

**AN ANALYSIS ON THE SECOND YEAR STUDENTS' ABILITY IN PREVIEWING
PARAGRAPHS USING PICTURES AT ENGLISH DEPARTMENT OF
BUNG HATTA UNIVERSITY**

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Abstract

The aim of this study was to describe the students' ability in previewing paragraphs using pictures. The researcher used descriptive method. The population of this study was the second year students at English Department of Bung Hatta University. The total number of population was 108 students. To get the sample, the researcher used cluster random sampling. The sample of this study was class A. The number of sample members of class A was 40 students. The data of this study were gathered using a reading test in previewing paragraphs using pictures in the form of multiple choices. Based on the result of this study, it was found that the ability of the second year students at English Department of Bung Hatta University in previewing paragraphs using pictures was moderate. Based on the findings, it can be concluded that the ability of the second year students at English Department of Bung Hatta University in previewing paragraphs using pictures was moderate. In line with this conclusion, the lecturers are suggested to explain more comprehensively about the way of previewing paragraphs using pictures and give more exercises to the students to improve their ability to preview paragraph using pictures. The students are also suggested to learn and do more excercises to improve their ability in previewing expository paragraph narrative paragraph, descriptive paragraph and argumentative paragraph using pictures.

Key words: Previewing, Paragraph, Picture.

A. Introduction

Reading is one of the four main skills in language learning. It is the important skill for students in learning English because the success of their study depends on their ability in reading.

Johnson (2008:3) states that reading is the practice of using text to create meaning. We get better at reading by practicing. Conversely, if we do not practice, we will not get better and our skills may deteriorate. A good reader reads faster and creates more of the message, whereas

a poor reader reads slowly and creates less information. Reading is one of the subjects students learn at the English Department of Bung Hatta University. It is taught in series, that is Reading I, Reading II, Reading III, Reading IV, and Advanced Reading. Learning materials taught in those series are arranged gradually. It means the learning materials for higher serial is more difficult than the lower one.

In Reading III, the second year students have learned to preview a paragraph before reading it. In other words, they learned to comprehend the paragraph by previewing it first. Previewing is the process of reading parts of the material vertically as quickly in order to get a general overview of the passage (Wainright, 2006 : 87-88). It means that previewing reading text is one way to read more quickly and effectively. Previewing helps the readers understand more quickly what they read.

One of the ways of previewing is by using picture. Sadiman *et. al* (2007:28) state that picture is a illustration of message in the form of visual communication symbols.

However, based on the result of informal interview and discussion that the researcher did with Dr. Kusni, M.Pd as a lecturer at English Department, it was found that many of the second year students of English Teaching Department of Bung Hatta University who were registered in academic year 2013/2014 still got difficulties on previewing paragraph, particularly in previewing expository parahraph narrative paragraph, descriptive paragraph and argumentative paragraph. When they previewed the paragraph given by lecturer, they previewed the paragraph by using the words in boldface type in the paragraph and it made them difficult to figure out what the writer has to say on a given paragraph. And it was not the interesting way to them to create the expectations what a paragraph will be about.

Based on the phenomena above, the researcher was interested in conducting a research entitled “An Analysis on the Second

Year Students’ Ability in Previewing Paragraphs Using Pictures at English Department of Bung Hatta University “

B. Research Method

This study was aimed to describe the students’ ability in previewing paragraphs using pictures. Relating to this, the researcher used descriptive method. Ariola (2006:47) states that descriptive research describes current events and the research questions or problems raised are based on the appreciation of present phenomena, events, or state of affairs. The purpose of the descriptive method is to describe “ what is “. It deals with the prevailing conditions of objects, people, and events. Hence, descriptive method is used to measure and describe about problem in order to get real information.

Blankenship (2010:82) says that population is the group of all individuals, organizations, or artifacts, that could be involved in the study. He adds that a population is also the group that the researcher wants the results of the study to apply to at the conclusion of the study. The population of this study was the second year students at English Department of Bung Hatta University who were registered in academic year 2013/2014. The population consisted of three classes; class A, class B, and class C. The total number of population members was 108 students.

The number of students of each class is shown in Table 3.1

Table 3.1
The Distribution of Population by
Class

No	Class	Number of students
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1	A	40
2	B	40
3	C	28
Total		108

Because the number of population was quite large, the researcher used sample. According to Blankenship (2010:82), a sample is the subset of individuals, groups, or organizations selected through the sampling process to participate in the study. He adds that once the population is clearly defined and identified, in consistent the next step is to determine who will participate in the study.

According to Gay (1987:114), the minimum sample for a descriptive research is 10 % out of the total number of members of population. It means the more is the better. In this study, the researcher decided to have sample size of 37%.

To select the sample, the researcher used cluster random sampling technique. According to Williams and Wilkins (2007:33), a cluster sample is a random sample of natural groupings (clusters) of individuals in the population.

In this research, the researcher collected the data by using a reading test. It was constructed in the type of multiple choices. The test covered eight pictures and each picture has 5 items.

Before the researcher gave a real test, the researcher tried out the test to the students out of the sample because the test was nonstandardized test. Nonstandardized test is the test made by the researcher. She tried it out to make sure whether the students understood the instructions of the

test or not and whether the time allocation was sufficient or not.

Besides that, the result of this try out would be used to analyze item difficulties, item discrimination, and to find out the reliability of the test.

1. Item difficulties

To analyze the item difficulties of this test, the researcher used the following formula (Arikunto, 2012: 223) :

$$P = \frac{B}{JS}$$

Where :

P : item difficulties

B : the total of the students who answered the item correctly

JS : the total of students who followed the test.

The item difficulties range between .00 – 1.0 and it is symbolized as “P” that refers to “proportion”. The result of difficulty index was classified into the following (Arikunto, 2012:225).

P : .00 – .30 = difficult

P : .31–.70 = moderate

P : .71 – 1.00 = easy

From the range above, the researcher uses the item that has P between .30 – .70 because Arikunto (2012: 225) states that the item is considered good if the index of difficulty is between .30 – .70.

2. Item discrimination

To analyze item discrimination, the researcher used the following formula (Arikunto, 2012:228).

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

- D : item discrimination
 BA : number of the students in the high group who answered the item correctly
 BB : number of the students in the low group who answered the item correctly
 JA : number of the students in the high group
 JB : number of the students in the low group

Item discrimination is symbolized as “D” that refers to “discrimination”. The result of item discrimination was classified into the following (Arikunto, 2012: 232).

- D : .00 – .20 = poor
 D : .21–.40 = satisfactory
 D : .41 – .70 = good
 D : .71–1.00 = excellent

From the range above, the researcher used the item that has D between .40 – .70 because Arikunto (2012:232) states that the item is considered good if the index of discrimination is between .40 – .70.

From the result of try out test, 32 test items fulfilled the criteria of a good test from point of view of item difficulties and item discrimination, and the researcher revised three items (7, 10, 37). The researcher also discarded five items; 9, 30, 35, 36, 38 (see appendix F).

3. Reliability

To analyze the reliability of the test, the researcher used split half method. Singh *et.al* (2008:79) state that split - half method (odd – even) typically provides largest reliability

coefficients for a given test. It was a kind of method which divided the items of the test into odd group and even group.

To find out the coefficient of correlation of the test, the researcher used Pearson Product Moment formula (Arikunto, 2012:87).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{xy} : The coefficient of correlation between variable X and Y

$$\sum XY$$

: The total of X times Y

$$\sum X$$

: The total number of odd item score

$$\sum Y$$

: The total number of even item score

$$\sum X^2$$

: The sum of the odd item scores squared

$$\sum Y^2$$

: The sum of the even item scores squared

N : The total number of sample

To find out the reliability of the whole test, the researcher used “Spearman Brown’s formula” (Gay, 1987:139) as follows:

$$r_{total\ test} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where :

$r_{total\ test}$: The reliability coefficient for total test

r_{xy} : The correlation between odd and even items.

Arikunto (2012:89) classified the coefficient of correlation of the test into several categories as follows:

.800 – 1.00 = very high

.600 – .800 = high

.400 – .600 = enough

.200 – .400 = low

.00 – .200 = very low

C. Findings and Discussion

Findings

The ability of students in previewing paragraphs using pictures was moderate. It was indicated by the fact that 28 students (70 %) had the score range between 15.99 and 29.17 and whose ability fell into moderate category.

The ability of students in previewing expository paragraph using pictures was moderate. It was indicated by the fact that 25 students (62.5 %) had the score range between 4.28 and 8.18 and whose ability fell into moderate category.

The ability of students in previewing narrative paragraph using pictures was moderate. It was indicated by the fact that 23 students (57.5 %) had the score range between 4.28 and 8.58 and whose ability fell into moderate category.

The ability of students in previewing descriptive paragraph using pictures was moderate. It was indicated by the fact that 22 students (55 %) had the score range between 3.13 and 7.63 and whose ability fell into moderate category.

The ability of students in previewing argumentative paragraph using pictures was moderate. It was indicated by 30 students (75 %)

had the score range between 2.95 and 6.15 and whose ability fell into moderate category.

Discussions

In general, the data indicated that the students' ability in previewing paragraphs using pictures including expository paragraph, narrative paragraph, descriptive paragraph and argumentative paragraph were moderate.

1. The result of data analysis demonstrated that most of the students (62.5 %) had moderate ability. This result indicated that most of the second year students of English Department at Bung Hatta University still had difficulties on previewing expository paragraph. As an illustration, the question number 2 "What message does the writer tell to the reader based on the pictures?" the correct answer for the question is B. "*Fresh food is better than processed food*". The question could be answered correctly by 24 of 40 students. It means that the students have to know that in previewing expository paragraph using pictures there are some ways that they should do (Padgett, 2004:2)

- (1) Pay attention to the pictures
- (2) Record the information or direction based on the pictures
- (3) Elaborate what do you know about the pictures by answer the questions about pictures

2. The result of data analysis demonstrated that many of the students (57.5 %) had moderate ability. This result indicated that many of the second year students of English Department at Bung Hatta University still had difficulties on previewing narrative paragraph. As an

illustration, the question number 16 “What did they do while watching the movie ?” the correct answer for the question is B. “ *Eat a lot of pop corn*”. The could be answered correctly by 23 of 40 students. It means that the students have to know that there are some ways that they should do in previewing narrative paragraph using pictures (Padgett, 2004:2), they are :

- (1) Look at the pictures
- (2) Identify settings, characters, and plot.
- (3) Create summaries based on the pictures
- (4) Answer the questions about the pictures

3. The result of data analysis demonstrated that many of the students (55 %) had moderate ability. This result indicated that most of the second year students of English Department at Bung Hatta University still had difficulties on previewing descriptive paragraph. As an illustration, the question number 25 “What is the picture about?” the correct answer for the question is B. “ *The camel is a remarkable animal*”. The question could be answered correctly by 18 of 40 students. Similarly, the question number 26 “Where is the natural habitat of the camel? the correct answer for the question is C. “*In the desert*”. The question could be answered correctly by 18 of 40 students. It means that the students have to know that there are some ways that they should do in previewing descriptive paragraph using pictures (Macceca, 2007:128), they are :

- (1) Look at the pictures or title of the pictures if it is available

(2) Activate your prior knowledge on the pictures

(3) Make predictions about person,place, thing or event on the pictures

(4) Answer the questions about the pictures

4. The result of data analysis demonstrated that most of the students (75 %) had moderate ability. This result indicated that most of the second year students of English Department at Bung Hatta University still had difficulties on previewing argumentative paragraph. As an illustration, the question number 33 “What is the purpose of the pictures? to give argumentations to the readers that” the correct answer for the question is A. “*Chocolate is very useful for our health*” . The question could be answered correctly by 22 of 40 students. Similarly, the question number 35 “What is the main reason of the people to avoid consume chocolate ?”the correct answer for the question is D. “*Because most of people think that the chocolate can damage the teeth*”. The question could be answered correctly by 22 of 40 students. It means that the students have to know that there are some ways that they should do in previewing argumentative paragraph through pictures (Macceca, 2007:128), they are :

(1) Look at the pictures or title of the pictures if it is available

(2) Marks an important picture or statement that contained in the pictures

(3) Activate your prior knowledge on the pictures

- (4) Make predictions about the pictures
- (5) Answer on the questions about the pictures

D. Conclusions and Suggestions

Conclusions

Based on the findings of this study as already discussed in the previous chapter, the researcher draws the several conclusions as follows;

In general, the ability of the second year students at English Department of Bung Hatta University in previewing paragraphs using pictures was moderate. It was indicated by the fact that 28 students (70%) had moderate ability.

The ability of the second year students at English Department of Bung Hatta University in previewing expository paragraph using pictures was also moderate. It was indicated by the fact that 25 students (62.5%) had moderate ability.

The ability of the second year students at English Department of Bung Hatta University in previewing narrative paragraph using pictures was moderate. It was indicated by the fact that 23 students (57.5 %) had moderate ability.

The ability of the second year students at English Department of Bung Hatta University in previewing descriptive paragraph using pictures was moderate. It was indicated by the fact that 22 students (55 %) had moderate ability.

The ability of the second year students at English Department of Bung Hatta University in previewing argumentative paragraph using pictures was moderate. It was indicated by the fact that 30 students (75 %) had moderate ability.

Suggestions

Based on the conclusions above, the researcher suggests several suggestions as follows;

The researcher suggests the lecturers to explain more comprehensively about the way of previewing expository, narrative, descriptive, and argumentative paragraph using pictures to the students,.

It is also suggested to the lecturers to give more exercises to the students to improve their ability in previewing expository, narrative, descriptive and argumentative paragraph using pictures.

The students are also suggested to learn and do more excercises to improve their ability in previewing expository, narrative, descriptive and argumentative paragraph using pictures, .

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