

IMPROVING STUDENTS' READING COMPREHENSION BY USING MEDIA AT THE GRADE X³ OF SMA NEGERI I TAMBANG-KAMPAR

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Abstract: At the grade X³ of SMAN I Tambang, the researcher found that the students have low reading comprehension. One of the factors was the students' lack of vocabulary. The aimed of this research was to identify whether media can better improve students' reading comprehension and to find out what factors can influence the improvement of students' reading comprehension at the tenth grade students of SMAN 1 Tambang. This research was Classroom Action Research (CAR). It had been carried out since May to June 2011. It had two cycles and consisted of four meetings in each cycles. The participants of this research were the students at class X³ of SMAN I Tambang. They consisted of 39 students. The researcher found that media can better improve students' reading comprehension at the grade X³ of SMA Negeri I Tambang-Kampar. In conclusion, media can help the students to improve their reading comprehension. The finding of this research implies that the use of media can be used to enhance the students' reading comprehension in English reading class.

Key Words: *Improve, Reading Comprehension, Media, Pictures, and Video*

Background of the Problem

Abstrak: Pada siswa kelas X³ DI SMAN I Tambang, peneliti menemukan bahwa siswa memiliki kemampuan pemahaman membaca yang rendah. Salah satu faktornya adalah lemahnya kosa kata siswa. Tujuan dari penelitian ini adalah untuk mengidentifikasi apakah media dapat meningkatkan pemahaman siswa dalam membaca dan untuk menemukan faktor-faktor apa saja yang mempengaruhi peningkatan kemampuan membaca siswa kelas X³ di SMAN I Tambang. Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini telah dilakukan mulai dari bulan Mei sampai dengan bulan Juni 2011 dalam dua siklus. Penelitian ini dilaksanakan dalam delapan pertemuan yang masing-masing siklus terdiri dari empat pertemuan. Peserta dalam penelitian ini adalah siswa kelas X³ di SMAN I Tambang sebanyak 39 orang. Peneliti menemukan bahwa media dapat meningkatkan kemampuan pemahaman membaca siswa pada kelas X³ di SMA Negeri I Tambang-Kampar. Sebagai kesimpulan, media dapat membantu siswa untuk meningkatkan pemahaman membaca mereka. Sebagai kontribusi terhadap pengajaran bahasa Inggris terutama dalam komponen membaca, hasil dari penelitian ini boleh diterapkan.

Based on the teaching experience when practice teaching on July to December 2010 at SMA Negeri 1 Tambang, it was found that most of the students have low reading comprehension

especially at the grade X³ students. It make most of the students cannot reach the curriculum target of English minimum score (60). It is caused by several factors,

such as interest, information, meaning, and vocabulary.

Based on the problem above, either teachers or students in SMAN I Tambang need an innovative learning media that is used to improve the reading comprehension. Media is very useful to assist teaching and learning process. The researcher proposes visual media as an innovative in learning reading comprehension. media is a great instructional media for reading comprehension. The researcher hopes that it can improve students' comprehension in reading text.

In conclusion, to solve the students' problem that is explained above, an innovative learning media is highly needed to be applied in the classroom. Therefore, it would be better to conduct a research that particularly concerns with: **“Improving Students’ Reading Comprehension by Using Media at the Grade X³ of SMA Negeri 1 Tambang-Kampar”**.

Review of the Related Literature

1. The Nature of Reading Comprehension

Reading is one of the capabilities that high school graduates should have acquired during their years in the school. By having reading skill, the students are being able to develop their knowledge,

enrich their vocabulary, and give inspiration for their writing and speaking. Constantinescu (2007) defines that reading is an active skill that involves the reader, the text, and the interaction between the two. It means that reading skill involves the reader who read the text, the text that going to be comprehended by the reader, and the interaction between the reader and the text.

Furthermore, Snow (2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Referring to the expert's ideas, it can be explained that reading comprehension is a process to get the meaning from the text, and the process will be found if the students have the information resources or background knowledge about the text that they read in order they can bring it into the text to constructing the meaning of the text.

Moreover, comprehend the reading text means students are able to construct meaning from the text. Meaning is the goals of comprehension. Knowing the word meaning can give contribution in understanding the text. So, In order to be able to construct meaning from the text, students need to have good comprehension. Zimmerman (2010) argues that reading comprehension is essentially

the ability to understand what have been read. Refer to that statement, reading comprehension means the ability of how to get the meaning and understanding in what the text tell about.

In addition, Reading comprehension plays important role in reading competence because it is being able to find the meaning within the reading text. Grabe in Richard and Renandya (2002:277) state that reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. It means that reading comprehension is the main purpose in learning reading because it enables students to understand in what have been read. So, students need to master reading comprehension skill to gain reading achievement.

In conclusion, reading comprehension is the ability in finding the meaning of written texts through involvement between the readers and the written texts, and brings them into an understanding. Based on all of those ideas, it can be pointed out that reading comprehension involves two elements: the readers and the text. When the readers read

the text, there is the interaction between the two.

2. The Concept of Media

Etymologically, the word “media” comes from Latin language “medius”. Literally, it means mediator or companion. So, Media is the messages mediator or companion from the sender to the receiver. Scientifically, some experts have defined about the definition of media into several opinions.

Firstly, Smaldino, *et al.* (2005:9) defines that medium (plural, media) is a means of communication and source of information. It means that media is instruments to help teacher to provide the information so that the communication can be occurred between teacher and students creatively. Examples of media that can be used in teaching English are video, televisions, diagrams, printed materials, computer programs, and instructors.

Secondly, Sadiman, *et al.* (2008:7) defines that media is everything that can be used to deliver messages from the sender to the receiver in order that it can stimulate the thoughts, feelings, concerns, interests and attention of students such a way so that the learning occurs. It means that media is tools that is used by the teacher

in delivering messages or information to the students. The last, Gagne and Briggs (1979:175) define that media is the physical means of communication (book, printed modules, programmed texts, computers, slide/tape presentation, film, videotapes, and so on) which enable students to learn. It means that media is a component of the learning resources that contain instructional materials that can stimulate students to learn.

In summary, based on those definitions above, it can be concluded that media is all things that can be used to deliver the message from teacher to students so it can stimulate their mind, feeling, attention, and the students' interest in order to attain the teaching and learning process. Therefore, the teacher should provide media to help the students in learning English especially in reading comprehension.

As means of communication, media consisted of several types which have different function. The media would be very useful for the teacher who teaches English especially in teaching reading because it can be used as teaching tools to increase teaching and learning process. The media can be classified into three categories: visual, audio, and audio visual. (Situs Pendidikan Indonesia, 2009)

1) Visual media

There are two kinds of visual media; those are unprojected media and projected media.

a) Unprojected media

Unprojected media can be divided into:

- (1) Realia or real thing. The object must not be presented in class, but students should be able to see and observe them. For example the students observe the ecosystem, plant and the diversity of living thing. This media is able to give real experiences to the students.
- (2) Model. Model is the imitation of real thing presented in three dimension form as substitution of the real thing. This media helps the teacher to present the object that cannot be brought into the class, for example digestion system, respiration system and excretion system.

(3) Graphic. The functions of graphic are to catch the students' attention, clarify the lesson, and illustrate the fact or forgettable concept. There are many kinds of graphic, such as picture, sketch, scheme, chart, and photograph.

b) Projected media

There are two types of projected media:

(1) Transparency of OHP.

This is stated as the real media because the teacher must not change the lay out of the class and still able to face the students. Transparency media includes software (OHT) and hardware (OHP).

(2) Bordered film or slide.

This is a transparent film that usually has measurement of 35mms and border 2x2 inches. The use of this media is the same as OHP, but the visualization of this media is better than OHP.

2) Audio media

There are two kinds of audio media that are commonly used:

a) Radio. Radio is electronic tool that can be used to listen to the news, new important events, and life problems.

b) Audio cassette. This tool is cheaper than the other because the supplying and the treatment cost are relatively cheap.

3) Audio visual media

There are many kinds of audio visual tool:

a) Video. This is one kind of audio visual media, besides film. In learning process, this tool is usually presented in the form of VCD.

b) Computer. This tool has all the benefit of the other media. Computer is able to show text, picture, sound and picture, and can also be used interactively. Even, computer can be connected to internet to browse the unlimited learning sources.

Based on the explanation above, it can be seen that there are three kinds or types of media. Those are visual media, audio media and audio-visual media. And the researcher selects two of them to be used in this research. They are visual and

audio visual media. The visual media that will be implemented is picture. The picture will be presented on PowerPoint. Meanwhile, the audio visual that will be implemented is video.

Video is kind of audio-visual media. It enables students to learn in two elements, those are audio and visual. The audio enables the students to receive the message using their hearing and the visual enables the students to receive the message using their eyesight. Moreover, Video can be used as aids in the teaching learning process. It is one of the medium that aims to convey the information to the students. Canning-Wilson (2000) defines that video is the selection and sequence of messages in an audio-visual context. It means that video is media for channeling messages that intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.

Moreover, Cooper (1991:11) states that video is a supercharge medium of communication and powerful vehicle of information. It is packed with messages, images, and ambiguity, and so represents a reach terrain to be worked and reworked in the language learning classroom. Moreover, Haley and Nicoll (1999:56) state that:

Film and video can be effective teaching tools. They demonstrate things

we cannot see and offer views of dangerous processes, complex events (such as the workings of the heart), the historical past, multimodal productions (such as a Shakespearean play) and, by combining images and sounds, can invoke an emotional response often more powerful than mere words.

Based on the above expert's idea, it can be clarified that video as audio-visual media can be used as teaching tool. It can help the students to get the information by hearing and eyesight. Video is medium of communication which contains some information. The information is in the form of pictures, images, and action. Furthermore, Herron and Hanley (1992) state that utilizing video in foreign language classroom facilitated the retention of cultural information. It can be said that video material offers background information that activates prior knowledge and schemata, which are essential in stimulating subsequent reading, writing, speaking and listening activities in the classroom.

One of the most appreciated materials applied to language learning and teaching is video. Video is well-liked by both students and teachers. Canning-

Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. Similarly, Heimei (1997) states that students love video because video presentation is interesting, challenging, and stimulating to watch. It can be recognized that video is important media to be implemented in the classroom. It can be raise students' motivation toward their learning process. William and Burden (1997:111) say that motivation is the most powerful influences on learning. Therefore, teacher should apply video in teaching English specially teaching reading comprehension.

Teaching Reading Comprehension by Using Media

Teaching is activity of helping students to learn, guiding and facilitating learning. The main purpose of teaching is enabling students to learn. Brown (2000:7) states that your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques. It means that if the teachers understand the process how their students learn, they will find out the technique or methods to teach the students in order to helping them to learn. Knowing the condition of the students' problem will determine the teachers to use the

appropriate technique and method that will be applied in their classroom.

Moreover, teaching reading for students is an important part of the teachers' job. Reading is one of the language skills that must be mastered by the students as language learners. According to Harmer (1998:68) there are many reasons why getting students to read English texts is an important parts of the teacher's job:

- Many of them want to be able to read text in English either for their careers, for study purposes or simply for pleasure
- Reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students.
- Reading text also provide good models for English writing
- Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text.
- Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative response and be springboard for well-rounded, fascinating lessons.

Review of the Related Findings

A research will be stronger if there are some previous researches supported it. Therefore, the researcher has to find out some previous researches that relate to the title of this research. There are seven

related findings that have been studied by the each researcher.

First, Nicky Dian Pratama (2010) was conducted a research entitled “A Study on the Use of Media in Teaching English ATTK KIDDOZ Mojokerto”. In his descriptive research design, he found that the use of media in this school is categorized as medium. He report that the teacher’s problems dealing with the media are: lack of ability to make the media more interesting for the students, time allotment in preparing media especially in using tape recorder, the number of the students in the class, and lack of good cooperation between the English teacher and the staff institution and English teacher, by attending some course, and also makes the evaluation or test.

Second, Nur Hikmah Laila (2009) in her research entitled “Improving Students’ Reading Ability by Using Printed Mass Media (A Classroom Action Research Conducted in the Eighth Grade Students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year)”, She found that the use of printed mass media in teaching reading can improve students’ reading comprehension ability.

Next, in a research entitled “A Study on the Use of Visual Media in Teaching English at SLTP Negeri 3 Batu”. Nanik Enderwati (2004) found that the

problems faced by the English teachers in using visual media are the lack ability of English teachers in making visual media, insufficient time allotment and fund allocation to provide visual media, the large number of the students in a class. Moreover, the English teachers also rarely conduct evaluation for their visual media used.

Then, the related finding is also found in a research conducted by Tri Pujiani (2010) entitled “Improving Students’ Reading Comprehension on Narrative Text Using Narrative Video (An Action Research at Tenth – Year of SMA Banyumas in Academic Year (2009 - 2010). The result of this research showed that after conducting the actions, the students’ reading comprehension and the students’ motivation toward reading improved. This improvement could be seen from the test result and the students’ attitude during the lesson. The students’ mean score in the pre-test was 68.3. It increased to 87.4 in the post-test. So, it can be concluded that the use of narrative video in teaching narrative for reading can improve the students’ reading comprehension on narrative text.

And then, in conducting a research entitled “The Effects of Pictures on the Reading Comprehension of Low-Proficiency Taiwanese English Foreign Language College Students: An Action Research Study”. Yi-Chun and Yi-Ching

(2009) found that that the low-proficiency participants had significantly higher scores on their translation tasks when the text was presented together with the pictures, and the accompanying pictures facilitated those low-level participants in comprehending not only the simpler but also the more difficult text.

After that, dealing to instructional media in teaching English, Abdelraheem and Al-Rabane (2005) found that boards, maps, tables, illustrations and graphs were the most frequent media used in the teaching of social studies courses as perceived by the students. In terms of the benefits, the results showed that the boards, maps, tables and illustrations were the most useful media. This finding was found in they research entitled “Utilisation and Benefits of Instructional Media in Teaching Social Studies Courses as Perceived by Omani Students”.

Finally, in a research entitled “The Impact of Using Videos on Whole Language Learning in EFL Context”, Mekheimer (2011) found that authentic video, inducing satisfactory viewing comprehension as well as presented in an integrated language skills instruction, is a valuable approach to whole language teaching. This study was set to measure improvement gains in aural/oral, reading and writing skills using data from an

experiment. It means that video can be beneficial for reading comprehension.

Based on the above findings, it can be seen that there are some researchers that have successfully conducted a research dealing media to improve students’ reading skills. Nevertheless, it is important that more studies need to be conducted in order to identify, clarify, and modify what the students’ problems in reading comprehension and the way to solve these. Therefore, the researcher also believes in adapting this method in this research utilizes media in teaching reading to the students to improve their low reading comprehension.

Method of the Research

This research was kind of classroom action research. This was typically a classroom problem solving. Creswell (2005:53) defines that action research design are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students. Rust and Clark (2003:3) state that action research is a rather simple set of ideas and techniques that can introduce you to the power of systematic reflection on your practice. This research was conducted at SMA Negeri 1 at the grade

X3 Tambang. The school was located on Pekanbaru- Bangkinang Street km 12, Kampar Regency. The research was conducted through teaching and learning process in the classroom. The research was held in May to June 2011 by implementing the use of Media in teaching and learning reading comprehension.

In collecting the data, there were four instruments used/ applied in this research such as test, observation, interview and field note. After having the data, it was analyzed quantitative and qualitatively. The data that gotten from the test was analyzed by using formula of average or mean score. After that, the reading score was presented by using a diagram. The formula of mean score that is used to analyze the result of the test as in the Sudijono (2008: 43) suggested:

$$M_x = \frac{\sum X}{N}$$

M_x : Mean
 $\sum X$: Total
 N :
 Number of cases

After the researcher adopted the formula above, the researcher referred to *kriteria ketuntasan minimum* (KKM) of the school to identify the students' level of the students' mean score in reading comprehension. The mean score was reflected into the following category:

Table 1

The Level of the Students' Score		
No	Range of score	Level
1	90 – 100	Excellent
2	81 – 89	Very Good
3	71 – 80	Good
4	60 - 70	Fair
5	< 59	Less

The data that gotten from observation, interview and field note were analyzed through some processes of qualitative data analysis. Gay (2000: 240-250) explains the steps of analyzing the data qualitatively as in the following:

Data Managing

Data managing involved creating and organizing the data collected during the study. There were two main purposes for data managing. The first was to organize the data and checked it for completeness. The second is to start the researcher on the process of analyzing and interpreting the data.

Reading & Memoing

The first step in analysis was reading/memoing; reading the field notes, transcripts, memos, and observer comments to get a sense of the data. Find a quiet place and plan on reading for a few hours at a time during the initial of the data.

Describing

Description addresses this issue: what was going on in this setting and among these participants? It was based on the observations and field notes collected by the qualitative researcher. The aim was to provide a true picture of the settings and event that took place on it so the researcher and the reader would have an understanding of the context in which the study took place.

Classifying

Qualitative data analysis was basically a process of breaking down the data into smaller unit, determining the import of these units, and putting the units together again in an interpreted form. The typical way qualitative data was broken down and organized was through the process of classifying, which means ordering field notes or transcription into categories that represent different aspects of the data.

Interpreting

Data interpretation was based on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. One did not classify data into categories

without thinking about the meaning of the categories.

Finding and Discussion

This chapter discusses the result of the research. This chapter describes some findings and discussion about the use of media in reading comprehension. These were done to answer the research questions: “To what extent can media better improve students’ low reading comprehension?” and “What factors influence the students’ reading comprehension by using media at the grade X³ of SMA Negeri 1 Tambang?” Both questions are answered based on the data collected from observation, field note, reading comprehension test, and interview.

1. Findings

Based on the purpose of the research, this classroom action research was conducted to find out whether the students’ reading comprehension can better improved by using media. This research was applied at the tenth year students of SMAN I Tambang in 2010-2011 Academic years. It was conducted in two cycles; each cycle had four meetings including a test for each meeting; each meeting was in 2 x 45 minutes.

Table 2
Reading Comprehension Test Result of
Average Score
For Cycle 1

No.	Component of Reading Comprehension	Avera
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1	Vocabulary	57.43	Less
2	Topic	57.94	Less
3	Main Idea	55.89	Less
4	Detail	59.48	Less
5	Inference	55.38	Less

Diagram 2
Reading Comprehension Test Result
of Average Score
For Cycle II

2. Discussion

As explained previously, this action research was conducted in two cycles. Each cycle had four meetings

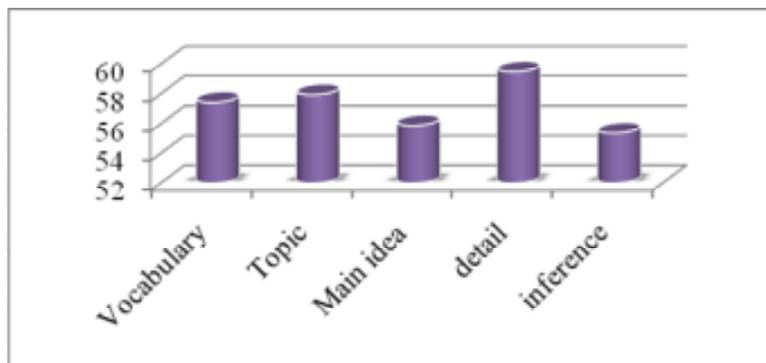


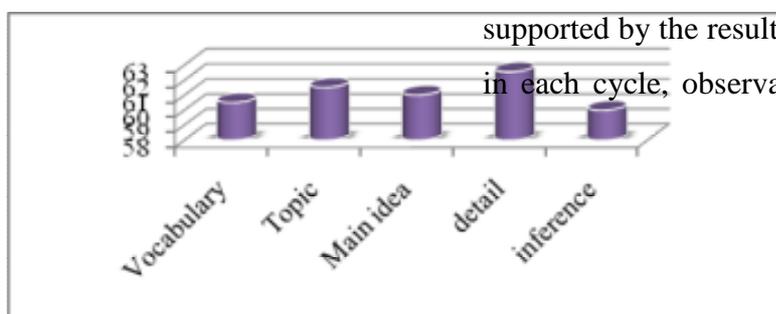
Diagram 1
Reading Comprehension Test Result of
Average Score
For Cycle 1

Table 3
Reading Comprehension Test Result
of Average Score
For Cycle II

No.	Component of Reading Comprehension	Average (M _x)	Category
1	Vocabulary	60.51	Fair
2	Topic	60.53	Fair
3	Main Idea	61.02	Fair
4	Detail	62.56	Fair
5	Inference	60	Fair

nd of the cycle. It
 ch meeting. This
 at the tenth grade
 efore carrying out
 cher analyzed the
 e students' reading
 comprehension condition and the way
 students learn English. After analyzing the
 base score result, the researcher found that
 the students' had low reading
 comprehension.

In order to overcome the student's
 problems in reading comprehension, the
 researcher as a teacher implemented media
 to find out the extent of media to improve
 the students' reading comprehension and
 the factors influenced the improvement of
 the students' reading comprehension and
 influenced the improvement of the
 students' reading comprehension. It was



supported by the result of the students' test
 in each cycle, observation checklist, filed

notes, and interview. In addition, the clarification of the improvement of the students' reading comprehension and the influence of media to improve students' reading comprehension can be seen as bellow:

1. The Extent to which the Media could Better Improve the Student' Reading Comprehension.

From the reading comprehension test given before conducting the classroom action research and the test given in cycle 1 and cycle II, the used of media was able to improve the students' reading comprehension. It was found that the result of the students' reading comprehension score test increased in cycle two. The comparison of the results in all of the tests can be presented as in the following:

Table 4
The Comparison of Students' Reading Comprehension score from Based Score to cycle II

No	Component of Reading Comprehension	Students' Reading Comprehension Based Score (M _x)	Students' Reading Comprehension Cycle 1 (M _x)	Students' Reading Comprehension Cycle II (M _x)
1	Vocabulary	51.28	57.43	60.51
2	Topic	53.84	57.94	61.53
3	Main Idea	53.33	55.89	61.02
4	Detail	55.89	59.48	62.56
5	Inference	50.25	55.38	60

Table 5
The Category or Level of the Students' Reading Comprehension of Based Score and Each Cycle

No	Component of Reading Comprehension	Students' Reading Comprehension Based Score	Students' Reading Comprehension Cycle 1	Students' Reading Comprehension Cycle II
1	Vocabulary	Less	Less	Fair
2	Topic	Less	Less	Fair
3	Main Idea	Less	Less	Fair
4	Detail	Less	Less	Fair
5	Inference	Less	Less	Fair

Furthermore, the improvement of the students' reading comprehension from base score to cycle II can also be seen in the figure bellow:

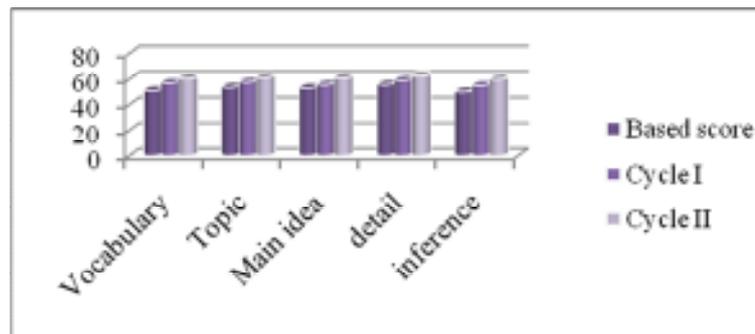


Diagram 4
Reading Comprehension Test from Base score to Cycle II Test

From the above data, they can be described that the students' reading

comprehension for vocabulary score were increased from based score to the reading comprehension test in every cycle. For the base score was 51.28 (Less), Cycle 1 was 57.43 (Less), and on cycle II was 60.51 (Fair). Second, students' reading comprehension for topic on based score was 53.84 (Less), cycle 1 was 57.94 (Less), and cycle II was 61.53 (Fair). Third, students' reading comprehension for main idea was 53.33 (Less), cycle 1 was 55.89 (Less), and cycle II was 61.02 (Fair). Fourth, students' reading comprehension for detail on based score was 55.89 (Less), cycle 1 was 59.48 (Less), and cycle II was 62.56 (Fair). Finally, students' reading comprehension for inference was 50.25 (Less), cycle 1 was 55.38 (Less), and cycle II was 60 (Fair). From the students' reading comprehension test result, it can be concluded that students' reading comprehension can be improved by using media.

2. The Factors Influenced Students' Reading Comprehension through Media

The activities during of teaching and learning process by using media made a lot of changes toward the improvement of students' reading comprehension. Referring to the observation check list in appendix 13 and 14 from cycle I to cycle II, it could be identified that the students have done all reading comprehension and

media indicators. So, it could help them to improve their reading comprehension. Moreover, referring to the field note in appendix 16 from the cycle I up to cycle II, it could be identified that the students followed the teaching and learning activities in various ways; some of them listened to the teachers' explanation seriously when the teacher explained the material, they were interested when the teacher showed them pictures and video on screen in teaching and learning reading, they were happy and enjoyable, and they become more active than before. So, it could help them to improve their reading comprehension.

In addition, based on the interview script, it could be indentified that the students had some opinion and impression about media. The students' opinion toward media were; the students were very interested, they were happy and enjoyable toward the media, they felt that media was very helpful to improve their reading comprehension, they more easier to comprehend the reading text and they could enrich their knowledge after applying the media.

In addition, based on the interview result in appendix 17, it could be indentified that the students had some opinion and impressions toward the use of media in teaching and learning reading comprehension. Referring to the analysis

data obtained during the research, the factors influenced the improvement of the students' reading comprehension could be identified as follows:

a. The Students' Interest in Using Media

There were some factors that made the students interest during conducting the teaching and learning process by applying media. First, the media, media that were used in reading comprehension are pictures and video. These media help them to learn reading comprehension and help them to be easy to comprehend the text well. Most of the students said that this media very interesting. They hoped that teacher always teach by using media in every meeting. It made them fun and enjoy in learning English.

Second, the teacher; in teaching and learning process, the researcher as the teacher explained the material as good as she can do. The teacher gave them warming up by showing them graphic, and the teacher tried to create good atmosphere and enjoyable in the classroom. In whilst teaching, the teacher showed them video in order to help them to comprehend the text. Then, the teacher gave model how to understanding vocabulary in context, identifying topic, determining the main idea, identifying key supporting points or detail, and making inferences of the text and the teacher explained the material by

using power point. The teacher asked the students to involve in learning process such as instructed them to practice the material by giving them worksheet individually or grouply, the teacher gave the students chance to asking questions and the teacher invited them to read the text given loudly. In post teaching, the teacher asked the students to comment about her style in teaching and their understanding with her explanation during the teaching and learning process. Most of students said that technique that the teacher used in teaching was interesting and they understand with the teacher explanation, sometime some students implied that they like study English with the teacher.

The last, the students; in the class research, most of students was active students, they were active in involving the class, active in responding the teacher' questions, active in giving question to the teacher, and active in practicing the material. Therefore, the students were very interested toward the media in learning reading comprehension. It was supported by the students' opinion was:

Representative of group IV :

"Suka, karna dengan adanya media kelas menjadi tidak bosan dan suasana menyenangkan".

[I like it, because with the media, class is not boring and the atmosphere becomes enjoyable].

b. The Students' Motivation in Reading.

During conducting the research, the students were motivated toward the use of media in learning reading comprehension. The students were happy and enjoyable toward the media. The media made the students could be easy to memorize and understand about the material. It made them motivated in learning reading. Moreover, the teacher create relax atmosphere in learning process. The teacher gave stimulus or reward to the students who can answer the teacher question in order to motivate the students. The teacher also divided the students in grouping. For the best group, they got additional point. This motivation made them enjoyable. So, it could ease them to comprehend and understand the text well. In addition it was supported by the students' opinion when the researcher did the interview. The students' opinion was:

Representative of group VII :

"Suka Miss, karna dengan adanya pembelajaran media dengan comprehension ini kami lebih termotivasi dan belajarnya lebih menyenangkan, mereka lebih aktif dalam belajar".

[Yes, I like Miss. Because with the use of media in learning reading comprehension, we are more motivated and learning becomes more fun, they are more active in learning]

c. The Use of the Media were Beneficial

During conducting the research by using media, the students felt that media

was helpful to improve their reading comprehension. It can enhance students' motivation and the students' ability in learning reading. Also, the students can easily in comprehending the reading text and they can answer the questions of the text given. Moreover, it was supported by the students' opinion when the researcher did interview. The students' opinion was;

Representative of group V:

"Bisa, karena dengan media dapat memberikan gambaran yang jelas dari teks tersebut dan dapat mempermudah kita dalam memahami teks".

[Yes, because media can provide a clear description of the text and can be easier for us to understand the text]

d. The Students' Understanding about the Text.

During conducting the research by using media in reading comprehension, the students could understand the text easily. The media help them to comprehend the text. By the help of media visual such pictures, they can imagine about what the text about. By using video, the students can inferred the story of the text and can understand about text, and by using power point, it can guide the students to learning reading comprehension. So, it could ease them to improve their reading comprehension. Moreover, it was supported by the students' opinion when the researcher did interview. The students' opinion was;

Representative of group IV:

“Ya, karna media dapat memberikan suatu penjelasan atau gambaran dari teks tersebut”.

[Yeah, because media can provide an explanation or description of the text]

In conclusion, factors influenced students' reading comprehension through media is caused by several aspects. First, the students' interest in using media, it was found from the field notes and interview done during the research which shown that they was interested and enjoyed to learn reading by using media. Second, the students' motivation in reading, it also found from the field notes and interview done during the research which shown that they have more motivation to involve the reading class. Third, the use of the media, media had given helpful contribution to the students in comprehending the text. Referring to the students' opinion, it can be concluded that media can help them to understand the text easily. And the last, the students' understanding about the text, with the aids of media the students can easily understand about the text. It also gives influence to the improvement of students' reading comprehension. In short, factors influenced the improvement of students' reading comprehension are the students' interest, students' motivation, the use of media, and the students' understanding toward the text.

Conclusions, Implications and Suggestions

1. Conclusion

Based on the result of the research findings about the use of media in reading comprehension of the tenth grade students of SMAN I Tambang, there are some conclusions:

1. Media can better improve the students' reading comprehension at grade X³ of SMA Negeri I Tambang.
2. There are some factors that influence the improvement of students' reading comprehension by using media as in the following:
 - a. The students' interest in using media
During conducting media in reading comprehension, the students are interested and enjoyed to follow the reading class. They have fun and finally they enjoy studying reading. Therefore, the students' reading comprehension can be improved.
 - b. The students' motivation in reading.
After having reading comprehension with media, the students are motivated to learn reading because they fell easy to comprehend the text.
 - c. The use of the Media are Beneficial

The students can improve their reading comprehension because the aid of media. Media can guide them to learn reading interestingly and it can be easier for them to understand the text well.

d. The students' understanding about the text.

The students' understanding gives the significant effect to the students' reading proficiency. The use of media can help them to easily understand the text so that they can improve their reading comprehension.

2. Implications

The implementation of media in teaching and learning activities could implied the improvement of the students' reading comprehension in terms of vocabulary, topic, main idea, detail and inference. It was also implied toward the factors influenced the improvement of the students' reading comprehension including students' interest in reading, students' motivation in reading, media contribution, and students understanding in reading text. Specifically, the implication of the use of media in the teaching and learning reading comprehension process can be seen as follows:

1. The use of media in this classroom action research could imply toward the improvement of the students' reading comprehension.

2. To the researcher herself:

a. The media is an instrument that can be applied in every English class especially in reading skill

b. It is a new finding that could be applied to other participants who have problems in reading comprehension

c. To the other English teacher, it can be applied for their English class especially in teaching reading as an alternative instrument in improving their students' reading comprehension.

d. To the students, particularly students who are learning English, the media can help them easy in comprehending a reading text.

3. Suggestions

The results of this research prove that the use of media in teaching reading can improve students' reading comprehension ability. Based on the result above, the researcher hopes that this research will give benefit for the betterment of English teaching and learning process.

The Researcher would like to give some suggestions which hopefully, these suggestions will be useful for the students, teachers, the school, and the other researcher.

1. Students my apply media as an aid to improve their reading comprehension as

long as they have problems and conditions with this study.

2. Teachers should know how to enhance their ability in teaching and to develop a good atmosphere in the class, so that the students learn comfortably in their class. Beside that, the teacher should be selective and creative in choosing appropriate media to improve students' ability and to enhance students' motivation in learning English. The teacher can use the media to improve students' ability in reading comprehension.
3. The School should also improve the quality of the teacher in English teaching by completing the facilities which can support the development of teaching and learning quality.
4. The other researcher may apply this technique in the other level students.

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