

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research. The introduction is important for the opening of the research. It consists of background of the problem, setting of the problem, limitation of the problem, formulation of the problem. It also discusses about purpose of the research, significance of the research and definition of the key terms.

1.1 Background of the Problem

Reading is one of the four main skills in language learning. The four skills should be mastered by the students. There are listening, speaking, reading and writing from those four skills, reading is one of the skills that has an important role in English language teaching. According to Rahayu P, (2015:61) language is a very important tool in the lives of children, as language to communicate with other. Through reading, the students are able to communicate with the author, increase knowledge, get information or ideas from what they read. When people learn to read, they have the key that open the door to all the knowledge of the world.

Nowadays, there are many ways to get the information that students need by reading, such as from newspaper, magazine, novel, articles, journal and also other kind of reading book. Because of that, Student must be able to read and understand text in all formats for example: picture, video, print. In reading activities, the students are not just obligated to be able to read what is written in reading material but also the should be able to capture the information or message in the reading material itself.

Anderson (2007:2) States that reading comprehension is a process that involves meaningful construction of author's message by the use of prior knowledge, especially knowledge of language. It means that reading comprehension as a process of negotiating and understanding between the reader and the text content. Students have to know the language well to read efficiently and identify what the main point of the text is.

Reading is not a simple subject in learning English, The difficulties in reading are also faced by the students at SMPN 2 Rambah, In this case, the researcher choose SMPN 2 Rambah to conduct the research. It is because the Researcher have experience in teaching those students. English teacher in this school has been using the competence based on curriculum 2013 in teaching and learning process in seventh and eighth grade, and still using curriculum KTSP in ninth grade.

Therefore, Teacher should have effective reading strategy for the students to gain better reading comprehension. According to Anderson (2008:9), to make students become active and get involved in reading activities, it is needed to teach students the various reading strategies because reading with various strategies creates students to be creative and critical readers. According to Grellet (2010:8) reading is an active skill. Reading obviously involves some strategies such guessing, predicting, checking, and asking oneself questions. Teacher should stimulate students to predict and know what the text is about. The teacher needs a strategy to make the students comprehend and catch the idea of the text easily.

As a result, without these strategies, reading becomes very hard to do. Prediction is a pre-reading activity. According to Smith (1994), prediction is the prior

elimination of unlikely alternatives. It is the core of reading. All of our prior knowledge of places and situations enable us to predict when we read and thus to comprehend and enjoy what we read. Through this strategy, students find clues or connecting points.

According to Moreillon (2007:76) Prediction brings potential meaning to text and reducing ambiguity. In addition, Smith states that Predicting by using picture is a strategy which has a high possibility in helping the students' reading achievement. It means that, The predicting strategy activates students' background knowledge and starts engagement with key concepts. It activates background knowledge and shows students that they were smart enough to figure things out in reading.

Picture is one of visual aids. It is one of the media that can help the students develop their knowledge about the topic of the text. Pictures can make students more interesting to read, many studies found that to help the students understand the meaning of words, it is better to use pictures as one of the visual aids. When the students read certain text, they will easily get the information when they understand the pictures. Proper pictures have to be considered because familiar and simple pictures are needed by the students.

Furthermore, the researcher found the problem at eighth grade students of SMPN 2 Rambah. Most of students lack of vocabulary in reading and still difficult to comprehend in reading and predicting information from the pictures in pre-reading activity. Yildirim et al, (2011) states that Individuals who have comprehension problems generally have a more limited vocabulary than those who do not have comprehension problems.

Based on problem above, the researcher suggest students to predict information from pictures in pre-reading activity, because it can help them to more easy in comprehend and catch the topic or idea from the text. in this research the researcher choose eighth grade students because in this grade reading from pictures was studied, automatically students can apply it in reading.

So, the researcher interested to conduct the research, which entitles, “An analysis on the students’ competence in predicting Information from the pictures in pre-reading activity at eighth grade students of SMPN 2 Rambah”.

1.2 Setting of the Problem

Based on the background above, the researcher concluded that the students have problem in reading comprehension. Most of students lack of vocabulary in reading and still difficult to comprehend on reading and predicting information from the pictures in pre-reading activity. So, that makes them slower in doing task given by the teacher.

1.3. Limitation of the Problem

Based on the setting of the research above, the problem in this research only focus on students’ competence in predicting information, especially from the pictures in pre-reading activity at eighth grade students of SMPN 2 Rambah.

1.4. Formulation of the Problem

Based on limitation above, The problem of this research was formulated as the following question:

How are the students' competence on predicting information from the pictures in pre-reading activity at eighth grade students of SMPN 2 Rambah?

1.5. Purpose of the Research

Concerning to the problems about reading text above. So, the purpose of this research as follow:

To know the students' competence on predicting information from the pictures in pre-reading activity at eighth grade students of SMPN 2 Rambah.

1.6. Significant of the Research

Related to the objectives of the research above, The significant of the research as follows:

- a. To give enlarge knowledge and can give experience of the researcher in doing research about students reading comprehension on predicting pictures.
- b. To enhance the researcher knowledge about teaching reading through predicting information from the pictures
- c. To give additional information to the readers
- d. To be beneficial findings in education

1.7. Definition of Key Terms

The following given to make the readers have the same perception for some terms used in this research to avoid misunderstanding. The terms to be defined as follows:

1. Competence

According to Spencer (1993:9) competence means the proven ability to use knowledge, skills and personal, social and methodological abilities, in work or study situations and in professional and personal development. Its mean that, competence are combinations of attitudes, skills and knowledge that students develop and apply in study, for successful learning.

2. Prediction

According to Moreillon (2007: 76) Prediction are educated guesses about what will happen next based on what is known from reading the text; prediction can also involve reader's prior knowledge. In this research, prediction is a way of students to guess from reading text based on their background knowledge.

3. Pictures

According to Zoos (2009:183), Picture is very good visual media for the teachers to explain the meaning of words. its mean that, pictures is a way to draw something, In this research, Pictures is a direct tool used by the researcher to analyze the students ability

4. Pre-Reading Activities

According to Langer and Johnson (1982) , Pre-reading activities do not only prepare readers for the concepts that follow but also makes the reading task easier and connecting the new concept more meaningful to prior knowledge. Its mean that Pre-

reading activities are intended to activate appropriate knowledge structures or provide knowledge that the reader lacks.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about review of related theories, review of related finding and conceptual framework. This is very importance to discuss because in this chapter, the researcher explain more about reading and predicting information from pictures to make clear in understanding. The theories was supported by several expert who give their own definition than related to this research.

2.1. Review of Related Theories

2.1.1. The Nature of Reading

Reading is a process or activity to get information from the text, According to Linse (2005: 69) reading is a set of skills that involves making sense and deriving meaning from the printed word. According to Rahayu P, (2014: 62) Reading is one of the English skills that should be owned by the students to empower them to get knowledge especially in English. Linse (2005:71) states that reading comprehension refers to reading for meaning, understanding, and entertainment. He added that there are two main reasons that people read: “the first is for pleasure and the second is for information”. According to Ling, (2012: 147) reading is getting the text into the correct meaning. In this case, the students have to observe, interpret the pictures, make predicting information, and evaluate. It is a complex activity that involves both perception and thought. It consists of two related processes: Pictures recognition and comprehension.

Based on their definitions, it can be recognized that reading is an interaction in communicating of message between the writer and the reader. It means that the students have to discover ideas from the text based on their background knowledge about the texts.

There are also some experts who have opinion about the meaning of reading, William Grabe (2002: 9) say that reading is the ability to draw meaning from the print page and interpret this information appropriately. It means in this activity there is interaction between the author and the readers because the writer delivers idea to the readers through the texts. The readers can also improve their understanding through reading activity. Purposes for reading is: Reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write or search for information need for writing, reading for critique texts, reading for general comprehension.

In addition, Based on Mikulecky (2008:1) reading is a conscious and unconscious thinking process. The readers applies many strategies to reconstruct the meaning that the author is assumed to have intend. The reader does this by comparing information in the text to his or her background knowledge and prior experience. Based on explanation above, it is conclude that reading and comprehension is two things unit to be one, they cannot be separate, and they are unity. When students loose one of the elements, they do not do comprehending yet.

Based on their definition reading is interaction between the writers and the readers or activity to get information and knowledge and ability to draw meaning from the print page.

2.1.2. Reading Comprehension

Reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. According to Prado and Plourde (2005:43) comprehension is a process that involves thinking, teaching, past experiences, and knowledge. In reading comprehension, the reader involves some processes to understand and comprehend the text more. Comprehension is the process of deriving meaning from connects to the text. It involves vocabulary as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

According to Anderson (2003:109) in reading comprehension, a reader must understand in identify the main idea, following the procedure of the text, getting the impact, drawing the inferences, and seeing the writer's intention. If the students can understand information of the text that they read, so they will success to comprehend the text as whole because they are actively engaged and interactive with the meaning of the text.

Moreover, According to Tankersy (2003:90) the third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being present. Reading comprehension means that

understanding what has been read. It is active thinking process that depends not only on comprehension but also on the students experience and knowledge.

Furthermore, the readers can comprehend the text through reading process that includes the readers' background knowledge. Reading comprehension is crucial for students to be able to get the meaning out of their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concept.

Similarly, King and Stanley (2004:8) explain that there are five aspects in processing of reading comprehension. They are: finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making reference. The theory above can be described as follow:

a) Finding main idea

Reading concerns with meaning to a greater extend that it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by author, in order words, some of ideas are super ordinate while other subordinate.

b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and amount. In which most of the answer can be found in the text.

c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

d) Identifying references

Recognizing reference words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

e) Making inference

The importance of reading is to understand what the writer wrote; it is expected that reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate prediction.

It means that finding main idea in the text or print page make the students more quickly in understanding the messages from the author, factual information requires reader to scan specific detail, when the students find the meaning of vocabulary in the context, it can develop his or her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar words. In identifying of reference the words or phrase, the students are able to identify the word which they refer to will help the students understand the reading passage. In making inference, it is a skill where the students are able to read between lines. It divides into main attention, draw logical inferences and make accurate predictions.

Moreover, Grabe and Stoller (2002:17) States that reading comprehension as the ability to understand information in a text and interpret it appropriately. There are three components that involve in reading comprehension. They are: the reader, text and activity. These three components relate each others in various stages of reading comprehension. They are: pre, while, and post reading activities. Thus, the levels of reader's comprehension (literal, inferential, and critical) are determined well from the interaction among those components. It's mean when teacher teaching students in reading comprehension, the teacher can use reading strategies to make the students more understand about the text.

In conclusion, reading comprehension is activity to get knowledge, information or experience and ability to know the meaning of message in the text, there is interaction between the writer to give her/his idea and the readers to get their understanding.

2.1.3. The Strategies in Reading

In order to help students their comprehension of reading and increase their reading ability students have to use some skill and strategies. It will define the difference between reading skills and reading strategies, and illustrate before, during, and after reading strategies.

According to Beckner and Dumas (1968) reading skill is a helpful tool that a student practices in order to improve reading . Teachers teach various skills to improve the understanding of reading. Unfortunately, many of the students while decoding do not comprehend what they are reading. On the other hand, a reading strategy is a plan or way of doing something; a specific procedure one uses to

perform skill-defined strategies as behaviours' and thoughts that a learner engages in during learning that are intended to influence the learners encoding process. They asserted that strategies are mandatory for academic development.

Students today have difficulty getting through a short reading assignment, such as a newspaper article. This difficulty is associated with the lack of ability to focus and concentrate on written words. Due to this, many students need guidance and strategies to help focus on reading and to do more than just read the words on a piece of paper.

In the area of reading strategies studies, many researchers have utilized different types of strategies, these last are more effective, useful and beneficial ones for students which some of them are as follows: predicting, skimming, scanning, inferring, guessing the meaning of new words, self monitoring, and summarizing.

a. Predicting

According to Magiliano (1993:53) prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings and text as well as personal experience to make predictions before they begin to read. So, predicting involves thinking ahead while reading and anticipating information and events in the text.

b. Skimming

According to Grellet (1999:25) skimming is used by readers to get a general idea about the content of printed materials through reading the text quickly. in this strategy, readers will look for something quite specific or get general ideas before

putting effort into close reading. Skimming is one of strategies that require readers to read quickly in order to get an overview/the general idea or gist of a section.

c. Scanning

According to Grellet (1981: 59), scanning is a reading technique that requires reader to search for specific information without reading the whole text, through looking at its title, table of content and so on. It is a strategy students often use when looking for specific information by reading something quickly such as search for key words or ideas. we can say that scanning is reading quickly to locate specific information.

d. Inferring

Based on Prezler (2006: 4) inferences are evidence based guesses. in case of reading; students use their prior knowledge to make inferences about the text. According to Zimmermann (2009: 23) inferences are often referred to as what you read between the lines that means the author wants the reader to make the jump to the same conclusion the author has made. He states also that “Drawing inferences from text is a technique which requires readers to use their prior knowledge (schema) and textual information to draw conclusions, make critical judgments, and form unique interpretations from text”. So, the inferences are the conclusions that a reader draws about the unsaid passage based on what is actually said by the author.

e. Guessing the Meaning of New Words

One of the most difficult problems that make an obstacle for students in the comprehension of reading is unfamiliar or new words. According to Clarck (1980:220) the best way to solve this problem is to guess the meaning of unfamiliar

words from the context in order to save time and to continue reading without interruption or referring to a dictionary.

f. Self Monitoring

According to Hanson (1996:191) views that the ability of a student to self-monitor his or her performance is a natural step toward becoming independent, which can only happen when students take responsibility for their own behavior and essentially become agents of change. Furthermore, self-monitoring can be used both to assess where students are functioning academically and behaviorally and to improve academic or behavioral performance.

g. Summarizing

It is the last strategy that can be used by readers, it requires the readers to organize or restate the information or the main ideas of a given text by his/her own style after their comprehension or in other words, taking a lot of information and creating a condensed version that covers only the main points. Based on Oxford (2006:717) summarizing as a short description of the main ideas or points of something without any details.

2.1.4. Predicting

According to Bailey (2015) predicting is an important reading strategy, It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story. It's mean that when making predictions, students imagine what will come next in the text, based on their prior knowledge. Magiliano (1993) states that Predicting helps readers to activate their

prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot. The students think about what's going to happen and make smart guesses based on what they know and have read.

Predicting encourages students to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text. Making predictions is also a valuable strategy to improve reading comprehension. Students are able to make predictions about a story, based on what they have already heard, read, or seen. This in turn, will allow students to become actively involved in the reading process. To determine if their predictions are correct, students should be required to reread portions of the text to recall facts about the characters or events within the story.

It's mean that with predicting information, we can know that what extent of the competence of the students in reading though picture. The students are more likely to read though picture because we can see directly and interesting. The advantages in using prediction are the students can self study and the teacher does not really busy in teaching learning process. And also the students are more active. Therefore the principle at school based curriculum competence can actually. With give picture, students can make predictions. Prediction picture helps students more easily to understand. But the teacher must control them because some of students do not like it. Method which the teacher uses in teaching learning must increase comprehension students.

When making predictions, Students justify their predictions, discuss or write their explanations, and make new predictions based specific evidence from the text. Students can also determine whether predictions came from their own prior knowledge and which predictions were based on evidence. Reading English Use the prediction strategy when introducing new picture books to primary students or new chapter books to older students.

2.1.5. Predicting through pictures

According to Duke and Pearson (2002) Prediction strategies help promote overall story understanding and engagement with the text information during ongoing reading and enable readers to verify their understanding of the text.

Prediction is a major in reading. Before students read, they often look at the blurb. It may contain summary, a photograph, and headline. It affects us to predict what we are going to read. Guessing or predicting what in the pictures can make the students infer the general information in the text. The students are more likely to read through the pictures, because they can see the object directly. The ability to make a correct prediction will greatly increase readers' reading speed and enhance their comprehension.

It's mean that, making predictions is a strategy in which readers use information from a text and their own personal experiences to anticipate what they are about to read. This strategy also helps students make connections between their prior knowledge and the text.

According to Moreillon (2007) Predicting involves more than trying to figure out what happens next. But also ask questions, recall facts, reread, skim, infer, draw conclusions, and finally, comprehend the text more fully. Beginning-level English language students may not have sufficient fluency to generate predictions. They may need additional input that can enrich their background knowledge and increase their vocabulary before they can predict.

Moreover, Harris (1969) explains that reading comprehension can be gained from several skills. They are:

- a. If the students have a large amount of vocabulary
- b. If the students have skill in identifying unfamiliar words
- c. If the students have a good eye-movement habits
- d. If the students have proper habits of posture, holding book, etc
- e. If the students have speed and fluency in silent reading
- f. If the students can develop oral reading skill; phrasing, expression, and pitch

The teachers' role here is giving students "hint". They should try to stimulate their students to have some words by predicting the pictures. It is using prior knowledge of the subject to make predictions about the content, using knowledge of the text type and purpose to make prediction about discourse structure, using knowledge about the author to make prediction about writing style, vocabulary, and content. As a result, the teacher must control them. After making a prediction, students read to a text and either confirm or revise their predictions.

2.1.6. Procedure of predicting through pictures

According to Harvey and Goudvis (2000) Predicting, confirming predictions and making predictions motivates and engages readers, provides direction for reading and leads to deeper thinking about text. Predictions are not wild guesses. They involve making inferences, using information in the text and prior knowledge to anticipate what will happen next.

As readers continue through the selection, predictions can be confirmed or verified, updated or revised based on new information or not confirmed or not verified. Notice the use of the terms “confirmed” or “verified” and “not confirmed” or not “verified” rather than “right” or “wrong”. The reality is that predictions are similar to conjectures and when not born out should result in new learning. Therefore, even after reading, students should reflect on their predictions.

Students need to learn to do the following to make thoughtful predictions:

- a. Identify clues in the text or pictures and one’s background knowledge to support a prediction
- b. Decide when to make a prediction based on a turning point or other point in a story
- c. Confirm or verify predictions during and after reading
- d. Make and evaluate alternative predictions
- e. Review predictions and thinking about why they were or were not confirmed or verified

When the process of predicting and confirming predictions is first being introduced and practiced by students, it is helpful to record predictions to be sure they are revisited.

There are some advantages by using prediction strategy in reading comprehension for the students according to Johnson et.al (2004) states that by making predictions, readers are using the following processes; activate prior knowledge, thinking on a literal and inferential level, adding to their knowledge base, making connections, monitoring comprehension, filling the gaps in the author's writing.

2.1.7. Visual Media

The Visual Media is a kind of instructional media that only can be seen. In educational process visual media can be able to help the teachers in doing their duty as educator. According to Brown (1977:156) the aid that help in teaching languages and can be seen are called by "Visual Media". They include black board, chart maps, pictures, flannel-boards, film-strips, slides, epidiascope, and other actual object that facilitate the process of teaching. It is very effective to use in learning and understanding new vocabulary of foreign language. It gives a brief explanation about the meaning of the word.

By using visual media, the teachers are able to make situation more interest and clear. Teachers' role is not only to know the ability of the students, but also to know the election of the visual media that have to be adapted with the material that will be taught. It can be avoid the students from misunderstanding. According to Brown (1977:158) visual media has many advantages. They are:

- a. Visual media make class become more interesting
- b. Visual media can help to move situation that make the meaning of remark be clearer
- c. Visual media can increase teachers' knowledge and prepare the lesson more effective
- d. Visual media can influence the students as well as reading and writing
- e. Visual media give information about one of background from the literature about living in foreign country

2.1.8. The Kinds of Visual Media

According to Zoos (2009:183) teaching reading skills by incorporating visual component will be helpful for students because visual components might be used as tools for students to learn to understand ideas and to learn in new ways.

The kinds of visual media are divided as follows:

a. Picture

Picture is very good visual media for the teachers to explain the meaning of words. By using the picture, it will be easier for the teachers to deliver an idea directly, for example; people, building, panorama, and accident that impossible to bring them to the classroom.

b. Wall Chart

Wall chart is hung picture on the classroom wall or even on the black board. This kind of visual media is very useful in mastery of vocabulary.

c. Flash Card

Flash card usually made from thick paper. The numbers of flash card based on the teachers' creativity. There are flash cards of time, people, place, time, etc.

d. Black board

Blackboard is the most traditional visual media. It is flexible media that can be used to make picture, schema, diagram, etc. The usage of black board is depending on the teachers' creativity. Without teachers' creativity, black board has no meaning, and it is only nothing.

In this research, the researcher using pictures as visual media, because based on explanation above, pictures more easily for teacher to deliver the idea and more interesting for students.

2.1.9. Definition of Pictures

Picture can be seen as many things such place, objects, and people. According to Wright (1989:2) pictures are not just an aspect of method but through their representation of places, objects, and people. They are an essential part of overall experiences.

Furthermore, Based on Murcia and Hilles (1988:73) pictures are versatile and useful resources for teaching. It's mean that pictures can make the teacher more creative and make learning process become more interesting for the students, Picture is also considered as good resource and media in teaching

2.1.10. The Types of Picture

According to Finocchiaro (1974:100) there are three types of picture:

First is Individual picture of person and object. Individual picture of persons and objects are the simple picture. According to Mary (1969:194) an individual

picture is a picture in which the item to be taught is found alone or is highlight in some fashion containing person or an object. It is a single picture of object, activity, or people. The picture shows one thing only. It can be person, animal, place, etc.

Second is Situational picture. Szyke (2005) states that situational picture is picture in which we can see people doing something and it is presented in large size picture. It shows an activity. The picture shows daily activity, such as mother cooking in the kitchen, the woman planting the flower, father working in the office, a cat eating a fish, etc. Therefore, the viewer can describe what happen in the picture is.

Third is series picture. Series picture is picture which are related to each other and treated as separated picture. Based on Azlina (1981: 49-50) series picture is a number of related composite pictures linked to form a series or sequences of events on one chart. The main function is to tell a story or sequence of events. Usually picture series is available in text book, comics, and cartoon strip in magazine for the teacher to copy and enlarge it. It is can be used by the teacher in teaching daily activity.

2.1.11. The Kinds of Reading Activities

According to Khamraeva (2016:45) Generally, a reading lesson has three major activities, there are:

- a. Pre Reading activities, mean tasks/activities that students do before they read the text in detail. The purpose of this activity is to facilitate while-reading activities. Garmer calls this activity of reading *Lead-in*, where the students and teacher prepare themselves for the tasks and familiarize themselves with the topic of the reading exercises.

- b. While Reading activities, these include activities that a pupil engages in while reading the text and the purpose of these activities would be to enable pupils to achieve the lesson aims by handling the text in different ways.
- c. Post Reading activities, the purposes of this activities are: to help students use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills: listening, speaking, writing and with the foreign culture, to make use of key words and structures to summarize the reading passage, to extract the main idea of a paragraph or a reading text and to interpret descriptions (outlining and summarizing).

2.2. Review of Related Findings

There are some studies that discuss about the students competence in using pictures as visual media. First, research was done by Ety Sofiyatun (2009). The researcher conducted a research entitled “The use of pictures stories to improve reading comprehension of the fifth year students at SDN 1 Pledokan, sumowono, semarang in 2008/2009 Academic year” The study conducted by using classroom action research. This research was conducted based on the problem 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. The objective of the study is to discuss the implementation of improving reading comprehension using pictures stories at elementary school.

Second, Siti Nur Afifah Ain (2011). the researcher conducted a research entitled “Using pictures stories in teaching simple past tense to the 9th grade students

of SMP Tlasih” The study conducted by using descriptive qualitative research. The purpose of this study is to find out how the pictures stories used in teaching simple past tense. The result of the research showed that pictures stories given some advantages in teaching simple past tense.

Third, Dwi Astuti Wahyu Nurhayati (2014) the researcher conducted a research entitled “Using picture series to inspire reading comprehension for the second semester students of English department of IAIN Tulungagung”, The study conducted by using classroom action research. The problem highlighted in this research is the low reading comprehension of the second semester students of English department in state collage of Islamic studies Tulungagung. In collecting the data, the researcher used observational technique supported with test. There is significant improvement in the result of pre-test and post-test of cycle 1 and 2. The result of the research showed that picture series can increase the students’ motivation in reading class especially to improve their reading comprehension.

Forth, Allen Subekti (2014) the researcher conducted a research entitled “The Effectiveness of using pictures in teaching reading of procedure text” this research conducted to know whether using picture is effective in teaching reading of procedure text. The study used experimental research. The writer used convenience sampling then XII Marketing 2 was chosen as experiment class while XII Marketing 2 was chosen as controlled class. The both experiment and controlled class consist of 28 students. Pre-test and post-test are used as the instrument of the study. The result of the study shows that picture becomes effective media in teaching reading of procedure text. It can be seen from data gotten after the holding of pre-test and post-

test. the score which is gained by the experiment class students (410) is more than score gained by the controlled class students (325). The result also shows that the t-test score is 4.53 while the value of t-table in the significant degree of 5% is 2.005. Based on the find mentioned before, teaching reading of procedure text using picture is more effective than without using pictures.

Fifth, Rahmah (2016) the researcher conducted a research entitled “Students’ competence in predicting picture on reading text at senior high school” The study used quantitative research. The objective of the present study is to find out the competence of predicting information through picture by students of SMA Utama Medan. The data of this study were obtained from the students’ score of reading test. Based on the result of data analysis, it was found that the competence in predicting information through picture is very good. From 32 sample students, there were 20 students (62.5%) got very good score or can predict more than 5 details of information from the text, 10 students (31.25%) got good score or can predict less than 5 details of information from the text and only 2 students (6.25%) got bad score or predict less than 2 information. The result of this research found that the used of pictures as the tools in teaching reading has positive impacts in teaching reading to students, especially in getting their attention, activating their background knowledge and motivates them to read and figure out the content of the text.

Based on their researchers above, the similar and different in this research is same to know about students’ competence in using pictures in learning English and the different of this research is analysis students’ competence in predicting

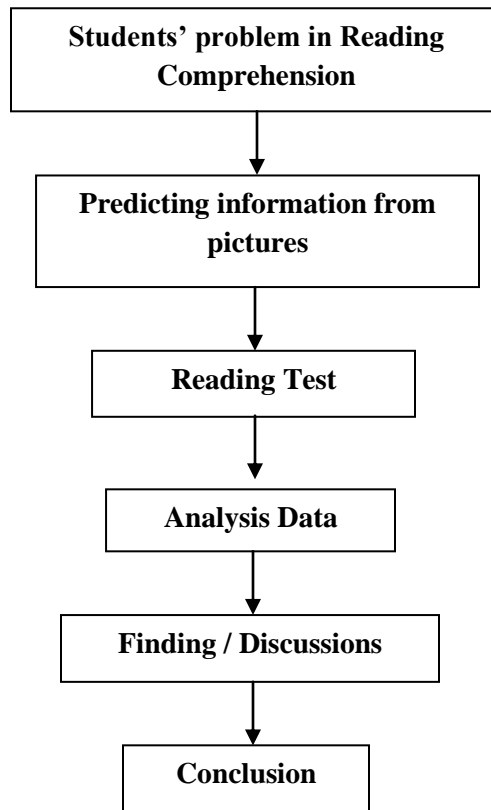
information from the pictures in pre-reading activity at eighth grade students of SMPN 2 Rambah.

The researcher get positive contribution from that, Predicting is strategy in pre-reading, use pictures in predict the information can made students' more easy to comprehend the text. In this research, the researcher wants to find out how the students' competence in predicting information from pictures.

2.3. Conceptual Framework

Conceptual framework is the concept that researcher use to plan the research. A conceptual framework is an analytical tool with several variations and contexts. In this case the researcher analyzing about Students Competence in Predicting Information from the Pictures in Pre-reading activity at eighth grade students of SMPN 2 Rambah. It was used to make conceptual distinctions and organize ideas.

Figure 1. Coceptual Framework



Based on figure above, reading was used pictures and studied by students at eighth grade students at SMPN 2 Rambah. In this research, the researchers' analysis students in reading comprehension on predicting information use pictures.

Based on Hughes (2003:54), one of the techniques to assess the students' comprehension is multiple choice test. In this research, the students answer the reading test (Multiple choice test). Then, the researcher analyzed the students score and students' competence in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the introduction of research methodology. Research methodology is a way to find out the problem on a specific matter or problem that is also referred as research problem. It consists of research design, setting of the research, instrumentation of the research, procedure of the research, population and sample. This chapter also discusses about technique of collecting data and technique of analyzing data.

3.1. The Research Design

The research design used in this research was descriptive quantitative research. According to Arikunto (2010), descriptive research is the research has purpose to accurate the situation, condition, and other. In addition, Darhohomai (2010:1) says the quantitative is evaluating numerical, measurable information.

It is descriptive because the researcher describe the research object, the aim of this research is to find out the students' competence in predicting information from the pictures in pre-reading activity at eighth grade students of SMPN 2 Rambah

3.2. Setting of the Research

The research was conducted at SMP Negeri 2 Rambah. It is located at JL.Riau, Number 61 Pasir Pengaraian Sub District of Rokan Hulu Regency

3.2.1. Population

According to Arikunto (2006:130) the population is a set or collection of all elements processing one or more attributes of interest. The population of this

research is 130 students of eighth grade of SMPN 2 Rambah. The population was divided into 5 Classes. The specification of the population is revealed on the following table:

Table.3.1. Population of the study

No	Class	Students
1	VIII.1	25
2	VIII.2	26
3	VIII.3	26
4	VIII.4	27
5	VIII.5	26
Total		130

3.2.2. Sample

Sample is part of population, which is chosen to participate in studying. According to Porte (2002: 243) sample is a group the population to represent it, because the population is too large to study in its entirety. The population of this research was eighth grade students of SMPN 2 Rambah. To take the sample, the researcher used random sampling technique.

According to Ary (2002:89), random sampling technique was that all members of the population have an equal and independent chance of being included in the sample. From this definition, it mean that random sampling is technique or procedure that use to selecting sample that every person.

The procedure of taking sample begins from:

- a. Invite the students to write name put inside of bottle
- b. Entire name are put in a bowl

c. And they are shackled thoroughly.

Those numbers or names coming out are consider to be sample. In Addition, according to Arikunto (2008:116) if population less than < 100 it's better to take all in population, if population more than > 100 the researcher can take the data between 10-15% or 20-55%. The researcher chooses the sample of data use lottery from 50% from 130 students in population. So, $130 \times \frac{50}{100} = 65$ it's mean that 65 students.

3.3. Instrumentation of the Research

Research instrument is what the researcher uses to collect the information. It can be helpful tool to the researcher's study. According to Arikunto (2006:149) research instrument is a kind of tool which is used by the researcher to collect or to get the data. It means, instrument is a tool which was used by a researcher in using method during conducting the research in order to get the data better.

The research instrument use to measure the value of the variables study is:

1. Reading test

In this research, the researcher used reading test to know the students' competence in predicting information from pictures, According to Hornby (1995:1233) test is a range of questions used to measure skill, intelligential knowledge, or other talents possessed by individuals or group. In this case, the researcher applied and instructions to choose the correct answer in reading test consist of 60 multiple choice. The question of reading test based on the topic from the

book “When English Rings a Bell” revised edition 2017 for Junior high school at eighth grade students in second semester, They were:

1. My uncle is a Zookeeper
2. What are you doing?
3. Bigger is not always better
4. When I was a Child
5. Yes, we made it!
6. Don’t forget it, please!

3.4 Procedure of the Research

The procedure of this research was applied in the several steps. They were as follows:

- a. Make a plan and prepare all of thing that needed by the researcher.
- b. Do observation in the school for see what the problem happened in the population.
- c. Collect the Data and Analyze the Data.
- d. Make conclusion about the Data.

3.5. Technique of Collecting the Data

Collecting data is the most important one in order to support the research. The purpose of collecting the data was to find the data, to get explanation and information about the research. In this research, the researcher used test as instrument to collect data. Testing is the way in which the information about people language ability can be gather. The test was used to find out the students’ comprehension in predicting information from the pictures. The data of this research are the score of the students’

reading comprehension obtain by using reading test. Before the researcher giving test, the researcher giving instruction how to do the test.

3.6. Technique of Analyzing Data

The data used in this research came from the students reading test. Based on Sugiyono (2016) the activity of analyzing for quantitative is done by interactive and continued until finished. In analyzing the data the procedures was: The researcher continued to analyze students' competence in predicting information from pictures based on students' reading test. In scoring multiple choice test , the researcher determines the students' score ranging 0-100 by counting the correct answer and applying the following formula:

$$S = \frac{R}{N} \times 100$$

Where, S = Score of the Test

R = Number of correct answer

N = Number of question

After the researcher counted the students' score, the researcher classified and determine their level or their ability, the classified as follow categorized into very good, good, fair, low, and very low. In this research, the students' score were categorized as follows:

Table. 3.2. The range and category of the students' ability

Range	Category	Criteria of Ability Levels
80-100	A	Very Good
66-79	B	Good
56-65	C	Fair
40-55	D	Low
0-39	E	Very Low

(Arikunto, 2002:244)

After the researcher got the letter grade of the students, the researcher used descriptive analysis technique or Percentage to analyze students' competence in predicting information from the pictures. the results calculate to percentage based on Sugiyono (1995) as follows:

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

Where, P = Percentage

F = Frequency

N = Number of sample