IMPLEMENTATION OF TEACHING READING USING COMPOSITE PICTURES TECHNIQUE FOR TENTH GRADE STUDENTS OF SMK BATIK 2 SURAKARTA 2018/2019 ACADEMIC YEAR

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2019
APPROVAL
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PUBLICATION ARTICLE

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School of Teacher Training and Education
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2019

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Surakarta, 15 August 2019

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Abstract

This study aims to describe the implementation of teaching reading using Composite Picture Technique for tenth grade students of SMK Batik 2 Surakarta. This study focus on teaching reading comprehension the implementation of teaching reading using composite picture technique , and how Composite Picture Technique helps improve the students’ performance in reading skills. This research is a descriptive qualitative research. The subjects of the research are the tenth grade students of SMK Batik 2 Surakarta. The methods of collecting data are observation and interview. The techniques of analyzing data are data reduction, data description, conclusion and verification. The results of the research show that, composite picture technique in reading comprehension makes it easier for the students’ to understand and more faster to find answers in reading task.

Keywords: Composite Picture, Reading Comprehension, Reading Skills.

1. INTRODUCTION

English is an international language which is used by most of countries in worldwide. Many people in this world used English language to communicate each other and English can be used in the modern era to increase the fields such as science, medicine,
technology, computer and many more. English is very important to use in the daily activity to improve our skills in many fields as well as we know. (Tonkin, 2003).

There are four English language skills which should be learned by the students namely reading, speaking, writing, and reading. From all of those four skills, reading is one of language skills that should be learned by the students because most of activities in class involve reading. Reading is an activity that we use to know the information in the text, therefore, reading is very important to increase knowledge especially that we havenot known before and understand what information we read in the text. (Tarigan, 1990).

Based on the School Based Curriculum (KTSP, 2006), teaching reading at Senior High School has some purposes that are to find out the main idea of the text and to find out general and specific information of the text. It means that comprehending the text is required by the students to gain the meaning of the text. This research focused on finding the general information and finding the specific information of Analytical Exposition text. In this research, the students’ scores of reading comprehension test were indicated by the students’ reading comprehension achievement after having been given different instructions.

Usman (1995) explains that the learning can be more successful if it involves some kinds of media than without having one. It means that media are needed in teaching learning process to make the students more interested in the materials which will be taught by the teacher. The media used in teaching reading of the present study referred to visual aids. This visual aids can be in the form of video, charts, film, pictures and so on. One of the visual aids which can be used in teaching reading is picture.

According to Wright (1989), the use of pictures may be a good beginning point to help the students to develop their reading skills. Pictures represent the non-verbal sources of the information which helps the students to recognize meaning more quickly than if they have to sort it out solely from what they hear or read.
Learning to read is a continuing process. As has been stated previously in the students’ past experience, their language competence, and their background of knowledge determine their own reading ability. These factors are closely interrelated to the students’ prior capacity in reading, because reading is a continuing process. All of us often hear or read news about the lack of reading interests in society especially for students. In fact, this reading interest has close relationship with reading skill. The more a person does reading activity, the more he increases his reading skill. Related to the statement, the teachers need to see the reality that learning a 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. (Burns, et al, 1984).

2. METHODS
In this research, the writer used descriptive qualitative method. It is used because this study tries to describe the implementation of teaching reading using composite picture technique for tenth grade students of SMK Batik 2 Surakarta. The subject of this study are six students who are three males and three females in one class. They are from X AK class, the object is the teaching reading process of tenth grade students at SMK Batik 2 Surakarta using composite picture to increase their reading comprehension. In collecting the data, the writer uses interview, observation and giving example and tasks of data. The data are in the form of interview transcripts, observation, and tasks between the writer and the six students. In analyzing data, three steps are involved, namely: 1) data reduction, 2) data description, and 3) conclusion and verification.

3. FINDINGS AND DISCUSSION
The findings describe the Implementation of teaching reading using composite picture technique for tenth grade students of SMK Batik 2 Surakarta 2018/2019 Academic year. The research findings shows that how the implementation of teaching reading using composite pictures technique at SMK Batik 2 Surakarta and how does the use of
composite picture technique in teaching reading comprehension help improve the students’ performance in reading skill for tenth grade students of SMK Batik 2 Surakarta, discussion are presents the relevant theories and previous studies.

3.1 The Implementation of Teaching Reading Using Composite Pictures Technique

Teaching reading as a process of learning is done in order to understand the students’, learning style and needs on materials. This technique can improve the students’ reading ability and helps the students answer reading tasks.

Derived from the data, the researcher tries to apply how the implementation of teaching reading using composite picture in SMK Batik 2 Surakarta with several steps will make the students interested to learn it. The steps were informing about teaching reading using composite pictures. They were asking question, giving the students the reading text and materials, giving feedback, discussion, and task practice. The researcher used LCD to show the task with blend of pictures to make the students more interested and easy to understand. This finding is supported by theory of Usman (1995) ‘‘that learning can be more successful if it involves some kinds of media than without having one. It means that media are needed in teaching learning process to make the students more interested in the materials taught by the teacher. The media used in teaching reading of the present study referred to visual aids. The visual aids can be in the form of videos, films, pictures and others.’’ It is proved by the statement below:

Participant I, Apakah kalian tertarik dengan teknik ini, coba jelaskan? Are you interested with this technique?.

Participant I, Apakah dengan adanya teknik ini memudahkan kalian menjawab soal? Does this technique make it easier for you to answer the questions?

Participant I, Apakah dengan adanya teknik ini memudahkan kalian menjawab soal? Does this technique make it easier for you to answer the questions? Sangat membantu, karena jika tidak menggunakan gambar siswa lebih banyak membaca soal dan itu menyita banyak waktu. Very helpful, because if you don't use the picture students will read more questions and it will take a lot of time.
Teacher motivated the students to improve their ability of teaching reading when teaching learning process by giving questions & materials about procedure text. If students could answer questions and understand them will get a good score from the teacher. Sometimes the teacher gave different rewards that can be used to study at school or at home. This can stimulate the spirit of the students to implementation of teaching reading using composite picture.

3.2 The use of composite picture in reading comprehension help improve the students’ performance in reading skill.

By using composite pictures of reading class, the students do not only learn by reading text and understand the material what the teacher says, but including practice in reading through the process of using composite pictures of real reading teaching. The students act as if they are doing the questions from the reading text in the classroom, such as reading text, understand the meaning, answer the questions, and give the improvement of reading using composite pictures.

Learning with combining picture text is more effective and focused, because if the teacher just gave the text material, the students do not focus on the materials and are less effective because usually the lesson is not interesting anymore. The factor is that the students are less enthusiastic to read and less interested in the materials being taught.

It is proved by the statement below:

Participant, Apakah dengan adanya teknik ini memudahkan kalian menjawab soal? Does this technique make it easier for you to answer the questions? Iya, karena dengan tehnik ini saya lebih mudah memhami maksud dari soal. Yes, because with this technique I’m easier to understand the meaning of the question.

Participant, Apakah penerapan teknik ini membuat kalian lebih semangat dalam belajar? Does the application of this technique makes you more enthusiastic in learning? Iya, karena tehnik ini lebih efisien dan mudah di pahami. Yes, because this technique is more efficient and easier to understand.
In this technique, more various pictures are better than the other techniques because learning with pictures can improve students’ understanding, teaching reading using composite picture that helps the students to develop their reading skills. Pictures represent the non-verbal sources of the information which helps students to predict what the text might be about. The capability to predict the answer of task is faster than without using pictures. Therefore, this technique is efficient to implement at SMK Batik 2 Surakarta to develops the reading comprehension of students.

4. CONCLUSION
From the findings, it can be concluded that this technique makes it easier for the students’ to understand and find answers in reading. In this technique, there are many benefits in teaching learning process including: a) easy to understanding the materials, b) faster in asking the task answer in reading test, c) making the students not feel bored in answering the questions with composite picture technique, d) saving time in answering the task. The result of the students’ statements in the findings and discussions section by using composite picture technique for reading comprehension, students’ generally improve their reading performance in the classroom.

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