dengan menggunakan gambar.

Motto

*NOTHING IS EASY BUT NOTHING IS
IMPOSSIBLE, JUST DO THE BEST WHAT
YOU CAN DO*

***GOD ALWAYS GIVES US MORE
THAN WE EXPECTED***

Dedication

Thanks to God Allah the almighty for everything and always keep blessing me until now and forever.

This thesis is dedicated to:

My beloved mother, my husband, and my children who always pray and give me spirit to be a successful woman.

My all teachers from kindergarten until university who always support and patiently guide me until finish this thesis

My beloved sisters and brothers especially the students of PBI 2007 and all friends of mine.

Thanks so much....

I love you all...

**NEVER STOP GIVING ME SPIRIT AND
LOVE IN MY LIFE**

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بسم الله الرحمن الرحيم

الحمد لله رب العالمين. الصلاة والسلام على اشرف الأنبياء والمرسلين سيدنا
ومولانا محمد وعلى آله وصحبه أجمعين. اما بعد.

In the name of Allah, the most merciful and most gracious, as well as for his endless mercy, favor and guidance for the writer to make this thesis entitled: **“Improving Reading Comprehension Of The Sixth Grade Students By Using Pictures At MI Al-Muhajirin KM.6 Banjarmasin Academic Year 2010/2011”** has finished. This thesis attended to fulfill assignments and requirements to obtain the degree of *Sarjana Pendidikan* in English Department at Tarbiyah Faculty of State Institute for Islamic Studies Antasari Banjarmasin.

May piece and blessing are always be poured upon the last messenger of Allah, the great prophet Muhammad as well as his family, his companions, and his followers until the last day for his save human’s life from destruction and darkness to the way of Allah.

To complete this research the writer has much got support, direction, and motivation from many persons. The writer thinks that they are unforgettable and usefulness. The writer expressed his grade gratitude to those who have given the writer support, advise, guidance, and idea, the writer hereby would like to give appreciation especially to:

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The writer thinks that they all have contribution and unspeakable aloud of appreciation, may Allah blessing their good deed and forgives all mistakes that we ever have done, Amin.

This thesis is still far from perfect, but the writer hopes this simple writing will be useful and add knowledge not only for the writer, but also for all readers and other researches.

Banjarmasin, Rajab 1432 H
June 2011 M

The Writer,

Karmila Yanti

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11. *IZIN PENELITIAN / RISET*

CURRICULUM VITAE

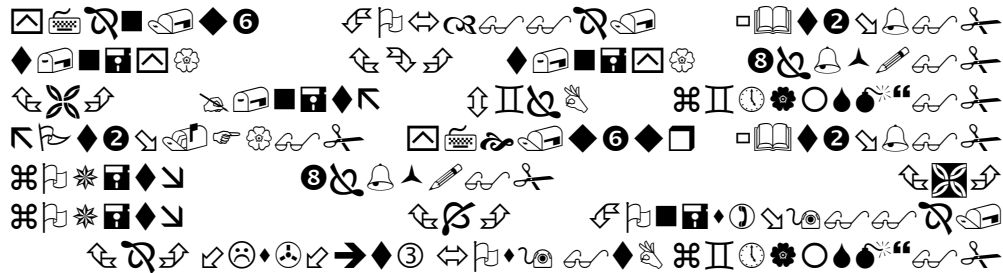
1. Full Name : Karmila Yanti
2. Place / Birth of Date : Banjarmasin / March 15th 1979
3. Religion : Islam
4. Nationality : Indonesia
5. Marital Status : Married
6. Address : Komplek Beruntung Jaya Km.6 Jl. Kendedes III
Rt.17 No. 54 Banjarmasin.
7. Education :
 - a. MI TPI Keramat, graduated in 1991
 - b. MTsN Kelayan, graduated in 1994
 - c. MAN 2 Model Banjarmasin, graduated in 1997
 - d. D II IAIN Antasari BJM, graduate in 1999
 - e. S1 English Department Tarbiyah Faculty IAIN
Antasari Banjarmasin since 2007/2008
8. Parents
 - a. Father's Name : H.Misransyah
 - b. Occupation : Trader
 - c. Mother's name : Hj.Kartini
 - d. Occupation : Housewife
9. Husband : Ismail, SE
 - a. Occupation : Consultant
10. Children :
 1. Haya Zhafirah
 2. Gina Narajwa
11. Address : Komplek Beruntung Jaya Km.6 Jl. Kendedes III
Rt.17 No. 54 Banjarmasin.

CHAPTER I

INTRODUCTION

A. Background of the Study

As we know the first revelation to Prophet Muhammad saw is the sura al-
'alaq the essence of the reading of which read :



Up to now, English becomes the most important language because it is the language mostly used in international communication. As an international language many people use it. The role of English is so great that no progress in all aspect of human life can be separated from it. It can be a medium in studying science, politics, economics, education, culture and technology. Which are usually disseminated in English. Another fact of the importance of English is that many occupations require people who have an English competence.

In Indonesia English becomes the first foreign language that has to be taught at many levels of education, from elementary to tertiary education institution. In recent years, a number of elementary schools have begun to introduce English into their curriculum. Instead of compulsory subject in elementary school is given as a local content . It is clearly stated in the curriculum of elementary school that it is given as a local content elected for the sub district

elementary school. In the meantime, it is given in the fourth, fifth, and sixth grade”¹

Although recommended as a local content in elementary school, English competence becomes a necessary because it will be the basis for the higher level and prepare the students to face the globalization era as early as possible. By the English learning in elementary school, the students are expected to have a language competence including listening, speaking, reading, and writing skills.

The success of learning any subject matter depends on the competence of reading comprehension. It functions as a major tool for finding and understanding information in term of what is already known. Reading also has the value of to help the students learn to express their own thoughts and to make them familiar with the language pattern and ways of using language efficiently. In the fast development of science and technology, people need to follow the latest information. This situation requires people to be aware of the important role of English as a language, which is broadly used to communicate a wide variety of information.²

The exchanges of information are influenced by media of communication such as internet, television, radio, newspaper, magazine, and also books. In getting the information from a written source, people must have good reading comprehension, in order to comprehend the information. It is understood that most of information is presented in printed materials. By reading, people can absorb a lot of information can be gained from books, magazine, newspaper and

¹ GBPP-*Muatan Lokal* Bahasa Inggris, 2004, p. 2

² [Http : //etd.e prints, ums,ac,id/3869/1/A320040273](http://etd.eprints.ums.ac.id/3869/1/A320040273), p. 3

bulletins. It can be assumed that the success of obtaining information depends on reading itself. Consequently, reading seems to be very important in a modern society today. Certain people read for getting information, while some other do not read for the shake information only, but also for enjoyment. Learning to read is continuing process . As has been stated previously the students' past experience, their language competence, and their background of knowledge determine their own reading comprehension.³

These factors are closely interrelated to the students' prior capacity in reading, because reading is continuing process. All of us often hear or read news about the lack of reading interest in society especially for students. In fact, this reading interest has close relationship with reading comprehension. The more a person does reading activity, the more he increases his reading comprehension. Related to the statement, the teachers need to see the reality that learning language specially learning reading has been not effective yet. Students argue that learning reading is boring.

Therefore, teachers should be aware of this situation and they have to create a new solution of this problem. The problems also happen in MI Al-Muhajirin Banjarmasin KM 6, in which the students are less motivated in studying English. They feel that learning English is difficult. When they were given a text without any illustration, they fell bored and usually stop to read the text. Automatically, it influences their reading comprehension. They also get difficulty in understanding the text because they still have limited vocabulary and

³ *Ibid*, p. 4

grammar. From that phenomenon, the researcher tried to solve this problem by using picture so that the class can be more interested in studying English and to make them easier to understand the text. Enjoyment of reading should be considered of prime importance . The teachers should prove that reading is not boring activity even though the materials deal with scientific topic. We should try to present them such a way that they could make the students enjoy the activity.

Based on the reason above, the writer would like to discuss:

IMPROVING READING COMPREHENSION OF THE SIXTH GRADE STUDENT BY USING PICTURES AT MI AL-MUHAJIRIN BANJARMASIN

B. Formulation Of Problem and Problem Solving

1. Formulation Of Problem

Based on the problems faced in learning English, especially in reading comprehension of the sixth grade at MI-Al-Muhajirin Banjarmasin, then to resolve an the issue, the researcher tried to use picture in teaching reading.

In accordance with the above background, the formulation of research problems in this class action are as follows:

Can reading comprehension of the sixth grade students at MI Al- Muhajirin Banjarmasin be improved by using pictures ?

2. Problem Solving

To be able to answer the problem in this research, it is done with a class action learning using picture. done in 2 cycles, I cycle 2 meetings using picture is expected to improve the reading comprehension of sixth grade students in language learning English. During implementation done observations on

surveillance by peers (collaboration) both teacher and student activities. end of the activity is given a written test

C. Hypothesis

Based on the formulation of the problem mentioned above, the hypothesis of this research can be formulated as reading comprehension of the sixth grade students at MI al-Muhajirin Km.6 Banjarmasin can be improved by using pictures.

D. Research Objectives

To know whether reading comprehension of the sixth grade students at MI Al-Muhajirin Banjarmasin be improved by using pictures.

E. The Significance of The Research

1. Teachers are expected to useful as information and comparisons in choosing relevant learning strategies to improve motivation and students' well-read and correct
2. To the students are expected useful as an interesting learning experience through pictures that varied in order to improve reading comprehension in English and the maximal learning outcomes
3. To the school are expected to contribute in order to repair in learning English and school quality.

F. Research Paper Organization

The researcher organizes this research paper dividing into five chapters in order to make it easily understood. Each of them is concerned with different issues but it is related to each other.

The first chapter is introduction it cover background of the study, formulation problem and problem solving ,hyphothesis, research objectives significance of the research and research paper organization.

The second chapter is underlying theory which consists of review on reading comprehension, the reading technique, questioning technique in comprehension skills, factor affecting comprehension skill, and the nature of picture.

The third chapter is research method. This chapter deals with type of research, subject of the research, object of the study, data and source of data, method of collecting data, technique for analyzing data, and the action procedure.

The fourth chapter is research finding and discussion and the fifth chapter is conclusion and suggestions.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Reading , Reading Comprehension, and Some Purposes of Reading

1. Definition of Reading

Reading is one of the four skills : listening, speaking, reading, and writing. The word “reading” is derived from a verb to read which gets the suffixing and becomes noun. This change is called gerund. There are some definitions of reading : reading is a process of thinking, evaluating, judging, imaging, reasoning and problem solving.⁴

In his book ,Henry Guntur Tarigan, said that :

*“ Membaca adalah suatu proses yang dilakukan serta dipergunakan oleh pembaca untuk memperoleh pesan yang hendak disampaikan oleh penulis melalui media kata/bahasa tulis ”*⁵

Bobbie De porter and Mike Hernacki in their books as translated by alawiyah Abdurrahman assert that there are at least five tricks to understand the reading, namely :

- a. Be an active reader
- b. Read the idea, not the word.
- c. Involve all of your five senses.

⁴ Miles V Zints, *The Reading Process*, (Lowa : W.C Brown Company Publisher, 1997), p.8

⁵ Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung, Angkasa.1990), P.7

- d. Create the interest.
- e. Make a thought map for that reading material⁶

Thus, reading means an activity to understand the contents or information written in reading texts.

2. Definition of Reading Comprehension

Reading Comprehension refers to reading for comprehending thoroughly to the content of the text in order to obtain information required.

Reading comprehension is a kind of reading that is done silently and the readers are expected accurately and precisely to be able to understand or comprehend the information contained in the text⁷

Meanwhile Broughton who asserts that reading is comprehensive in nature. As quoted by Henry Guntur Tarigan, reading includes some aspects in reading comprehension namely :

- a. Understand the simple meaning.
- b. Understand the significance or sense.
- c. Evaluation or appraised (toward the content)
- d. Reading speed that is flexible.⁸

The four aspects above should be preceded by the mastery of skills that are mechanical in nature. It consists of some aspects as follows :

- a. Identification to the letter shape.

⁶ Bobbie Dee porter and Mike Hernacki, Quantum learning, *Membiasakan Belajar Nyaman Dan Menyenangkan* (diterjemahkan oleh Alawiyah Abdurrahman), (Bandung :Kaifa, 2001), p. 246-265

⁷ Henry Guntur Tarigan, *loc.cit.* p. 4

⁸ *Ibid*, p.12

- b. Identification to the linguistics elements(phoneme, word, sentence, etc).
- c. Identification to the correlation between the pattern or spelling and sound.
- d. Reading in the slow phase⁹

Based on these theories, it can be said that the essence of reading comprehension is that the reader is able to interact with the text to obtain the require information from the author's message and ideas.

3. Some purposes of reading

The purpose of reading is comprehension that understands the encoded in the text. Reading does not always mean that the reader needs to understand everything in the text, yet it can always be a struggle for understanding or comprehension.

There are other purposes of reading based on *standar nasional Kemampuan Dasar SD/MI,SLTP/MTs,SMU/MA*, as follows :

1. *Mengembangkan kemampuan membaca untuk dapat memahami bacaan yang lebih panjang dan sulit dengan gagasan utama dan gagasan penunjang suatu topic yang belum dikenal.*
2. *Mencari informasi yang berhubungan dengan suatu topic yang belum di kenal sumber lain untuk mengembangkan pengetahuan tentang topic tersebut.*
3. *Memahami wacana dengan berbagai topic untuk menggali informasi bagi penulisan suatu karangan.*
4. *Membaca wacana untuk didiskusikan dalam kelas/kelompok.*¹⁰

Generally, Yunus TR explained that the activity of reading is intended to support the success of learning. By reading a lot, students will be able to :

⁹ *Ibid*,p.11

¹⁰ Boediono, dkk, *Standar Nasional kemampuan Dasar SD/MI, SLTP/MTs,SMU/MA*, (Jakarta : Departemen Pendidikan Nasional Badan Penelitian dan Pengembangan,2000)P.201-202.

1. *Memahami atau memperoleh informasi yang di sampaikan oleh pengarang.*
2. *Memahami paparan pengalaman atau pengetahuan yang disampaikan oleh pengarang.*
3. *Memperoleh tau memperkaya ilmu pengetahuan, dan*
4. *Untuk menambahkan daya kreasi demi meningkatkan, menciptakan suatu hubungan dengan kehidupan dan teknologi.¹¹*

In Addition, Ellen A. Stronmen says :

Ultimately, the goal of learning to read is to develop good comprehension to be able to understand what one to read, to extract meaning easily from printed text. Most of us would agree that good readers can grasp the meaning of written material with ease skill, where as poor readers are likely to struggle with the material and even then not grasp its meaning as fully, despite their greater effort.¹²

Based on the purposes of reading to classify, reading to evaluate and reading compare or contrast. But in general the purpose of reading is for seeking and getting information, substance and meaning of reading itself.

Thus, the purpose of reading comprehension, if it is connected with the main duty of students, is to broaden the science, either religion or general science. Reading comprehension is one of the most important activities in English learning process.

¹¹ Yunus TR, "Hakikat Tujuan Tahapan Membaca". Majalah Pembimbing Pembaca, No. 6, June, 1986. P.260-261.

¹² Ellen A. Strommen. et. Al, *Development Psycholog The School Aged Child*, (Illinois : The Dossey Press, 1983) P.90.

B. Reading Activity And Reading Strategies For successful Readers (Students)

1. Reading Activity

Curriculum 2006 explains that ability in communication to include listening, speaking, reading, and writing. Learning of reading is not something that separate which other skill but something that mutual connection. In classroom practice, reading activity is divided into three integrated stages, namely pre-reading activities, while-reading activities and post reading activities.

1. Pre-Reading activities

Pre-reading is the learning activity before reading the text. The objectives of the is stage are commonly :

- a. To introduce and arouse interest in the topic.
- b. To motivate learners by giving a reason for reading.
- c. To provide some language preparation for the text.¹³

The objective of pre-reading should be relevant with the type of text being taught. In pre-reading activities, the students can be provided with stimulating questions, clues or activities which are referred to the proceeded learning theme. This activity is basically aimed at preparing the students' readiness of their cognition or background knowledge and linguistic knowledge towards a text which is going to be learnt and also preparing their psychological conditions so that a positive drive may happen during reading teaching and learning.

¹³ Eddie William, *Reading In The Language Classroom*, (London : Macmillan, 1984). P.38

The following activities are very useful to be carried out in the phase of learning :

- a. The teacher can ask the students the relevant context.
- b. The teacher can show a picture of topic discussed and asked the students of what can be related to the picture.
- c. The teacher can write some keyword on the blackboard related to the context and ask the meaning to the students. Students may open dictionary to find the meaning.
- d. The teacher can write theme for example “tools” on the blackboard. Then the teacher asks the students to give the list of sub-themes that can be obtained from theme. After that, the teacher asks the students to guess the title of the text.
- e. The teacher can write theme for instance “workshop” on the blackboard and ask the students to guess the vocabularies that may be used in the text.
- f. The teacher can write on the blackboard some keyword from the text and ask students to guess the topic.¹⁴

2. While-Reading Activities

While-reading activity is learning activity to develop reading skill. The students get involved in certain activities arranged by teacher or have been

¹⁴ *Ibid*, p.30

provided in the guidance books such as reading aloud and reading comprehension related to the learning theme.

In general, this stage aims at helping learners to develop their skill, so that they can be done during the while-reading, namely :

- a. Give the text and ask them to read.
- b. Ask about the text to the students.
- c. Ask one or two of students to read loudly.
- d. Ask the students to find main idea, keyword, general, and specific information.
- e. Ask the students to explain the meaning from context.
- f. Ask the students to interpret certain information and context.
- g. Invite the students to state the characteristics of paragraph or text¹⁵

3. Post Reading Activities

Post-reading is instructional activities to relate what has been achieved by the students after reading the text to their knowledge. In post reading activities, the teacher is engaged in evaluating the result of the previous reading, teaching and learning process through certain reading practice such as reading comprehension in which the students are supposed to understand general and specific information on the text in order to answer some provided questions.

¹⁵ *Ibid*, p.39

It is important to recognize the kind of the question that you are being asked. Here is a useful classification, as you practice for the comprehension :

- a. Question about the subject matter the content, the meaning of passage
- b. Question about the style of the passage.
- c. Questions about vocabulary.
- d. Questions that test your ability to make an imaginative response to the contents of passage.
- e. Questions that test your ability to think about the contents of the passage.¹⁶

For getting a good result the question above, there are many methods of reading the passage below :

- a. Read the passage right through once, concentrating your attention on what seems to be its main theme. In other words, get the gist of it. As soon as you have completed this first reading make a note of the main drift of the contents.
- b. Reading the passage right through a second time, bearing mind as discovered during your first reading. During the second reading, pay attention to the spirit of the passage, noticing the key words and phrases and opening your mind to their explicit sense.¹⁷

Moreover, according to Diane Larsen-Freeman in their books as stated :
Students answer questions in the target language based on their understanding of

¹⁶ Donald Moyle, *The Teaching of Reading*, (London : London University, 1982. p.57

¹⁷ *Ibid*, p.58.

the reading passage. Often the questions are sequenced, so that the first group of questions asks for information contained within the reading passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage. The third group of question requires students to relate the passage to their own experience

So that, the following activities are suggested to achieve the objective of the reading in post reading activity :

- a. Conclusion
- b. Teacher can introduce the words that related the context
- c. Ask students to tell about the text¹⁸

From explanation above, the following table will describe about reading activity in teaching learning process :

Table 2.1. Description About Reading Activity In Teaching Learning Process

No	Teacher's Activities	Student's Activities
1.	Pre-Reading Activities	
	a. Introducing new material by motivating the students. b. The teacher gives statement and questions related to the topic	a. The Students pay attention to the teacher's explanation. b. Students answer
2.	While-Reading Activities.	

¹⁸ Eddie William, *op cit*, p.40

	<ul style="list-style-type: none"> a. reading the text carefully with right stress pronunciation and intonation. b. Asking the students to read the text with drill c Translate the difficult words with the students together. d. Ask students to answer some question. 	<ul style="list-style-type: none"> a.Students listen to the teacher's reading carefully b. Read in turn c.This students pay attention and answer d. Students answer
3.	Post- Reading Activies	
	Give same writing assignments suitable with the lesson.	Do the assignments by writing.

2. Reading Strategies For successful Readers (Students)

Pre-reading

1. Plan a goal for each reading (What do they want to get out of the text ?)
2. Overview the text (Skim)
 - a. Note characteristic of the text, such as length and structure
 - b. Note important headings/parts (what information will be covered)
 - c. Note information that is important to students reading goal.
3. Decide what to read and in what order
4. Mentally note what they learned from the reading.
5. Consider what they already know about the topic (activate prior knowledge them).

While reading

Use a combination of reading styles

1. Read the text straight through, from beginning to end.
2. Skim the text from beginning to end at a faster pace than number 1 above.
 - a. Read only for main ideas

- b. Read more slowly for important/difficult information
3. Scan the text, reading only selected sections based on students prior knowledge and prereading decisions

Use a combination of skills and strategies

1. Read aloud
2. Look patterns that the author uses to help students understand (ways defining, list of examples, idea development, etc).
3. Repeat difficult ideas immediately after reading them.
 - a. To remember the ideas better.
 - b. To complete their understanding of the ideas
4. Paraphrase sections
 - a. To understand the overall structure
 - b. To use related words, concepts, or ideas in their own sentence
5. Pause to think about the text

Use the text and main ideas to help their understanding

1. As they begin to read
 - a. Ask, “ what is the overall paragraph/text meaning ?”
 - b. Ask, ”Do they understand the paragraph/text’s structure ?”
 - c. Based their answer, predict how the content and structure will develop
2. What is they final understanding of the text based on content and structure ?

Identify Important information

1. Use terms they already know in a text to build their understanding of important new ideas.
2. Look for and learn the key words of a text
3. Look for topic sentences.
4. Look for topic paragraphs
5. Copy key sentences
6. Highlight,underline,circle,make notes,or outline important points,including important examples.

Make conscious inferences

1. Know the referent of a pronoun
2. Infer the meanings of new words by using internal and external clues.
3. Infer global meanings of a text's words and sentences, not just their literal meanings.
4. Relate information in the text to their prior knowledge.

Integrate Different parts of the text

1. Try to understand the "Big Picture" of the text's meaning before they try to understand how to details are organized
2. Recognize the main idea of the text and the components that support it.
3. Use their knowledge of texts
 - a. Note the text's overall structure (cause/effect,compare/contrast,etc)
 - b. Note the different parts of the text (introduction,examples,transition,etc)
 - c. Use the methods of text development to help their comprehension across paragraphs.

4. Use other parts of the text to help their understand difficult passages.
 - a. Jump forward to look for information that will help their understanding of what they have already read.
 - b. Jump backward to review/understand information that is important to the remaining text.

Post Reading

1. Read the text again.
2. Paraphrase the text to increase their memory/comprehension of it.
3. List pieces of information found in the text.
4. Continue to evaluate and possibly reconstruct their understanding of the text.¹⁹

C. Reading Comprehension Skill

The readers need certain skill to get meaningful information when they read a text. They can use one or more skills to read the reading text. They are expected to select the appropriate skills to get the information.

There are three skills of reading comprehension : skimming, scanning, and study type reading.

1. Skimming

Skimming is one of the reading skills that is aimed at finding the general idea quickly.²⁰

¹⁹ Thomas A.Upton, *Reading Skills for success* (USA : The university of Michigan, 2004), p. 66-68

It is what you do when you are searching for something particular in the text, the way you might read a phone book or dictionary. Used to find a specific question, get the main idea of a selection, or review.

2. Scanning

Scanning is aimed at finding specific information from the reading text quickly²¹ - used to get an overview of the content or to preview.

3. Extensive Reading

Extensive reading is rapid reading for main ideas of large text without always paying close attention to detailed information. For example, reading for pleasure.

4. Intensive Reading

Intensive reading is reading for complete comprehension of a whole text. For example, reading scientific book, reading job application form, etc.

D. The Teacher's Role In The Teaching Reading Comprehension

The teacher takes an important function for the student's success in teaching them to read, in the case, the students are expected to succeed in comprehending the content of the reading text they read. In order to make the process of the teaching of reading run well, the teacher needs to provide texts suitably with the level of the students in different ways while giving them the

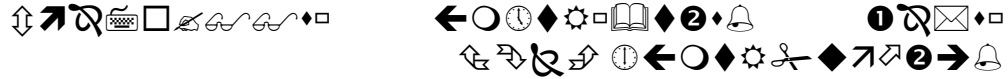
²⁰ Beatrice S.Mikulecky, Linda Jeffries, *More Reading Power*,(America : America Express, 2004. p.38.

²¹ *Ibid*, p.25

reading tasks, Teacher needs to organized his/her classroom, more ever teacher needs to develop the students interest and motivation.

Allah SWT promised to uplift people who are knowledgeable know

where to find out is by reading as in His word that is in sura al-Qiyama verse 17 :



Rasulullah saw also said that the science is very important for us, because

with knowledge will make it easier for us to know, closer, and pray to Allah swt.

His word is as follows:

مَنْ سَلَكَ طَرِيقًا يَبْتَغِي فِيهِ عِلْمًا : سَمِعَتْ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ
 سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ وَإِنَّ الْمَلَائِكَةَ لَتَضَعُ أَجْنِحَتَهَا رِضَاءً لَطَلِبِ الْعِلْمِ وَإِنَّ
 الْمَلَائِكَةَ لَيَسْتَعْفِرُ لَهُ مَنْ فِي السَّمَوَاتِ وَمَنْ فِي الْأَرْضِ حَتَّى الْخَيْثَانُ فِي الْمَاءِ وَقَضَى الْعَلَمُ
 الْعَالِمَ عَلَى الْعَابِدِ كَقَضَى الْقَمَرَ عَلَى سَائِرِ الْكَوَاكِبِ إِنَّ الْعُلَمَاءَ وَرَثَةُ الْأَنْبِيَاءِ إِنَّ
 نُوَّابِ دِينَارًا وَلَا دِرْهَمًا إِلَّا مَا وَرَثُوا الْعِلْمَ فَمَنْ أَخَذَ بِهِ أَخَذَ بِحِطِّهِ وَأَمَّا الْأَنْبِيَاءُ لَمْ يُورَثُوا
 (ظفل لؤلؤ وذي مرتل و دواد وبأ هاور)

The range age of the elementary school students is between six to twelve years old. They have different characteristic and motivations from the students of junior high school, senior high school, and university. That makes teaching elementary school students is not the same as teaching adults because the students of the elementary school may have low motivation in learning. In this case, teacher has a challenge to motivate the students in learning something new like using pictures to make easy especially to read the text.²²

The teaching of reading in second and foreign language context is gaining more and more attention, as evidenced by the numerous professional resource

²² *Ibid*, p. 5

books on the topic. This increasing attention is welcome, for reading can be one of the major focuses of learning a second or foreign language. Becoming an effective and fluent reader in another language has a number of important benefits for the learner. First, reading in the target language helps as to consolidate the learning that has taken place. In addition, it may help to increase knowledge of the target language through exposure to new vocabulary and grammatical structures. Reading in the new language is also an important way to learn about the target culture.²³

Becoming an affective and fluent reader in another language is to acquire a life-long skill, one that helps the student maintain a competence and fluency in speaking, listening, and writing. It is a skill that requires only a book or magazine or story, nothing else. And it can be done any place, any time.²⁴

From the moment they were born, children in our culture are surrounded not only by reality in the form of people and objects and actions but also by a different sort of reality, representations of reality which issues from television screen and radio, posters, pictures and books. It may take the child some time to work out how this second order reality is related to and reflects upon the first, but there is no doubt that for many children the representation is as intriguing as the real thing.

Assuming that cultural ways of seeing are shared and that visual representations are common in a society, children normally are attracted by pictures which reflect both their immediate world and unknown worlds to them.

²³Abbott, *Cohence And The ReadingText*, London, London University, 1979, p. 10

²⁴Christine Nuttal, *Teaching Reading Skills In A Foreign Language*, (London : London University, 1982), p.15

We bind these various pictures into board books where the image holds still and can be closely and repeatedly inspected. From there it is a short step for our pedagogic natures to put a label or caption below the picture and trust that the repeated labeling games will enable the intent eye of the child to pick up the more complex symbolic system of language. Researchers such Diane Schallert dissent from this view : “Because pictures can already elicit an appropriate verbal response they interfere with the beginning readers ability to concentrate on and learn to discriminate properly the printed stimuli”²⁵

However, there is one important respect in which the picture-book has been or underestimated. The illustrations obviously attract and delight, what has been very much overlooked or at any rate taken for granted is the part that the illustrations in a picture-book may play in the literary development of a reader. Always the general assumption has been that pictures lure the child into the book and that once there attention to the language will develop reading abilities.²⁶

It is perhaps not surprising that the contribution of illustrations to reading development has been seriously underestimated. It is only relatively recently that our understanding of the reading process has broadened sufficiently for us to recognize that anything other than close attention to letters was what mattered.

E. Importance of Vocabulary in Reading Comprehension

A limited vocabulary may be the single most difficult problem developing readers face. The well-prepare native speakers of English entering college knows

²⁵ Lynn Bonefeel, *strategic Reading I*,(USA : Cambridge university Press, 2003). P. 20

²⁶ *Ibid*, p. 25

about twenty thousand words. Unfortunately, many developing readers, including ESL students, have a much more limited vocabulary.

There is no magic way to easily learn new words. Learning vocabulary is hard work and takes time. To build students vocabulary, they must develop a system to help their review and remember the new words. To make them interest and easy to learn English are to use pictures

There is no clear evidence to show that there is direct causal link between vocabulary and success in reading, but the relationship between the two has been strongly suggested in research or theorizing by reading experts. the factor that correlated most highly with comprehension is knowledge of word meaning. Daneman suggests that since words are the building blocks of connected text, constructing text meaning depends, in part, on the success of searching for individual word meanings. Other researchers, such as Beck et al. and Anderson and Freebody), have also attested to the importance of vocabulary in reading comprehension. however, goes further to suggest that simply improving a reader's vocabulary is not sufficient, for comprehension depends not only on the sheer size of the reader's vocabulary but also on the facility with she/he can access the known word meanings represented in memory. Such a stand is supported by Laberge and Samuels , who postulate that fluent readers automatically recognize most of the words they read. It appears that lexical and

comprehension processing share the same limited resource, and automatic lexical access frees cognitive space for constructing meaning from the text.²⁷

Reading for pleasure is a very important activity for developing students reading ability, because the advantages of reading for pleasure are :

1. Pleasure reading dramatically improves overall reading comprehension. The more they read, the easier it becomes to read and understand new things they read.
2. Pleasure reading improves reading speed. One of the most difficult things about reading for ESL and other developmental readers is that reading is slow. But the more they read, the automatic their reading process becomes, allowing them to read faster.
3. Pleasure reading builds vocabulary.
4. Pleasure reading improves their writing.
5. Pleasure reading assists grammatical development.²⁸

F. Pedagogical implications

The basis of two practical guidelines for the ESL/EFL teacher in the teaching of vocabulary for reading.

1. **Automatic recognition of words is vital in reading comprehension.**

The reading teacher should not be content with merely increasing the

²⁷ Benton, Michael and Fox, *Teaching Literature*, (USA : Oxford university press, 1995), p. 12

²⁸ Thomas A. Upton, *Reading Skills For Success*, (USA : University of Michigan, 2004), P. 135

size of learners' vocabulary through such activities as explaining or making learners memorise from a mono or bilingual vocabulary list. Instead, teachers should adopt activities that will help reinforce and recycle vocabulary to facilitate automatic lexical access. A total language experiences in which the skills of reading, writing, listening, and speaking are practised through a thematic approach seems to be the most efficient way of ensuring lexical repetition and reinforcement.

2. **Vocabulary is stored as concepts in scripts that contain semantic networks of interrelated words**

Vocabulary building is related to concept building, and teachers should help students organize information or words according to concept or topics. Activities in the classroom should help help learners bulid up new networks or maintain, refine, and expand existing networks. Reinforcing and refining networks will help to facilitate fluency in lexical access, leading to automaticity in vocabulary recognition.²⁹

G. The Act of picturing in reading comprehension

The range age of the elementary school students is between six to twelve years old. They have different characteristic and motivations from the students of junior high school, senior high school, and university. That makes teaching elementary school students is not the same as teaching adults because the

²⁹ Richard R Day, *New ways In Teaching Reading*,(USA : 1993) P. 53

students of the elementary school may have low motivation in learning. In this case, teacher has a challenge to motivate the students in learning something new like using pictures to make easy especially to read the text.³⁰

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However, there is one important respect in which the picture-book has been or underestimated. The illustrations obviously attract and delight, what has been very much overlooked or at any rate taken for granted is the part that the illustrations in a picture-book may play in the literary development of a reader. Always the general assumption has been that pictures lure the child into the book and that once there attention to the language will develop reading abilities.³⁴

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³³ Lynn Bonefeel, *strategic Reading I*, (USA : Cambridge university Press 2003), p.20

³⁴ *Ibid*, p. 25

our understanding of the reading process has broadened sufficiently for us to recognize that anything other than close attention to letters was what mattered.

Studies of illustrated primers demonstrate that the pictures divert from the learning process rather than foster it because the illustrations direct the child's imagination away from how he, on his own, would experience the story. The illustrated story is robbed of much content of personal meaning which it could bring to the child who applied only his own visual association to the story, instead of those of the illustrator.³⁵

Reading picture-books are preventing children from bringing their own images and meanings to the story and so are denying them the full reading experience. That power of interior visualization is one of the most amazing of human attributes.

Good readers not only know many words, they also have a general knowledge of how words are put together. Often, when good readers come across a word they haven't seen before, they can make a good guess at its meaning because they recognize the parts that make up the word. It's worth taking the time to learn the most common word parts that occur in academic English words. When students come across a word students don't know, their knowledge of word parts may give them enough of a clue.³⁶

The many benefits children from looking at and reading storybooks can help children to express themselves and solve personal problems, with the use of

³⁵ Judith Graham, *Pictures on the page*, (Australia : Australian Reading Association, 1991), P. 20

³⁶ Thomas A. Upton, *Reading Skills For Success*, (USA : University of Michigan, 2004), P. 138

picturebooks, children are able to extend meaning begun in written text and introduce cognitive understanding normally inaccessible to the inexperienced reader. The use of pictures confirms meanings and communicates complicated precise concepts and complete meanings that would be to convey through text alone³⁷

On turning to the illustrations several interesting points arise, Firstly, illustrations are always received as the perfectly valid picturing of another person's imagination. Secondly, and most excitingly, readers began to explore divergences between their pictures and those of the artist.³⁸

³⁷ Cott, Jonathan, *Victorian Colour Picture books*, (London : London University, 1984).
P. 125

³⁸ *Ibid*, p. 130

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The observation was at MI Al-Muhajirin Banjarmasin located in Pramuka street Km. 6 Banjarmasin. The research was conducted on sixth grade students of MI Al-Muhajirin Banjarmasin with these 33 students. 33 people consisting of 19 male students and 14 female students. 33 students are organized into 10 groups whose members heterogen ability (high, medium, and low) and gender.

The research was conducted in English subjects. Based on early identification, the students at MI Al-Muhajirin Banjarmasin have some difficulty in learning English. At this school students' motivation in learning English is still low, especially in reading. For those reasons, applied learning to read by using pictures to attract interest and activities to learn English for students of class VI.

B. Research Time

With some justification and reason for the writer to determine the time of research, that is from January to March 2011. Time of the study refers to the school academic calendar, because the Class Action Research requires several cycles that require an effective learning process in class.

C. Subject And Object of the Research

1. Subject of Research

The subjects of this research are sixth grade MI Al-Muhajirin Banjarmasin, Pramuka street Km.6.

2. Object of Research

The object of research is an effort to increase reading comprehension by using the pictures in learning English.

D. The Draft Action

Implementation of measures in this study will be conducted by way of following the action scenario which would be corrected in the course of class. Procedur action research in classroom action research was divided into 2 cycles.

The procedures for the implementation of this classroom action research are set in the scenario with the following steps:

1. Create a scenario of learning English by using the pictures.
2. Create a plan of learning and student worksheets.
3. Divide students into 10 groups.
4. Teachers give guidance to students regarding the procedure of group work.
5. Designing evaluation instruments to measure the observation of the format:

- a. implementation of learning activities
 - b. student activities in learning groups.
 - c. know the skills development of students in the learning process.
6. Making questionnaire sheet to find out attitudes of the students in learning English by using the pictures.
7. Made about the written test to measure students' understanding of English language learning materials especially in reading activities

E. Data and Sources Of Data

1. Data

a. Primary data

The data about in teaching English to improve reading comprehension by using pictures at the second year of MI Al-Muhajirin Km.6 Banjarmasin.

b. Secondary Data

These data needed to complete the primary data, they cover many things as follows :

- a. Condition of teachers, administration staff, and
- b. Condition students' responses toward the application of the teaching reading comprehension by using pictures

2. Sources of data in this study from several sources that students, teachers and peers.

- 1. Students, namely to obtain data about student learning outcomes and activities in teaching and learning.

2. Teachers are to see success in motivating the application of the pictures to learn English, particularly their expertise in reading.
3. peers, is a source of data to observe the implementation English in a comprehensive manner, both from the students and teachers.

F. Techniques Of Data Collecting

1. Techniques

To Collect the data in this research, the writer uses some techniques as follows :

- a. observation using the observation sheet to measure the level of student participation in teaching and learning.
- b. interview: use the interview guide to find out opinions or attitudes of the students and colleagues about learning.
- c. questionnaire: to know the opinion or attitude of students and colleagues about learning.
- d. Discussion; to discuss the results of observation and study of test scores as a reflection of the learning process improvement.

G. Performance Indicators

In this study, in addition to student performance indicators are a teacher. Because the teacher facilitators who have influence on student performance. The details are as follows:

1. Students with performance indicators such as:

- a. Written test at the end of the cycle
 - b. Observation and participation in teaching and learning activities
2. Teachers with performance indicators:
- a. Documentation of student attendance records.
 - b. Phase observation of teaching

H. Data Analysis

Data collected at each observation of the implementation cycle was analyzed by descriptive studies using the technique of percentage to see the trend that occurred in the learning activities. Further test results are analyzed through the following stages:

1. Technical assessment

This technique begins with scoring the number of scoring answers. Scores were analyzed to determine the ability of students in understanding the contents of the sixth grade students reading MI Al-Muhajirin Km 6 by following the formula as follows:

$$N = \frac{\text{Score acquisition}}{\text{Score Maximum}} \times 100\%$$

2. Technical percentage

This technique is used to determine the percentage of mastery learning groups by using the formula:

$$\text{Percentage} = \frac{\text{Number of students completed individually}}{\text{Number of students overall}} \times 100\%$$

I. Procedure Research

The procedure for cycle 1 and II studies conducted in stages from planning, conducting observations, and reflections as follows:

Cycle I

1. Planning
 - a. Create a lesson plan execution
 - b. Makes instruments used in the classroom action research cycle
 - c. Preparing the student worksheets
2. Implementation
 - a. Divide students in groups
 - b. Presenting learning materials
 - c. Given the discussion material
 - d. Teacher gives a question
 - e. Students are given the opportunity to respond.
3. observation
 - a. situation of teaching and learning activities
 - b. active students
 - c. students' skills in group discussions
4. Reflection

This classroom action research work will meet several conditions as follows:

- a. more than 80% of members active in the task group.
- b. completion task groups in accordance with the time provided

Cycle 2

As with the first cycle, second cycle consists of planning, execution, observation, and reflection.

1. Planning

The research team create lesson plans based on a reflection on the first cycle.

2. Implementation

Teachers implement English language learning based on learning plans reflect the results of the first cycle.

3. Observation

It is emphasis examine the learning activities

4. Reflection

The research team reflect on the implementation of second planning, revisi cycle executed on the next cycle if necessary.

J. Indicators of Success

This study is said to successfully optimized with the following conditions:

1. Increasing the skill of the students especially in reading comprehension using picture thus Increasing student achievement by increasing the average value of the English language after learning outcomes.
2. Students' responses about to the implementation of learning English by using pictures.

CHAPTER IV

RESULTS OF THE RESEARCH

A. General Description of The Research Location

Classroom action research was conducted at MI Al-muhajirin Banjarmasin KM.6 with the amount of space to learn as much as 6 classes, the overall number of students is 161 people. Schools MI Al-Muhajirin have facilities UKS space, library space, laboratarium computer, and it has mushalla.1 piece of office space, 1 board room teachers, 1 administrative space.

To run a school activity MI Al-muhajirin is develop the organization structure as follows :

Table 4.1. Students of MI Al-Muhajirin year 2010/2011

No	Class	Sex		Sum
		Male	Female	
1.	Class I	10	17	27
2.	Class II	8	15	23
3.	Class III	13	7	20
4.	Class IV	13	14	27
5.	Class V	18	14	31
6.	Class VI	19	14	33
Total		81	80	161

Source : MI Al-Muhajirin,2010

Table 4.2. Teachers of MI. Al-Muhajirin year 2010/2011

No	Teachers name	Educated	Position
1.	Dra.St.Jamilah NIP.196717032006042011	S1	Headmaster
2.	Drs.Kamal Naser NIK.90 007 001	S1	Curriculum coordinator
3.	Hainurrasyid,S.Pd.I NIK.90 007 009	S1	Class III
4.	Lutfillah NIK.98 007 009	D2	Class V
5.	ST.Jahrah NIK.99 007 011	PGA	Comitee Treasurer
6.	Irma S.pd.I NIK.00 007 011	S1	English teacher
7.	Syaifullah,S.Hi NIK.03 003 019	S1	Arabic
8.	Hj.Sumiami,S.Pd.I NIK.06 001 024	S1	Class VI
9.	Rizani Nur Aidi S.Pd.I NIK.06 001 025	S1	Morals
10.	Karmila Yanti,Ama NIP.197903152005012007	D2	Class 1/English teacher
11.	Asiah,Ama NIP.195203121981032001	D2	Class II
12.	M.Ansyari NIK.06 010526	SMU	Class IV
13.	St.Zuraida	SMU	Head of administration
14.	Noor Imanuddin,S.Pd.I	S1	Staff administration/Librarian

B. Presentation Of Data

1. Preparing

This preparation includes the preparation of implementation plans and their teaching subject matter worksheet with reading comprehension by using pictures. The reading activity includes one or more purposes or tasks, some

operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context. The outcomes in reading can include an increase in knowledge, a solution to some real-world problem, and/or engagement with the text. The long-term outcomes of reading—improved reading comprehension ability, increased knowledge, and engagement with the text—are the of the greatest direct relevance to educators. then develop a test for the implementation of pre test and post-test with answer key. The next criteria set format and teacher observation and the observation student activity.

This study consisted of 2 cycles with 3 times the attendance of cycle 1 consists of the first meetings and second meetings, the next, second cycle consists of meeting the third. Activities meeting the learning cycle 1. one with the stage to read a simple text which is equipped with the pictures in the show the teacher to facilitate the understanding of the content of reading . second meetings to stage train reading a simple text so that it can answer the question properly and correctly.

2. Class Action Implementation Cycle I

a. Observation of teachers Activities

Teachers through the stages of teaching using pictures to train students in reading comprehension, presenting learning materials in accordance with lesson plan that had been developed with the set time allocation includes the introduction, the core activities, and cover. From the observation of the activities of teachers in English teaching and learning activities with the help of the images obtained by the first meeting held on the implementation of learning

assessment results conducted at the first meeting obtained by the implementation of learning assessment results presented in the table below:

Table 4.3. Results Observation Activities In Teaching And Learning Activities
Teacher First Meetings of Cycle I

No	Aspect of the observed	Assessment		Conducted			
		Yes	No	First meeting			
I	Preparation						
	A. Setting up the learning	✓	-	1	2	3	4
	B. Setting up the media to learn	✓	-	1	2	3	4
II	Implementation						
	A.Pre-Activities						
	1. Pray	✓	-	1	2	3	4
	2. Doing appersepsi	✓	-	1	2	3	4
	3. Delivering learning goals	✓	-	1	2	3	4
	4. Delivering the student assignment	✓	-	1	2	3	4
	B. While – Activities						
	1. Provide example	✓	-	1	2	3	4
	2. To Train students to read	✓	-	1	2	3	4
	3. Ask the students to read	✓	-	1	2	3	4
	4. Reward	✓	-	1	2	3	4
	5. Using pictures in learning English	✓	-	1	2	3	4
	C. Post Activities						
	1. To reflect	✓	-	1	2	3	4
	2. Evaluation	✓	-	1	2	3	4

	3. Using time	✓	-	1	2	3	4
	Total			33			
	Average			59			
	Categories			Medium			

Note:

High (76-100%), moderate (56-75%), less (40-55%), poor (<40%)

$$N = \frac{\text{score acquisition}}{\text{maximum score}} \times 100$$

$$N = \frac{33}{56} \times 100 = 59 \%$$

56

Based on the data table above can be seen that the activities of teachers in teaching reading comprehension in grade sixth MI Al-Muhajirin Banjarmasin km.6 meeting 1 cycle 1. All aspects implemented, although some aspects have not undertaken such maximal set of learning media, giving appersepsi, giving examples of reading with proper intonation, provide training, give rewards, using pictures, give tests, and using time.

Based on the observation of the implementation of the class action meeting 2 as recommendations for improvement at the stage of learning to read as expected can be described as follows:

Table 4.4. Results Observation Activities In Teaching And Learning Activities

Teacher Using Pictures Second Meetings of Cycle I

No	Aspect of the observed	Assessment		Conducted			
		Yes	No	First meeting			
I	Preparation						
	A.Setting up the learning	✓	-	1	2	3	4
	B.Setting up the media to learn	✓	-	1	2	3	4
II	Implementation						
	A. Preliminary						

	1. Pray	✓	-	1	2	3	4
	2. Doing appersepsi	✓	-	1	2	3	4
	3. Delivering learning goals	✓	-	1	2	3	4
	4. Delivering the student assignment	✓	-	1	2	3	4
	B. While Activities						
	1. Provide example	✓	-	1	2	3	4
	2. To Train students to read	✓	-	1	2	3	4
	3. Ask the students to read	✓	-	1	2	3	4
	4. Reward	✓	-	1	2	3	4
	5. Using pictures	✓	-	1	2	3	4
	C. Post Activites						
	1. To reflect	✓	-	1	2	3	4
	2. Evaluation	✓	-	1	2	3	4
	3. Using time	✓	-	1	2	3	4
	Total					39	
	Average					70	
	Categories					Medium	

Note:

High (76-100%), moderate (56-75%), less (40-55%), poor (<40%)

$$N = \frac{\text{score acquisition}}{\text{maximum score}} \times 100$$

$$N = \frac{39}{56} \times 100 = 70 \%$$

Based on the data table above in the know that the activities of teachers in learning to read at sixth grade students of Al-Muhajirin MI Banjarmasin Km.6 meeting II first cycle, all aspects of chemicals management, although not yet

carried out a maximum of three aspects such as learning to prepare the device, and gives appersepsi.

B. The Data Results of Observation of Student Activity

Structured observation results of students in learning to read with the aid of pictures first dan second meetings cycle I are presented in the following table:

Table 4.5 Observation Structured Learning Activities of Students in First Meeting of Cycle I

Variable that measured	Indicator	Frequency	the percentage
Structured observations of students' learning activities	1. Attention to text and pictures	13	39,39
	2. Attention to reading stage	16	48,48
	3. Following exercises	14	42,42

Note:

High (76-100%), moderate (56-75%), less (40-55%), poor (<40%)

percentage = $\frac{\text{number of students complete individual}}{\text{overall student numbers}} \times 100$

$$1. \text{ Percentage Attention to text and pictures} = \frac{13}{33} \times 100 \% = 39,39 \%$$

$$2. \text{ Percentage Attention to reading stage} = \frac{16}{33} \times 100 \% = 48,48 \%$$

$$3. \text{ Percentage Following exercises} = \frac{14}{33} \times 100 \% = 42,42 \%$$

Based on data from table 4.5 it is known that 13 children from 33 children overall (39.39%) could not pay attention to text and images that indicated the teacher. Then 16 children from 33 children overall (48.48%) consider the teacher

gives examples of how to stage or to read and understand the text correctly, the next note 14 children from 33 children overall (42.42%) are willing to follow the practice of reading carefully.

Table 4.6 Observation Structured Learning Activities of Students In Second Meeting of Cycle I

Variable that measured	Indicator	Frequency	the percentage
Structured observations of students' learning activities	1. Attention to text and pictures	25	75,76
	2. Attention to reading stage	27	81,82
	3. Following exercises	29	87,88

Note:

High (76-100%), moderate (56-75%), less (40-55%), poor (<40%)

percentage = $\frac{\text{number of students complete individual}}{\text{overall student numbers}} \times 100$

$$1. \text{ Percentage Attention to text and pictures} = \frac{25}{33} \times 100 \% = 75,76 \%$$

$$2. \text{ Percentage Attention to reading stage} = \frac{27}{33} \times 100 \% = 81,82 \%$$

$$3. \text{ Percentage Following exercises} = \frac{29}{33} \times 100 \% = 87,88 \%$$

Based on data from table 4.5 above in the know that 25 children from 33 children overall (75,76%) could not pay attention to text and images that indicated the teacher. Then 27 children from 33 children overall (81,82%) consider the teacher gives examples of how to stage or to read and understand the text correctly, the next note 29 children from 33 children overall (42.42%) are willing

to follow the practice of reading carefully and can answer questions relating to the text

C. Learning Outcomes

Learning outcomes data first cycle and second meetings of the value of reading comprehension tests within the text reading English language lessons are presented in the following table :

Table 4.7. Reading Comprehension Ability of Students In The First Meeting of Cycle I

No	Score	Frequency	Value X Frequency	Percentage
1.	100	-	-	-
2.	90	2	180	6,1
3.	80	4	320	12,1
4.	70	12	840	36,4
5.	60	8	480	24,2
6.	50	4	200	12,1
7.	40	3	120	9,1
8.	30	-	-	-
9.	20	-	-	-
10.	10	-	-	-
Total		33	2140	100
Average			64,84	

based on the above table in the know reading comprehension ability of students by using pictures. Students who scored nine total 2 people, students received value for 8 consists of 4 persons ,students who received a score of 7 numbered 12 people ,students who received a score of 6 were 8 people , students getting value of 5 consists of 4 persons, and students getting value of 4 consists of 3 persons.

Table 4.8. Reading Comprehension Ability of Students In The Second Meeting
Cycle I

No	Score	Frequency	Value X Frequency	Percentage
1.	100	2	200	6,1
2.	90	12	1080	36,36
3.	80	14	1120	42,42
4.	70	3	210	9,1
5.	60	2	120	6,1
6.	50	-	-	-
7.	40	-	-	-
8.	30	-	-	-
9.	20	-	-	-
10.	10	-	-	-
Total		33	2730	100
Average			82.72	

based on the above table in the know reading comprehension ability of students by using pictures. Students who scored 10 numbered 2, students who scored 9 numbered 12 people, students who scored 8 numbered 14 people, students who received a score of 7 consists of 3 persons, students who received a score of 6 numbered 2 people.

c. Reflection

Based on the observation of learning activities, student activity in learning, and learning test results meeting one and two cycles of one, it can be reflected as follows:

- 1). Learning activities at the meeting of the two increased as compared to single meeting, but set up the equipment aspect of learning, giving appersepsi
- 2). Student activities at the second meeting increased compared with the first meeting.
- 3). The test results first meeting on average only 6.48. The second meeting of the average increased to 8.27. The first meeting has not shown the desired results because it has not achieved mastery learning requirements should be 90% . Thus it is necessary to continue learning on the second cycle with attention to aspects that have not been implemented with maximum.

3. Implementation of the second cycle of Class Action

a. Teacher observation data activity

From the observation of the activities of teachers in teaching and learning activities using the picture in understanding the text reading meeting of the second cycle can be presented in the table 4.9 below.

Table 4.9. Results Observation Activities In Teaching And Learning Activities

Teacher Using Pictures Second Meetings of Cycle I

No	Aspect of the observed	Assessment		Conducted			
		Yes	No	First meeting			
I	Preparation						
	A.Setting up the learning	✓	-	1	2	3	4
	B.Setting up the media to learn	✓	-	1	2	3	4
II	Implementation						
	A.Preliminary						
	1.Pray	✓	-	1	2	3	4
	2.Doing appersepsi	✓	-	1	2	3	4
	3.Delivering learning goals	✓	-	1	2	3	4
	4.Delivering the student assignment	✓	-	1	2	3	4
	B.While Activities						
	1.Provide example	✓	-	1	2	3	4
	2. To Train students to read	✓	-	1	2	3	4
	3.Ask the students to read	✓	-	1	2	3	4
	4.Reward	✓	-	1	2	3	4
	5.using pictures	✓	-	1	2	3	4

	C.Post Activites						
	1. To reflect	✓	-	1	2	3	4
	2. Evaluation	✓	-	1	2	3	4
	3. Using time	✓	-	1	2	3	4
	Total			53			
	Average			95			
	Categories			High			

Note:

High (76-100%), moderate (56-75%), less (40-55%), poor (<40%)

$$N = \frac{\text{score acquisition}}{\text{maximum score}} \times 100$$

$$N = \frac{53}{56} \times 100 = 95 \%$$

Based on data from Table 4.9, it is known that the activity of teachers in teaching reading comprehension in grade sixth MI Al-Muhajirin Km.6 Banjarmasin meeting one second cycle, several aspects can be implemented well and other aspects of the implemented maximum.

b. The Observation of Student Activity Data

Results observation structured learning activities of students in reading comprehension and answering questions with the help of images in a single meeting of the second cycle shown in the table below :

Table 4.10 Observation Structured Learning Activities of Students In First Meeting of Cycle II

Variable that measured	Indicator	Frequency	the percentage
Structured observations of students' learning activities	1. Attention to text and pictures	30	90,91
	2. Attention to reading stage	29	87,88
	3. Following exercises	30	90,91

Note:

High (76-100%), moderate (56-75%), less (40-55%), poor (<40%)

percentage = $\frac{\text{number of students complete individual}}{\text{overall student numbers}} \times 100$

1. Percentage Attention to text and pictures = $\frac{30}{33} \times 100 \% = 90,91 \%$
2. Percentage Attention to reading stage = $\frac{29}{33} \times 100 \% = 87,88 \%$
3. Percentage Following exercises = $\frac{30}{33} \times 100 \% = 90,91 \%$

Based on data from the table above it is known that almost all children, 30 (90.91%) children are able to understand the text by using the pictures shown teachers. Then 29 children from the whole (87.88%) consider how to read English texts correctly, and 30 children from the whole (90.91%) to follow the reading exercises.

c. The Result of Learning

Data test results are known ability to read students' reading comprehension ability of the second cycle using the picture in the sixth grade students of Al-Muhajirin MI Banjarmasin Km.6 served in the following table:

Table 4.11. Reading Comprehension Ability of Students In The Cycle II

No	Score	Frequency	Value X Frequency	Percentage
1.	100	7	700	21,2
2.	90	10	900	30,3
3.	80	10	800	30,3
4.	70	6	420	18,2
5.	60	-	-	-
6.	50	-	-	-
7.	40	-	-	-
8.	30	-	-	-
9.	20	-	-	-
10.	10	-	-	-
Total		33	2820	100
Average			85.45	

Based on table 4.11. known fact that reading comprehension skills students first encounter the second cycle, students who obtained a score of 10 as many as 7

people, students who obtained a value of 9 as many as 10 people, students who obtained a value of 8 as many as 10 people, students who obtain a score of 7 as 6 people. Average 8.55 average reached 100% completeness classical.

d. Reflection

Based on the observation of learning activities, student activity in learning, and learning test results first meeting of the second cycle, it can be reflected as follows:

- 1). Learning activities at the first meeting of this second cycle increases compared with the first meeting and the second cycle of I.
- 2). Student activities at the first meeting cycle II increased in comparison with the first meeting and the second cycle of I.
- 3). The test results first meeting cycle II increased in comparison with the first meeting and the second cycle of I. Classical average value reached 100% completeness. Thus it is not necessary to continue learning on the third cycle by taking into account teachers' increased student activity, and reading comprehension student ability.

C. Discussion

1. The result of teacher observation activity

Based on observation and presentation of data, the teacher has done well learning to plan meetings I and II as well as meeting the first cycle I and cycle II as follows:

a. First meeting of the first cycle

1). Introduction:

- a. Giving apersepsi.
- b. Giving motivation to read by bringing supplies some pictures.
- c. Delivering basic competencies and learning objectives
- d. inform the task to students.

2). While activities:

- a). Teacher shows pictures in accordance with the text reading.
- b). Teacher shows a simple text.
- c). Teachers read sentence by sentence reading is in text.
- d). Teachers guide students read the sentences in the text.
- e). The teacher asks the students read the sentences correctly.

3). Post Activities :

- a). Teacher reflect on their learning.
- b). Teacher give tests.

b. Second meeting of the first cycle

1). Introduction:

- a. Giving apersepsi.

- b. Giving motivation to read by bringing supplies some pictures.
- c. Delivering basic competencies and learning objectives
- d. Inform the task to students.

2). While activities:

- a). Teacher shows pictures in accordance with the text reading.
- b). Teacher shows a simple text.
- c). Teachers read sentence by sentence reading is in text.
- d). Teachers guide students read the sentences in the text.
- e). The teacher asks the students read the sentences correctly.

3). Post Activities :

- a). Teachers reflect on their learning.
- b). Teachers give tests.

c. First meeting of the second cycle

1). Introduction:

- a. Giving apersepsi.
- b. Giving motivation to read by bringing supplies some pictures.
- c. Delivering basic competencies and learning objectives
- d. Inform the task to students.

2). While activities:

- a). Teacher shows pictures in accordance with the text reading.
- b). Teacher shows a simple text.
- c). Teachers read sentence by sentence reading is in text.
- d). Teachers guide students read the sentences in the text.

e). The teacher asks the students read the sentences correctly.

3). Post Activities :

a). Teachers reflect on their learning.

b). Teachers give tests.

Teachers activity for teaching and learning activities in class VI MI. Al-Muhajirin KM.6 Banjarmasin using pictures has increased. cycle of a unity meeting of the average 59,70 cycles of a second meeting, the second cycle on average 95

The increase was a higher qualification is not because teachers reflect on their shortcomings in the implementation of the first cycle through collaborative discussion as an indicator for the improvement of the learning process in the second cycle.

Reflection on this has made the teacher shortage can further improve its performance with the aim of improving students' comprehension skills in reading texts. The activities teacher who always reflect who to look for weaknesses in the course of this learning make teachers sensitive in finding solutions to solving the problem.

2. Results Observation of Students' Activities

Activity students in the learning cycle increased as compared with cycle I. Student activities meeting the first cycle covers aspects pay attention to text and pictures are bad, consider how to read and understand the reading less, and follow the exercises still low. also showed the willingness and the willingness of students to participate in activities . conduct activities in this learning means

shows student motivation increased in the course of reading. Student learning activities in the first meeting of the second cycle increased in comparison with I. The cycle of student activity meeting I cycle II covers aspects pay attention to text and images is high, consider how to read and understand the reading text is high, and high training. This shows the willingness and the willingness of students to attend high activity.

The findings above indicate quite active student learning activities in following of reading. Students learning can be motivated to achieve more high value. reading comprehension is evident from their activities and drawing attention to the text, consider the example of teachers, and train yourself to be able to read English well and able to understand the reading text on the reading so that it can answer the question with better. The using pictures around interesting and easier for students to understand the reading text that they read, of course, along with teacher guidance.

3. Student Learning Outcomes

Reading comprehension ability of students meeting the first cycle an average of under 60, while the value of which is set Passing standards of teaching and learning 60. The ability second meeting students' reading comprehension cycle I increased in comparison with first meeting

The average student has fulfilled the Passing standards of teaching and learning because more than 60. The ability to read students' meeting II first cycle increased compared with attendance I. The average value of students' reading ability was enough. average student has fulfilled the Passing standards of teaching

and learning . The increase was caused by increased activity in the following student learning and activities of teachers in learning to read with the use of the pictures.

CHAPTER V CLOSURE

In this chapter, the writer will present the conclusion of what has been discussed in previous and give some suggestions.

A. Conclusion

Based on the class action research in the sixth grade elementary school students at MI Al-Muhajirin in the first cycle to second, it can be concluded that the use of pictures can enhance reading comprehension of English text. This can be seen from:

1. Student test scores from the 2 cycles that measure the ability to read and comprehend English texts show significant improvement. the first cycle of the first meeting on average 64.84 %, the first cycle of the second meeting of the average 82.72 % and the average of second cycle is 85.45 %.
2. Teaching and learning process by using pictures from several cycles shows good results with the fulfillment of teachers' teaching activities in accordance with the plan contained in the lesson plan, using methods, media and tools appropriate evaluation. The observation of the classroom teaching and learning activities in the first cycle of the first meeting of the average 59, the first cycle of the second meeting has the average 70, and the second cycle on average 95.
3. From the observation of learning activity of the students from two cycles, it can be seen that students' attention to test and pictures is in average of 39,39 % improves to 75,76 % then improved into an average of 90,91 %, attention to reading stage an average 48,48 % to 81,82 % and at the second cycle the

average is 87,88 % following exercises is in average of 42,42 % to 87,88 % then improved into an average of 90,91%

B. Suggestion

Based on the above conclusion, the writer offers some suggestions. it is suggested the following:

1. Teachers are expected to use pictures to enrich the vocabulary in English in order to improve the quality of processes and student learning outcomes, especially their skills in understanding English reading texts.
2. The teacher should prepare the tools of learning so that the implementation of learning strategies by using pictures can be relevant to learning materials and learning capability for learning objectives can be achieved effectively.
3. The teacher should repeat the difficult vocabularies more.
4. The teacher should create enjoyable atmosphere in the classroom. So, the students' motivation increases.
5. The teacher should give little reward or praise for their students to increase their motivation.

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