**CHAPTER I**

**INTRODUCTION**

1. **Background**

English is the first foreign language taught to students of senior High School. Teaching English in Junior High School has been continued in Indonesia in line with the government’s plan on the nine years Basic Education. In the Junior High School, English is to be taught as one of the local content. The aim of it is to motivate them to be ready and have self confident in learning English at higher level education.

In the classroom there are many different kinds of learners. Some are fast some are slow. Some learners like number some like words. Some student are good memorizing word for word, others are good at remembering general ideas. When studying English some students find it easy to talk and other students prefer to listen. Some people are embarrassed easily, and some people don’t care if people laugh at them. All these differences are not “bad” or “good.” They are just differences. However, it’s important for teachers to understand. Each teacher has a different way of teaching. These difference is how teaching a class condition and this gave a different result.

Learning process can be regarded as the result of memory, cognition, and metacognition that affect the comprehension. This happens when a children learns. In learning there is a modification process in human capacity that can be maintained and enhanced level.[[1]](#footnote-1) In other hand, in the learning process there is a process of learning and teaching. Definition of learning is a process that relaxes behavior.[[2]](#footnote-2) Definition of teaching is a style of transmission and attention to requirement of student which is applied in the classroom or any environment.[[3]](#footnote-3) Based on the understanding of learning and teaching above, the learning process is the activity of interaction between teachers and students to implement the curriculum in institutions that students do learning activities and teachers do teaching activities. In teaching teachers are required to provide knowledge to students. Teachers can also choose their own methods to create learning. Teaching do not a shipment some material, but how to present a tool that can make the class feel so fun.

In essence, the learning process is a communication as the delivery of messages from the message source to the recipient of the message. The message is communicated in the form of the content of the learner that has a reciprocal or interactive communication so that the learning message delivered is truly efficient. In order to avoid misunderstanding in the communication process it is necessary to use means that help the communication process called the media.

Based on observation in Islamic Junior High School Al-Maskar Bina Insani that the methods used in learning activities vary, including the direct method. Based on the observation result that the teacher's activities in managing the class are good and based on interviews with second grade English teachers found that students tend to be not interactive during the learning process, especially when learning reading text. Besides not interactive, students also do not understand some of the vocabulary in reading, and asking students to read is lacking. Therefore the teacher at this school uses picture media as a tool to help the learning process.

The use of appropriate media can improve learning outcomes and make the teaching and learning process become ascending and enjoyable. On the other hand the use of media can produce different ways of learning students. There are students who do not have difficulty understanding the information presented in the form of a series of words and there is also verbal information for students to only give a vague picture. Therefore the teacher at this school uses a picture media that is expected to be more interesting and entertaining so that students are more attentive in learning English.

Visualization helps make the content of the text clear and helps organize information. Complicated verbal texts appear clearer and simpler with illustrations. A text might seem verbal and abstract while a picture is concrete and visual. This way the illustrations may help bring out what is key information and provide the reader with a new understandable version of the text.

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills. In this research the researcher didn’t use all the skills in the use of picture as a media. Although, the picture can be used with the four skills but, the researcher limit it, the skill used is reading.

Based on Gerlach dan Ely as quoted from the media and learning resources by Nizwardi and Ambiyar that media is human, material, or events that build conditions that cause students to acquire knowledge, skills, or attitudes. According to the explained that teacher, friend, text book, and environment including media for student. In other hand, the proper use of media will make the teaching and learning process interesting and fun. The use of media is profitable, because the way students learn differently. Picture as a media is expected to be more interesting and entertaining so that students are more attention in learning English.

Based on the background above, the writer would like to carry out the research entitle “The Analysis of Using Picture in Teaching Reading Text at The Second Year of Islamic Junior High School Al-Masykar Bina Insani”.

1. **Focus of the Study**

In this case, the researcher focuses on investigating the using of picture in teaching reading text for helping junior high school student.

1. **Statements of the Problem**

Based on the background of the study, then the statements of the problem is:

1. The students are lack of vocabulary in learn reading.
2. The students are less interactive when reading.
3. The students' interest are lack in reading.
4. **The Research Questions**
5. How is the using of picture in teaching reading text?.
6. How is the obstacle of the using of picture in teaching reading text?.
7. How is the student’s response to the using of picture in teaching reading text?.
8. **The Aims of the Study**

According to the problems above the writer makes the objective of the research as follows:

1. To know the using of picture in teaching reading text.
2. To know the obstacle of the using of picture in teaching reading text.
3. To know the student’s response to the using of picture in teaching reading text**.**
4. **Significance of the Study**
5. Student
6. To improve student’s learning reading text.
7. To improve student’s interest in learning English.
8. Teacher

To improve teaching skills for English learning.

1. For School

To improve student learning outcomes in English subjects.

1. **The Organization of Writing**

The paper is arranged to five chapters. Every chapter is divided more become several subchapters until arranging become systematic. The systematic of writing is as following:

Chapter one is discussing introduction that is consist of the background, focus of the study, statement of problem, the research questions, the aims of the study, significance of the study and the organization of writing.

Chapter two is discussing theoretical framework. This chapter includes the definition of reading, definition of reading descriptive text, and teaching comprehension.

Chapter three is describing the research methodologies which will be applied in doing research. This chapter is containing of the method of the research, setting of research, the data of research, technique of collecting data and technique of analyzing data.

Chapter four is discussing about result and discussion that is containing of the using of picture as a teaching reading text.

Chapter five is discussing about conclusion and suggestion.

**CHAPTER II**

**THE THEORETICAL FRAMEWORK**

1. **Reading**
2. **Definition of Reading**

Reading is simply an unbreakable habit, even an addiction, begun in childhood. It’s foolish to deny that many students read solely to avoid failing a course. But, generally speaking, many life-long readers freely pick up articles and books to gain information, pass the time enjoyably, and deepen their knowledge about themselves, the world, and its people.

As Frank Smith has observed, reading is simply one of the many ways in which human beings go about their basic business of "making sense of the world." The point of all this for the reading teacher is that no matter how well a student may know a language, he cannot read in that language with good comprehension if the subject of the text is one he knows absolutely nothing about and therefore can have no real interest in.[[4]](#footnote-4)

Reading can be seen as an “interactive” process between a reader and a text which to automaticity or (reading fluency). In this process, the reader interacts of knowledge are being used linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).[[5]](#footnote-5)

According to explanation above that reading is an activity involves the reader, the author, and the text. the reader read the text to absorb the author’s mind, to receive and interpret information of the text, and an interaction between the reader and the author. Reading also can add students’ vocabulary knowledge, their spelling, and their writing.

1. **Reading Strategy.**

Reading strategy is a trick in order that the goals of reading can be reached and the meaning of reading can be understood. It will be clear that much of what are called language use or learning strategies are not directly relevant to the study of reading. The following reading strategies identified: [[6]](#footnote-6)

1. Keep the meaning of the passage in mind while reading and use it to predicate meaning.
2. Skip unfamiliar words and guess their meaning from remaining words in a sentence or later sentence.
3. Circle back in the text to bring mind previous context to decode an unfamiliar word.
4. Identify the grammatical function of unfamiliar word before guessing its meaning.
5. Examine the illustration and use information contained in it decoding.
6. Read the tittle and draw inference from it.
7. **Reading Process and Purpose**

Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following seven basic processes: [[7]](#footnote-7)

1. *Recognition*is the readers knowledge of the alphabetic symbols.
2. *Assimilation* is the physical process of perception and scanning.
3. *Intra-integration* is basic understanding derived from the reading material is self, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
4. *Extra-integration* is analysis, criticism, appreciation, selection, and rejection. These are all activities which require the reader to bring his past experience to bear on the task.
5. *Retention* is this is the capacity to store the information in memory.
6. *Recall* is the ability to recover the information from memory storage.
7. *Communication*there is four categories, which are; written communication and spoken communication. Communication through drawing and the manipulation of object, and thinking this is another word for communication with the self.
8. **Teaching**
9. **Teaching Comprehension**

Definition of teaching is a style of transmission and attention to requirement of student which is applied in the classroom or any environment. In addition, teaching can be interpreted as the practice of transmitting information for the learning process. Dunn and Dunn explain that teaching will be active and affective if someone actively engaged in a teacher-driven learning process for a comfortable class and a conducive emotional, sociological, psychological, and philosophical condition.[[8]](#footnote-8)

Based on Borish that teaching will be effective if teacher traying to be modelling with a positive attitude, experienced in teaching, a shipment of information, reflective, motivational, and energized.[[9]](#footnote-9) Piaget argues that learning to be optimal, teachers must provide information that can be adapted well into the cognitive structure but, if information can’t adjusted properly, the information can’t understood.[[10]](#footnote-10) For education to be optimal, it needs a challenging experience for student that the process of assimilation and accommodation can produce intellectual knowledge. To create something like that, the teacher must know the student cognitive. Here is the composition of the level of intellectual development according to Piaget, sensorimotor (born-age 2 years), preoperational (age 2-7 years), concrete operational (age 7-11 years), formal operational (adolescent-adult).[[11]](#footnote-11)

According to explain Schiering and Bogner that the teacher must have cognitive traits to determine the learning process of students, including thoughts, ideas, opinions, judgments, and feelings. So in teaching, teachers are required to provide knowledge to students. Teachers can also choose their own methods to create learning student learning and success.

1. **Model of Teaching**

Based on Joyce and Weill that models of teaching are really models learning. As teacher helps student acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, teacher also teaching them how to lean. In fact the most important long term outcome of instruction may be the students’ increased capabilities to learn more easily and effectively in the future, both because they have mastered learning processes.[[12]](#footnote-12)

The teaching model is grouped into four groups namely, information processing models, personal models, social interaction models, and behavioral change models. From each of these models based on Joyce and Weill is described in four general structural aspects, including syntax, system, social, teacher roles, and model influences.[[13]](#footnote-13)

Based of Joyce and Weil there is eight characteristic of the model of teaching there are:

1. Helping The Student How to Learn.

Teachers must learn how students learn and help them expand their abilities. The teacher must also help students to be responsible for the learning they have learned and help students to reach knowledge, skills and self-understanding.

1. Constructive Orientation.

According to Vygotsky, constructive orientation in inductive research is designing the environment so that students are able to construct categories that produce hypotheses to lead to testing.[[14]](#footnote-14) In contrast to non-directive teaching, constructive orientation is designed to help students understand themselves better to construct self-knowledge.

1. Scaffolding.

Scaffolding is a variety of instructional techniques that are used to lead to a stronger understanding of greater independence in the learning process. That means the teacher must provide a place to encourage students to go through difficulties and go to the next level of learning.

1. Assessment and Formative.

Still related to scaffolding the use of assessments and formative adjustments to determine whether or not one type of support is needed. Helping students become aware of progress and needs is a major component of formative assessment.

1. 21st Century Skills.

The 21st century is a century where teachers must dominate of technology. The skills to use software for word processing, graphics, photos, and video editing are very important to be mastered by a teacher in this 21st century era. Especially when teaching, the use of informative whiteboards is also needed.

1. Global Awareness.

One of the explosive characteristics of Information and Communication Technologies (ICT) is the emergence of global culture. The effect of global culture is to change the nature of society, increase dependency, and produce many needs. As a teacher must understand global development. This is so that the teacher can help the mindset of students.

1. Collaborative and Cooperative.

Schools need to develop culture according to the needs of students in their time. Schools will be a very important place for the future, because schools are the main social laboratories for students. Therefore collaborative and cooperative skills are needed for schools and teachers.

1. Creativity.

Convergent thinking allows students to focus on mastering outside knowledge and skills. Divergent thinking plays with information, concepts, images, sounds, and objects.

The most comprehensive review of teaching models is that of Joyce and Weil who have identified 23 models which are classified into four basic families these four families are:[[15]](#footnote-15)

1. Information Processing Models.

These models focus on intellectual capacity. They are concerned with the ability of the learner to observe, organise data, understand information, form concepts, employ verbal and nonverbal symbols and solve problems. The primary purposes are, the mastery of methods of inquiry, the mastery of academic concepts and facts, and the development of general intellectual skills such as the ability to reason and think more logically. The models which belong to this family are:

1. Taba inductive thinking model.
2. Scientific inqury model.
3. Picture-word inductive model.
4. Synectics model.
5. Mnemonics model or memory model.
6. Advance organiser model.
7. Social Models.

The models in this family emphasise the relationships of the individual to the society or other persons. The core objective is to help students learn to work together, to identify and solve problems, either academic or social in nature. The primary goals are to help students work together to identify and solve problems, to develop skills to human relations, and to become aware of personal and social values. The models which belong to this family are:

1. Partners in learning model.
2. Group investigation model.
3. Role playing model.
4. Personal Models.

Models which belong to this family deal with the individual and the development of character. The emphasis of these models is on developing an individual into an integrated, confident and competent personality. They attempt to help students understand themselves and their goals, and to develop the means for educating themselves. Many of the personal models of teaching have been developed by counsellors, therapists and other persons interested in stimulating individual's creativity and self expression. The models which belong to this family are:

1. Non-directive teaching model.
2. Developing positive self-concept model.
3. Behavioral System Models.

All the models in this family share a common theoretical base, a body of knowledge which referred to as behavior theory. The common thrust of these models is the emphasis on changing the visible behavior of the students. The models which belong to this family are:

1. Explicit instructions model.
2. Mastery of learning model.
3. Direct instructions model.
4. **Teaching Reading**
5. Teaching Strategic Reading

Based on Jack C Richard that in teaching reading there is strategic reading. Strategies are taught direct explanation, teacher modelling, and feedback. Students are never in doubt as to what the strategies are, where and when they can be used, and how they are used. the teacher models expert behavior by reading and thinking aloud. The students also read and think aloud in class, and their strategy use is supported by teacher feedback.[[16]](#footnote-16) According to Duffy quoted from the Jack C Richard’s book that reading strategies be defined as plans to solve problems faced in building meaning.

In teaching strategies reading include the comprehension approach it’s mean that a comprehension approach is an active process of constructing meaning, not skill application. For many years, teaching reading comprehension was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. Teaching reading comprehension was viewed as a mastery of these skills.

Reading comprehension refers to meaning understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Teaching children ow to drive meaning as well as analyze and synthesize what children have read is an essential part of the reading process. Here are two people read the first is for pleasure and the second is for information.

Effective instruction in strategic reading entails a number of classroom processes or moves. There are general strategy discussion, teacher modeling, student reading, analysis of strategies used by the teacher or by students when thinking aloud, and there is explanation and discussion of individual strategies on a regular basis.

1. Extensive Reading
2. Student read large amounts of material.

Based on Renandya, quoted from Jack C Richard’s book that this is one of the key feature that distinguishes extensive from intensive reading programs and the program will not obtain optimal benefits unless students are hooked on reading. It’s mean the teacher attempt to build a reading culture in which students read quantity. quantity of reading was the single most important predicator of students' gain scores.

1. Student usually choose what they want to read.

With highly motivated students, this feature is easy to achieve with less motivated learners however, the availability of materials that they do like to read can make a lot of difference. To get the students hooked on reading, the students need access to a good collection of books and other materials that then the students want to read.

1. Reading materials vary in terms of topic and genre.

Students should be exposed to different types of materials so that the students become familiar with different kinds of genre and accustomed to reading for different purposes and in different ways.

1. The material students read is within their level of comprehension, it's mean the material is typically above students' linguistic level.
2. Students usually take part in post reading activities, the most commonly reported post reading task is summary writing.
3. Teacher read with their students thus modelling enthusiasm for reading.
4. Teacher and student keep track of student progress, ideally student read on their own without the need for teacher to monitor their reading. It's mean the teacher must have monitoring book.
5. Reading for Pleasure

Stories provide enjoyment for readers of all ages. Based on Caroline T. Linse that Literature belongs in every classroom for children, whether the learners are native speakers or nonnative speakers of English.[[17]](#footnote-17) As a teacher, encourage parents to read to the children as much as possible. Even if the children are reading in the child’s native language, the rewards will carry over into the child’s English language development. for example, if a student knows that the student can get pleasure from reading stories in their language, the student may be able to make the connection that reading in general can provide pleasure.

1. Reading for Information

Reading for information can get obtained through simple things, based on Caroline T. Linse that reading for information can be as a simple as a reading a menu at a restaurant. It’s mean the children can read anything for read. In other example a children who wants to make a model airplane may be motivated to read a book about model airplane. That the example is reading for information give the children pleasure.

1. Classroom Techniques and Activities
2. Phonics.

One of the easiest ways to begin phonics instruction is by introduction sounds and letters that are associated with specific nouns. Start children with the consonants that follow fairly regular spelling patterns including: /m/, /s/, /t/, /l/, /n/, and /r/.[[18]](#footnote-18) There are many ways for the children to learn initial sounds of word. The children can cut out picture of words that start with different letters and match the picture with the letters.

1. Predictable stories and pattern books.

Based on Optiz that the predictable storybooks also called pattern books, contain illustrations that help to clarify or support the word, sentence, or pattern that is repeated in the text.[[19]](#footnote-19)

1. Sight word.

High frequency words children can recognize on sight without having to decode the letters. *The, all, an,* and *I* are all sight words. Some sight words are especially difficult to sound out or decode because that words do not follow regular spelling patterns, include *right, there, look,* and *should.*

1. Names.

An alternative way to call attendance is to print each child’s name on a different card. The teacher can then slow the names while children read them names written with Lating letters (a,b,c,..).

1. Print-rich environment.

Based on Hudelson points out that children who come from societies filled with print are likely to learn at a early age that print serves different purposes or functions. In other hand according to Collins that print-rich environment encourage and invite children to develop literacy skills.[[20]](#footnote-20) According to the explanation above, the teacher can using the print-rich display in classroom door. That one good place to student pass through the door when the student come and go class.

1. Learning centers.

Stations or place within a classroom where the student can work alone, in pairs, or in small groups. The teacher can create learning centers with environmental print focused on specific topics.

1. Language experience approach.

Based on Peregoy and Boyle quote from Caroline T. Linse’s book that language experience approach is used to help native English speaking, ESL, and EFL student develop beginning literacy skills. Please note that many may consider the language experience approach to be more of a technique that an approach.

1. Own words.

The student would quickly learn the words because the student had personal meaning. As a teacher can ask to the student to come up with their own words related to the topics they are currently studying or words the student would just like to know.

1. Questioning techniques.

During a reading lesson, questions should be used to check comprehension and to help student think about what student are reading. Before student read, teacher should ask questions about what student are reading.

1. Comprehension strategies.

Importance of teaching student strategies or techniques to help the student focus on the meaning represented by the words. This strategies can help student improve their comprehension skills.

1. Context clues and print conventions.

Learning how to use context is an invaluable tool in comprehension. According to Caroline T. Linse that the teacher can use picture, in addition to pictures, teacher can teach student print conventions that facilitate comprehension. For example, student should be taught that capital letters in English are used for proper names of people and places. Then if student comes across a word in the middle of the sentence with a capital letter, student can assume that it is the name of a person and place.[[21]](#footnote-21)

1. Graphic organizers.

Based on Burke quoted from Practical English Language Teaching Young Learners’s book by Caroline T. Linse that graphic organizers are tools to help learners visually organizers the information that the student have read or will read. A wide variety of graphic organizers can be used to help students tackle and comprehend challenging texts.

1. **Material of Teaching Reading**
2. Teaching material of printed is book, paper, handout, images.
3. Teaching material of audio is caset, dvd, radio
4. Teaching material of audio visual is film. Video compact disk.
5. Teaching material of interactive teaching material
6. **Picture**

Picture may be used as one of visual aid in teaching learning process. One of reasons that it is widely used in language teaching is the fact that it is simple. Picture can be simple prepared and give the real imagery of some objects that could not be brought to the classroom.

Picture can be seen as many things such place, objects, and people. In this research the writer take picture as learning media. In other word that using picture as a media designed to help children develop their reading text, most are written with vocabulary a young learner can understand but not necessarily read.

According to Rahmawatiningsih quoted by Risty’s Blog that picture is a visual media that contains the sequence of images that one with another picture is interrelated and declare an event. Picture series will helpful young learners a lot in understanding the situation and memorizing vocabularies.

However, picture are the core of all the ideas in a book. Each teaching sequence introduces a text to the children and encourage them to enter into a deeper understanding of the characters, context, and situation.[[22]](#footnote-22) Therefore, this approach is characterized by the teacher working alongside the young learner as joint collaborators in learning.

1. Type of Picture

There are some kinds of pictures. Finochiaro and Bonomo divide picture into three; picture of individual person or object, picture of situation, and a series of pictures as a number of related composite pictures[[23]](#footnote-23)

1. The Usage of Picture

Based of Wright that there are three essential contribution of picture such interest and motivation, a sense of the context of the language, and specific reference point or stimulus. He also deeply discussed that picture play an important role in helping to discipline some class activities, making the subjects which students are dealing with become clearer, and even illustrating the main idea and forms of an object or action which are particular to a culture.

1. The Advantages and Disadvantages Using Picture
   * 1. The Advantages

Pictures are inexpensive and widely available.

Pictures provide common experiences for entire group.

The visual detail makes it possible to study subjects which would otherwise be impossible.

Pictures can help to prevent and correct misconceptions.

Pictures offer a stimulus to further study, reading, and research.

Pictures help to focus attention and to develop critical judgement.

Pictures are easily manipulated.

* + 1. The Disadvantages

Sizes and distances are often distorted.

Lack of some color in some pictures limits proper interpretations.

Students do not always know how to read picture.

**CHAPTER III**

**METHODOLOGY OF THE RESEARCH**

1. **Method of The Research**

In writing this paper the writer uses qualitative approach. This research concerned to the analysis of using picture in teaching reading text. The problem in qualitative research contained on the informant. Informants in educational institutions such as principals, teachers, parents, students, education experts, and others.[[24]](#footnote-24) In accordance with the above explanation the researcher makes the teacher as the main informant.

The theory used in this research is deductive theory.[[25]](#footnote-25) This theory is holistic that is comprehensive. So researchers will not set research based on research variables, but the whole social situation studied includes the aspects of place, actor, and activity.

1. **Orienting Decisions**

Before conducting the study, the researcher made decisions by setting the border line or focus of the study. The researcher focused on investigating the use of picture as a teaching reading in helping junior high school student.

After that, the researcher determined the general aims and purposes of the study which were to investigate the use of picture in teaching reading text, advantaged and disadvantages of using picture in teaching reading text, and to reveal the students' responses about that.

Next, the researcher generated the research questions based on aims and purposes of the study. Meanwhile, the researcher needed to read and learn some literatures related to the study through journals, books, articles and research papers of the use picture as a media in helping junior high school student learn reading descriptive text. By reading many related theories, it would support the researcher in conducting the study. After having clear purposes, research questions and related theories, the researcher made decision on what kind of suitable research design for the study.

1. **Designing Research Method**

After case study as the research design had been chosen, the researcher decided the research instruments used in this study. Since the research design was a case study, triangulation from multiple data instruments such as observation, written document analysis and interview, was required to ensure and enhance the accuracy of data.

Then, the researcher decided and found participants of the research. Next, the researcher needed to permit and contact the children who wanted to be the respondents. In addition, the researcher also planned the learning activities which were based on the aims of the research. Afterward, the study was conducted by using picture as a media teaching reading text.

1. **The Setting of The Research**

The setting of the research is taken in Islamic Junior High School Al-Masykar Bina Insani. The writer chose the second year of Islamic Junior High School Al-Masykar Bina Insani. It is located at Waringunkurung Serang Banten. The reason of the writer choosing this place is the teacher in that school using picture as a teaching reading text and the writer wants to know how using of picture as a teaching reading text, how the advantages and disadvantage the using of picture as a teaching reading text, and how students’ responses of the using of picture as a teaching reading text. To collect the data, the writer holds the second year and the amount of respondent is 20 students and 2 teacher to be the interviewers. In order the study will be more focused and get good result.

1. **Technique of Collection Data**
2. **Observation**

In this research the researcher using participatory observation such as the researchers come to do what the data source, and share feelings of grief. According to Susan Stainback[[26]](#footnote-26) that in participant observation, the researcher observes what people do, listen to what they say, and participates in their activities. The researcher choose participant observation, because the researcher took a part as the teacher which can have the opportunity to engage and observe the students in the learning process. The researcher will be observe social situation such as place, actor, and activities.

1. **Interview**

This research will use the type of structural interview. This type of interview is used structurally, where researchers have prepared research instruments in the form of written questions. Tools to be used in the form of books, tape recorder, and camera. In this research the writer will interview two teachers in Islamic Junior High School Al-Masykar Bina Insani. The teacher was interviewed by using Bahasa Indonesia to avoid misconception and misunderstanding. Here are the steps before the interview:

1. Beginning process: the researcher introduced herself and asked the participant's details information.
2. Introducing the research: the researcher explained the purpose of the interview, the reasons of the participant has been chosen and length of the interview. The researcher also asked the readiness of the participant to start the interview.
3. During the interview: the researcher asked gradually, unhurried, relaxing while giving open-ended questions.
4. Keeping focused: the researcher focused on asking open-ended questions, not close-ended to the participant. In addition the researcher asked factual questions before an opinion question by using probing questions as needed.
5. Closing the interview: The researcher finished on time as well as possible, but attempted to make sure that the questions everything has been covered sufficiently and gave a thank the participant for giving the valuable time.
6. **Documentation**

Document is an official or formal paper, form, book, etc. giving information about something, evidence or proof of something, or record of something.

1. **Technique of Analyzing Data**

After the data set has been collected, the data were categorized and analyzed.

1. Data reduction

Data reduction is concerned with the process of selecting, focusing, simplifying, reducing, and organizing the data that has been collected. Chose data which needed to answer the research problem and throw out data which not needed.

That means the researcher chose the important data that had been collected. Then, researcher categorized the data related to the using of picture as a teaching aching reading text, advantages and disadvantages, and students’ response of the using of picture as a media teaching reading text at Islamic Junior Hugh School Al-Masar Bina Insani.

1. Data display

Data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. A display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats.

1. Data conclusion drawing

Conclusion drawing involves moving back to consider what the analyzed data mean and to assess whether the data findings the objectives of the study. At this stage, the data that has been analyzed were read and re-read to develop the conclusions regarding the study.

**CHAPTER IV**

**RESULT AND DISCUSSION**

1. **Using Picture in Teaching Reading Text.**

This research was carried out for one week, from one week it was divided into several stages of research including observation, interview, and documentation. This research focuses on the using of picture as a media teaching reading text. Observations began on August 31, 2018. Researchers observed the second grade of Islamic Junior High School Al-Masykar Bina Insani and took 20 students as respondents to find out the students' response to the use of picture as a media teaching reading of descriptive text. From observations, the researchers obtained several results including the material and methods used by the teacher when teaching. In addition, the teachers at this school are still racing on syllabus, lesson plans and textbooks.

In Islamic Junior High School Al-Masykar Bina Insani teachers use teaching media that can be accepted by students. Because the media is any physical tool used to tell the content of teaching materials. Physical tools are referred to in this sense as books or modules, tape recorders, tapes, video recorders, video cameras, televisions, films radios, slides, photographs, images, and computers. Therefore the teacher in this school use the picture for teaching reading text.

1. **The Material of Using Picture in Media Teaching Reading Text.**

Media is a tool that can be used to show something or objects to makes the students become easily to know and to understand what the object means. Teaching using pictures will make students easy to understand because they know directly the things or subject. It is because teaching using picture is explain about something to the students that showing the picture as the meaning of something.

By looking at the picture, the students will be easily aroused to remember the pictures that shown to them. So, the picture in teaching is a tool that used to give an explanation, understanding, or understanding of an object in the mastery of vocabulary in foreign language learning, especially for the students in beginners. The picture will greatly help the student to understand directly about the meaning of the words from a picture, so they will be easier to learn and easier to remember of foreign language skill in the learning process.

The using picture in teaching reading text have the indicators are, the student are able to identify the content of the story and compare it with the picture. And the student are able to reading the story in picture English language and the student have to reach the goal at the end of this lesson.

The role of the teacher, the teacher has important role in teaching learning process. First, teacher plays a role as a creator of material. The teacher using picture for teaching and make it the student interested with reading. The teacher read the story and then the student try to analyze and choose the picture appropriate with story. Second is a motivator, in this time the teacher give motivate to the student be brave come forward class to read the story. The teacher give opportunities to the student read the story with seeing the picture in front of class and asked the student to try give conclusion about the story.

State of Piaget optimal education requires experience that can produce intellectual growth. To create it the teacher must know the cognitive level of students.[[27]](#footnote-27) One of intermediary teaches to know how the cognitive level of students is the teacher uses the media as an intermediary to teach. One of them is pictorial media. So that the learning process becomes optimal the information conveyed must be understandable.

From the result of observation the teacher in Islamic Junior High School Al-Masykar Bina Insani using picture in teaching reading text very helpfully the student. The teacher need to choose appropriate source of material to teach the students. By appropriate material, the students can be easy in receiving the material. In reading, teacher need to choose appropriate material to make students interest to read. Based on the appropriate source of material, students will be enjoy and happy in teaching learning process.

The Material of Reading Text.

**1.1 Animal**

Picture 1

Picture.1

Taken from kids.britannica.com

Picture.1

**Loli The Orangutan**

There is an orangutan in Ragunan zoo. People call her Loli. She comes from Kalimantan forest.

She has physical feature similar to a human. Its has brownish fur, and it walks with two feet. Loli almost as big as a human. She is mammal, that means she can birth the children and breastfeeding.

Picture about animal the student can know the shape and characteristic feature of animals based on the text. Text is about the monkey, a monkey named Loli, the monkey very cute and big. The monkey have brownish fur and it walks with two feet. The monkey almost like a human, because the monkey can birth and breastfeeding. Panda also mammal. Based on the text of the above students were able to determine the shape and character of monkey.

1. **The Method of The Using Picture in Teaching Reading Text.**

In learning process, especially in language learning, there are many methods and techniques that are more effective and suitable to apply or used by the teachers to teaching language. The teachers should be transfer the materials with the good ways, methods, and techniques so that the students are able to understand and to improve their ability in language learning.

In this case, teaching using pictures will make the students easily to understand. The teacher need to choose appropriate source of material to teach the students. By appropriate material, the students can be easy in receiving the material. In reading, teacher need to choose appropriate material to make students interest to read. Based on the appropriate source of material, students will be enjoy and happy in teaching learning process.

From the observation the teacher used direct method and the researcher discussed the method used in teaching reading text using picture. The direct method is sometimes called natural method and is a method of teaching a foreign language, especially modern language, through conversation, discussion, and reading in the language it self, without the use of pupil’s language, without translation, and without the study of formal grammar. In direct method teacher used video and some picture to explain the material.

From explanations above it can conducted that there three procedures in using three phase technique such as pre activities, main activities, and post activities. Based on the document of lesson plan, the method used by English teacher reading at Islamic Junior High School Al-Masykar Bina Insani is direct method. The teacher in teaching learning process the teacher uses developed reading support student as readers though pre teaching reading activity, while teaching reading activity, and post teaching reading activity.

Pre teaching reading activities are used to prepare students for reading activity. There activities of pre teaching reading the type and content of the text, reviewing the vocabulary or grammatical structure. While teaching reading activity is reads paragraph passage to answer the question based on the picture which focused on the learning process. Post teaching reading is an activity as closing part in writing/speaking. The procedure of using three phase technique of teaching reading descriptive text on reading school in eight grade students of Islamic Junior High School Al-Masykar Bina Insani is divided into three steps:

1. Pre-Teaching Reading Activity

Some pre-teaching reading activities simply consist of questions to which the reader is required to find the answer from the text. The pre reading phase tries to do is to introduce and arouse interest in the topic, to motivate learners by giving a reason for reading, and to provide some language preparation for the text.

1. While Teaching Reading Activity

This phase draws on ideas previous to reading. The aims of this phase are to help understanding of the writer’s purpose, to help understanding of the text structure, and to clarify the content.

1. Post Teaching Reading Activity

The aims of the post reading work are to consolidate or reflect upon what has been read and to relate the text to the learner’s own knowledge, interest, or views.

In the field, the researcher got the data about the study on teaching reading text. The researcher takes all of the data of the study relating the English teaching-learning in the eight grade students of Islamic Junior High School Al-Masykar Bina Insani. There was twice meeting in the eight grade students of Islamic Junior High School Al-Masykar Bina Insani, especially in teaching descriptive text on reading skill. This section will describe the activity of the English class during observation.

1. **The First Observation**

The result of observation for class VIIIA that hold Mrs. Ratu Ummu, S. Pd on August 28th 2018 at 08.00 – 10.00 can be explained as bellow. At the time, Mrs. Ratu Ummu, S. Pd was teaching reading text using picture. There are 32 students in the classroom when the teaching process. Each the students brought their tool or requirement to learn, note book, and some of students brought dictionary. The students in the class still looked happy and spirit. There were whiteboard, some picture on the wall, LCD, etc.

The researcher conducted observation in first meeting with the following result:

1. **Pre-Teaching Reading Activity**

The teacher began the lesson by greeting and the students replied the greeting. After that the teacher asked who has didn’t attend today. Before going to the lesson the class leader prepares to pray. After opened the teacher explain about the material using board. After the teacher explain about the material the teacher directly asked on of students to ask about the feedback of the following material.

The first step of teaching, usually it will take time around 5 minutes. In preparation stage, the teacher will be write some vocabulary in the white board and after that the teacher give the picture as a media to the students. The picture contain the character in the reading text and the students pay attention to the teacher modelling of the types of questions that students need to ask to themselves before start reading.

1. **While Teaching Reading Activity**

The teacher asks one of the students about the picture. The teacher was waiting a student to answer. Because the teacher wants to see how far students understand about the picture. This activity can be a simple discussion between teacher and students. Teacher can start to interact with the students by asking a simple question.

The dialog

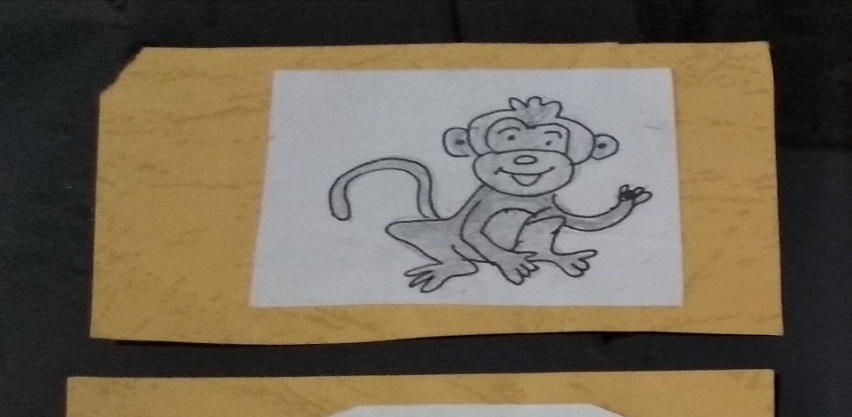
Mrs. Ratu Ummu : “What did you see in this picture?”

Student : “Yes !!”

Mrs. Ratu Ummu : “Do you know about this picture?”

Student : “Orang Utang”

The students look at the picture carefully.

The teacher show the picture

Taken from the teacher’s material

Picture 2

After the student answer it the teacher explained again about the picture. The teachers give instructions and provide opportunities for students to watch or analyze the picture. In this section, the teacher was explaining the general structure of the text. Then, the teacher read the example of example of text.

**Loli The Orangutan**

There is an orangutan in Ragunan zoo. People call her Loli. She comes from Kalimantan forest.

She has physical feature similar to a human. Its has brownish fur, and it walks with two feet. Loli almost as big as a human. She is mammal, that means she can birth the children and breastfeeding.

After explaining the text using picture, teacher directs the students to ask some questions that can make them understand the picture to learn reading text. After that the teacher commanded one of students to read the text and understand it in front of class. The teacher corrected the student's pronunciation, vocabulary, and if the students don’t understand about the text they ask to the teacher what the meaning of the text or words. According to Wood et al this step includes readers asking themselves questions during the reading of a text. Asking the correct questions let readers to emphasis on the most significant information in a text.[[28]](#footnote-28)

1. **Post Teaching Reading Activity**

Post teaching is a closing part of teaching. In this step, teacher must to give feedback for the student about this lesson. For example, if the student explain with wrong answer, the teacher can be corrected the answer of student. And then, the teacher give the opportunity to the student to make a conclusion about the lesson of today. The teacher completes conclusion for the students. The teacher also give the assignment after explains the material to their student. The assignment write on work sheet and should be submit on the desk.

1. **The Second Observation**

The result of observation for class VIIIB that hold Mrs. Romlah, S. Pd on August 30th 2018 at 13.00 – 14.00 can be explained as bellow. At the time, Mrs. Romlah, S. Pd was teaching reading of descriptive text using picture. There are 32 students in the classroom when the teaching process. Each the students brought their tool or requirement to learn, note book, and some of students brought dictionary. The students in the class still looked happy and spirit. There were whiteboard, some picture on the wall, LCD, etc.

The researcher conducted observation in first meeting with the following result:

1. **Pre-Teaching Reading Activity**

The teacher began the lesson by greeting and the students replied the greeting. After that the teacher asked who has didn’t attend today. Before going to the lesson the class leader prepares to pray. In this section the teacher tried to rise an interest of the students. After the greeting the teacher asked the students about

Picture 3

Taken from the teacher’s material

reading text again as feedback then the teacher give text about the picture as a material.

1. **While Teaching Reading Activity**

In this section the teacher the teacher ask to the students to work and give the assignment on work sheet. After reading the text the teacher commanded some student to read the text. The teacher give understanding about meaning and translate some sentence.

**Ustadzah Kiki**

Ustadzah Kiki is my teacher. She is tall and beautiful. She has brown skin. She has a pointed nose. She wears glasses. She likes reading a holy Qur’an. She teaches Hifdzul Qur’an subject. Many students like her because she is a friendly teacher. She also cares to all students.

The teacher corrected the student’s pronunciation and vocabulary again because most of students still difficult when they read the text. After the students reading the text, he asked the students to find out generic structure of the text and to find out the new words which they didn’t understand on the text. Then the teacher gave the students exercise.

1. **Post Teaching Reading Activity**

Post teaching is a closing part of teaching. In this step, teacher must to give feedback for the student about this lesson. For example, if the student explain with wrong answer, the teacher can be corrected the answer of student. And then, the teacher give the opportunity to the student to make a conclusion about the lesson of today. The teacher completes conclusion for the students. The teacher also give the assignment after explains the material to their student. The assignment write on work sheet and should be submit on the desk.

After observing the teacher in teaching it was found the steps of using picture as a media teaching reading of descriptive text that can be structured as follows:

First, the teachers prepare the picture correspond to the learning objectives. All of the picture will be take in a table. Using picture as a media is an easy way to introduce descriptive text to students. And then, the teacher read a descriptive text for students. The teacher will be read one to one event of the story and appoint students to put a picture based on story. The student will be take the picture appropriate with the event in story in a board.

After the text end and all of the pictures take on a board, the teachers give instructions and provide opportunities for students to watch or analyze the picture. The teacher then ask the student to try develop a story based on picture series. The teacher will be appoint one student to read and telling story based on picture. They will be try to analyze the pictures and show their idea appropriate the picture. The teacher asking the reason from a sequence of picture. And appoint the other student to do it same.

One of the common principles that may be considered to develop or choose methods for children is that learning English language should be fun and natural. Telling a story in a foreign language is one of the simplest and richest sources of input for children as long as there are lots of colorful pictures the children can look at while listening.

1. **The Obstacle of The Using of Picture in Teaching Reading Text.**

The obstacle of using picture in teaching reading text are, first the size of picture and distances are often distorted. Second, lack of some color in some pictures limits proper interpretations. And the last is students do not always know how to read picture.

But, in the picture of teaching reading text there are more advantages than the obstacle. The advantages of using picture in teaching reading text are, first, picture will make the learning experience easy to understand by the students. Student difficulty to understand the reading text without seeing the picture. They can't to imagine the situation in text. Second, teaching reading text using picture can make student interested and enjoy in class. Student very like picture and color.

So it make they feel enjoy when reading appropriate with the picture. And the last, picture is a descriptions that gives student an idea in their mind of what something is like. It means that using picture will make the student easier to remember and understand the new vocabulary that they get.

1. **The Student’s Responses of The Using of Picture in Teaching Reading Text.**

To know about the students’ responses to the using of picture in teaching reading text. Then, the writer will analyze and calculate the percentage of using of picture in teaching reading text at second year Islamic Junior High School Al-Masykar Bina Insani as formula follow:

Explanation:

P = Percentage answer of each question.

F = Frequency of each respondent’s answer.

N = Number of respondent.

There were four questions related to students' responses to the using of picture in teaching reading text, which are:

Do you like reading learning using picture?.

Is using picture in teaching reading can help your learning process in reading text?.

Is using picture in teaching reading can make you interactive?.

Is using picture in teaching reading expands your reading comprehension?.

In question number 1, there were 16 of 20 (80%) students in class who stated that they like reading learning using picture, there were also 4 of 20 (20%) students that ordinary with reading learning using picture. The statistics show that more than half of students like reading learning using picture.

In question number 2, there were 20 of 20 (100%) students in class who stated that using picture in teaching reading text can help their learning process in reading text. From 20 (100%) students all agree with using picture in teaching reading text can help the student. It’s mean all of students agree that using picture in teaching reading text can help the student.

In question number 3, there were 18 of 20 (90%) students in class who stated that using of picture in teaching reading text is more interactive, there were also 2 of 20 (10%) students that tend to be ordinary when reading learning using picture media. So, with using picture in teaching reading the student can interactive but, if there is no media the student can still be interactive.

In the last question number 4, there were 20 of 20 (100%) students in class who stated that using of picture in teaching reading text expands their comprehension in reading learning.

From the percentage results it can be seen that 100% students who agree with the using of picture in teaching reading text, it means more than half of students like learning reading text using picture.

1. **The Data of Interview**

Interviews are held on August 27th 2018 and August on 31st 2018 to two second grade English teachers of Islamic Junior High School Al-Masyar Bina Insani. Interviews are carried out using Indonesian. Here are the results of the interview transcript with the interviewees.

1. **Interview with First Interviewees.**

First Interviewees (Teacher) : Mrs. Ratu Ummu Sholihat, S.Pd.

Researcher : Fildhatusy Syifa

Date : August on 27th 2018

Question and Answer

R : “Saya Fildhatusy Syifa dari UIN Sultan Maulana Hasanuddin Banten, ingin mewawancari ibu mengenai The Analysis of Using Picture in Teaching Reading Text. Apakah ibu berkenan ?”.

T : “Iyah saya berkenan”.

R : “Baiklah bu, saya mulai dengan general question. Apakah fasilitas saat mengajar memadai ?”.

T : “Alhamdulillah fasilitas mengajar di sekolah ini sudah memadai, sudah adanya projector dan internet, jadi kembali lagi kepada gurunya. Sekreatif gurunya ajah”.

R : “Apakah ibu menggunakan media saat teaching reading text ?”.

T : “Ya, saya menggunakan media. Media yang saya gunakan biasanya gambar. Karena mudah dan gampang, tapi tidak sembarangan gambar saya jadikan media, tetapi saya sesuaikan dengan materi yang akan saya berikan. Kalau reading descriptive text, saya menggunakan gambar, contoh kaya personal identity, part of body, animal, dll”.

R : “Apakah ibu berpacu kepada silalbus dan rpp ?”.

T : “Ya, saya juga menggunakan itu”.

R : “Metode apa yang ibu gunakan saat mengajar reading text ?”.

T : “Kalau saya menggunakan metode, ceramah dan direct method”.

R : “Ok bu, kita lanjut ke sensorimotor question. Bagaimana kemampuan siswa setelah menggunakan picture in teaching reading text?”.

T : “Setelah menggunakan picture, anak mampu memahami teks. Karena anak senang dengan yang namanya audio dan visual”.

R : “Bagaimana respon siswa dengan picture untuk pembelajaran membaca?”.

T : “Respon siswa sangat antusias dan lebih interaktif”.

R : “Bagaimana pemahamaan siswa denga adanya picture untuk pembelajaran membaca?”.

T : “Pemahaman siswa mengenai materi reading text, siswa lebih paham saat menggunakan picture. Karena bisa memories gambar, dan bisa membayangkannya, jadi pas ada teks nya siswa bisa langsung hafal”.

R : “Baik bu, sekarang kita ke pertanyaan pra-operational question, apakah siswa dapat menerima informasi dengan baik dengan adanya picture ?”.

T : “Ya, tentu saja bisa”.

R : “Apakah siswa dapat membaca dengan baik dengan adanya picture ?”.

T : “Kalo membaca tergantung, kadang masih ada yang belum paham vocabnya, jadi anak suka masih bingung cara bacanya. Akan tetapi ketika menggunakan picture, anak akan bisa membayangkannya”.

R : “Begitu bu, ok bu, lanjut ke operational question, apakah dengan adanya picture untuk pembelajaran membaca,siswa dapat mengurutkan objek menurut ukuran, bentuk, dan lainnya ?”.

T : “Ya, tentu bisa.”

R : “Terakhir bu, pertanyaan tentang reading skill question, apakah menurut ibu, dengan adanya picture untuk pembelajaran membaca dapat meningkatkan keterampilan membaca siswa?”.

T : “Ya, sejauh ini keterampilan membaca siswa dengan adanya picture dapat meningkatkan membaca siswa”.

R : “Bagaimana hasil belajar siswa dengan adanya picture untuk pembelajaran membaca ?”

T : “Kalau hasil belajar, saya presentasikan 70% bagus, untuk membaca dengan media picture, tapi tetap saja saya menggunakan evaluasi dan remedial”.

R : “Apakah menggunakan picture sebagai perantara mengajar dalam keterampilan membaca efektif ?”.

T : “Sejauh ini saya mengajar, menggunakan picture sebagai perantara mengajar sangat efektif”.

R : “Okeh bu, terimakasih atas waktunya, mohon maaf jika selama wawancara ada kesalahan bicara”.

T : “Iyah sama sama”.

1. **Interview with Second Interviewees.**

Second Interviewees (Teacher) : Mrs. Romlah, S.Pd.

Researcher : Fildhatusy Syifa

Date : August on 31st 2018

Question and Answer

R : “Saya Fildhatusy Syifa dari UIN Sultan Maulana Hasanuddin Banten, ingin mewawancari ibu mengenai The Analysis of Using Picture in Teaching Reading Text. Apakah ibu berkenan ?”.

T : “Iyah”.

R : “Baiklah bu, saya mulai dengan general question. Apakah fasilitas saat mengajar memadai ?”.

T : “Alhamdulillah sudah memadai”.

R : “Apakah ibu menggunakan media saat teaching reading text?”.

T : “Ya, saya menggunakan media. Biasanya saya menggunakan picture kalau untuk reading text”.

R : “Apakah ibu berpacu kepada silalbus dan rpp ?”.

T : “Iyah”.

R : “Metode apa yang ibu gunakan saat mengajar reading text ?”.

T : “Kalau saya menggunaka metode langsung atau direct method, Karena menurut saya lebih efektif. Biasanya saya rangsang dulu anak-anak sebelum saya masuk ke materi, seperti saya berikan vocabnya. Saya juga memberikan kesempatan terlebih dahulu untuk anak mengexplore materinya. Seperti ada pre, while dan post.

R : “Ok bu, kita lanjut ke sensorimotor question. Bagaimana kemampuan siswa setelah menggunakan picture dalam pengajaran reading text ?”.

T : “Kemampuanya jadi lebih baik”.

R : “Bagaimana respon siswa dengan picture untuk pembelajaran membaca?”.

T : “Respon siswa sangat baik, karena kalau hanya menggunakan realila biasanya mereka kuarang respon”.

R : “Bagaimana pemahamaan siswa denga adanya picture untuk pembelajaran membaca?”.

T : “Lebih paham, dan bisa hafal”.

R : “Baik bu, sekarang kita ke pertanyaan pra-operational question, apakah siswa dapat menerima informasi dengan baik dengan adanya picture ?”.

T : “Iyah menerima dengan baik”.

R : “Apakah siswa dapat membaca dengan baik dengan adanya picture ?”.

T : “Kalau ini, saya suka bikin kelompok, kaya yang kurang dalam pembelajaran reading dengan yang sudah bisa dalam pembelajaran reading, kemudian saya campurkan. Nah dari situ, saya bisa lihat perkembangan anak saat membaca, biasanya kalau dengan teman bisa membantu dalam proses pembelajaran”.

R : “Begitu bu, ok bu, lanjut ke operational question, apakah dengan adanya picture untuk pembelajaran membaca, siswa dapat mengurutkan objek menurut ukuran, bentuk, dan lainnya ?”.

T : “Iyah bisa.”

R : “Terakhir bu, pertanyaan tentang reading skill question, apakah menurut ibu, dengan adanya picture untuk pembelajaran membaca dapat meningkatkan keterampilan membaca siswa?”.

T : “Iyah, keterampilan membaca siswa dengan adanya picture dapat meningkatkan membaca siswa”.

R : “Bagaimana hasil belajar siswa dengan adanya picture untuk pembelajaran membaca ?”

T : “Kalau hasil belajar, lumayan bagus, saya juga tidak lupa untuk remedial dan evaluasi”.

R : “Apakah menggunakan picture sebagai perantara mengajar dalam keterampilan membaca efektif ?”.

T : “Iyah sangat efektif”.

R : “Okeh bu, terimakasih atas waktunya, mohon maaf jika selama wawancara ada kesalahan bicara”.

T : “Iyah”

**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

1. **Conclusion**

The conclusion of this research deals with the answers of the research problems based on the result and discussion in the chapter IV. Based on the data analysis, the researcher found that the English teacher of the second grade students at Islamic Junior High School Al-Masykar Bina Insani teaches reading text using picture. The researcher draws the answer about the research problem related the analysis of using picture in teaching reading text.

1. The using of picture in teaching reading text that the teacher must have some material. The material through syllabus, lesson plans, and the internet, and to teach reading text the teacher using picture. By looking at the picture, the students will be easily aroused to remember the pictures that shown to them. The picture as media in teaching is a tool that used to give an explanation, understanding, or understanding of an object in the mastery of vocabulary in foreign language learning, especially for the students in beginners. The picture will greatly help the students to understand directly about the meaning of the words from a picture, so they will be easier to learn and easier to remember of foreign language skill in the learning process.
2. For teaching the teacher using direct method, because direct method and is a method of teaching a foreign language, especially modern language, through conversation, discussion, and reading in the language it self, without the use of pupil’s language, without translation, and without the study of formal grammar. The English teacher used direct method in three phase technique. Three phase are activities of introduction (pre activities), core activities (main activities), and conclusion activities (post activities). For the direct method the teacher use instructional media like a picture.
3. The evaluation take by daily test and final test, the daily test took after students read the text. The teacher will ask some questions to the students and who can then answer will get a score.
4. **Suggestion**

The following suggestion hopefully will be useful, especially for English teacher, for the students, for the school, and the other researcher. After analyzing the data and making conclusions about the research, the researcher gives some suggestions in order to make a better improvement.

1. To the teacher English, should be more creative in using the various teaching methods on using picture in teaching reading text. In giving material of reading text the English teacher must give rules to the students such as asking them to memorize vocabularies.
2. To the student, should not worry about mistakes if they understand the reading text and the student must be more active in learning reading text using picture. Students also have to keep learning and exercise in order to read and speak well in English.
3. To the school, can be facilitating the teacher in developing the method so teacher can be improve their method includes using the techniques, method and the media that will be implemented to the students.
4. To the writer, teaching makes you happy. So when teaching students prepare material, methods and media as well. The researcher feels that her research is not perfect yet. The researcher hopes that this research can be used reference for the other researcher to be a better research.

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