USING PICTURES TO IMPROVE STUDENTS' COMPREHENSION OF DESCRIPTIVE TEXT TO THE SECOND YEAR STUDENTS OF SMA NEGERI 6 MANADO

Samantha H. N. Wajong, Sanerita T. Olii, Paula Rombepajung

English Education Departmet
Universitas Negeri Manado
Tondano, Indonesia
Corresponding author: Saneritaolii@unima.ac.id

Abstract : The purpose of this study is to investigate whether the use of images can improve students' reading comprehension of descriptive text. This study was conducted at SMP Negeri 6 Manado. This study was quantitative study with one group pre-test and post-test as the design. The teaching method used for treatment was images. The population of this study consisted of 7 classes in the second grade, and the sample of this study consisted of VIII, and 25 students. They analyzed statistically, taking into account the average score of the test. The results of this study showed that the post-examination score was higher than the pre-examination. The average score for the post-test (T2) is 8,52 and the average score for the pre-test (T1) is 5. This shows that the use of diagrams improves the student's comprehension of the explanatory text. The results of can conclude that it is effective to use figures when teaching explanatory texts.

Keywords: *Descriptive text, Pictures, Comprehension, Improving*

INTRODUCTION

English is an international language that is used as a language of communication that connects all nations and countries around the world. The ability to speak English is one of the most important skills important for students because English has become a universal language that used in the world of

technology, education, politics, commerce, as well as It is the most frequently used communication tool in the world (Lengkoan, 2017).

The ability to speak English is one of the skills that very important for students (Liando, 2015). English is one of the subjects which is often taught in schools from elementary to high level. English lessons are also one of the things important for continuing education to university. Therefore, early learning should be done to make it easier access to a more comprehensive English learning.

Schooling is a significant resource in the age of human existence. Adequate schooling and broad information will actually want to plan youthful age to construct the country and the nation better. As the 1945 Constitution that the motivation behind instruction is teaching the country. Discussing instruction clearly we need "language" to learn. Communication is a basic thing for person. Language is the instrument of communication which expects a big part to uncover an objective to someone else. Individuals these days need to learn English Language. Communication in English language is seriously required on the grounds that English language is a worldwide language (Sofiana Z, 2014).

Today a great many people communicate in English when they meet outsiders. There are numerous reasons why English has gotten so famous. One of them is that English has become the language of business Another significant explanation is that mainstream American culture (like motion pictures. music, and so forth) has immediately spread all through the world. It has carried its language with it. English is likewise fundamental for schooling. In numerous nations, kids are educated and urged to learn English as a subsequent language. Practically 90% instructive subjects are written in English. We can see in our daily activities, most of books, articles, journals are written in English.

English is taught and used as a foreign language in Indonesia. Based on curriculum 2013 that applies sow, English to one of the subjects taught in junior high school. English is also one of the subjects taught in SMP Negeri 6 Manado. The

researcher found problem in teaching reading comprehension to the students of SMP Negeri 6 Manado. The students need much time in order to master the material.

Based on curriculum 2013 there are a number types of text that have been taught junior high school and one of them is descriptive text According of (Mukarto et.al, 2007) "Descriptive text is a kind of text to describe something, someone or place. Descriptive text is a text that describe something (Mark and Kathy Anderson, 1998). The purpose of descriptive text is to describe a particular person, place, or thing. There are many problems in teaching descriptive text. The students cannot answer correctly teacher's questions about descriptive text, most of the students have difficulties to understand what they have read and the teacher sometimes cannot handle the class (Schalert, 1980). The teacher cannot get students" attention because students already bored with the teacher's teaching style. Teachers should be able to find or create ways to make the students become active (Santi V. Buscemi, 2002). Students" learning outcomes can be improved in various ways such as using games, by using taperecorders, pictures-flashcard and television (Finnochiaro, 1975).

The researcher is interested in using the other method that can increase the students' comprehension about descriptive text (Allen, 1963).One of the methods is using pictures. The researcher is interested in using pictures in teaching descriptive text (Lubis, (1988). Using picture m teaching descriptive text is considered powerful and accommodating in showing learning measure, so the understudies feel simple in comprehension and examining English (Tarsi, Sofia W N., 2009). The picture can be used to illustrate a picture of animals, person, and places that is for practicing in learning process (Klausmeir, 1985).

METHODOLOGY

The research design is a quantitative research because the data is in number form. This survey is designed for pre-experiment, with pre-test group and post-test group. The pre-test is the test that the student receives before treatment. The post-test is a test conducted on the interviewee after receiving the treatment, or through picture teaching, to understand the students' understanding of the descriptive text after the treatment.

There were two tests: T1 was the Pre-test and T2 was the Post-Test. X was used to symbolize the treatment in the following of the design.

Pre Test	Treatment	Post Test
T_1	X	T2

Subject in this study are second year students of SMP Negeri 6 Manado. The researcher choose VIII-I class which consists 25 students, because the researcher thought that class did not understand well of descriptive text that they read and also the researcher thought this class need something to attract their attention during the learning process such as pictures. The instrument that used in this research was test. The kinds of test was multiple choice test. The test was based on the material given.

The data collection procedures were as follows:

1. Giving Pre-test.
2. Analysing the data taken from the result of the pre-test.

3. Teaching the students descriptive text by using pictures.
4. Giving Post-test.

In analysing the data, the writer used mean score formula:

Variable X$\bar{X}$, $= \frac{\sum X}{n}$

(Sudjana, 1996)

Where: $\bar{X}$= Mean Score, $\sum X$ = Total Number of the students' score

n = Total number student

Standard Deviation Formula:

$$(s) = \sqrt{\frac{\sum X1^2 - [\{(\sum X1)^2\}/n]}{n-1}}$$

ANALYSIS

In this section, the researcher will present the results and discussion of the collecting data on the results of each test from this research and these data are presented statistically in numbers and discussed descriptively according to the research objectives. Data collection is carried out regularly following the guidelines that have been made using the research instrument was in the form of a test given to each student, both pre-test and post-test.

In collecting the data, the researcher used quantitative research through one group pre-test — post-test design. The teaching technique used as the treatment was the use of pictures. The subject of this research consists of 25 students. The aim of this research was to figure out students' comprehension of descriptive text before treatment and students' comprehension of descriptive text after treatment, In this chapter we would see how statistics can help put together the data obtained when

the treatment was done using pictures. The data obtained from pre-test and post-test given to the students (Regina L. S. and Mary K. Ruetten, 2002).

The data that has been obtained in this study were calculated using a predetermined mean score formula. In this data acquisition, all data are calculated and analyzed based on the analytical steps in the formula. The aim of the data analysis is to organize the information collected in this research using frequency distribution. The data are presently graphically as a cumulative relative frequency distribution.

Recapitulation of the mean ($\overline{x}$) and standard deviation (s).

	$\overline{x}$	S
T_1	S	S
T_2	8.52	0.48

After all the data that has been obtained and analyzed using a predetermined formula, the results are obtained which are then listed in the table above. This data is the final result of calculating data from all student results. The result of this research reveals that the mean score of post-test (8.52) was higher than the pre-test (5). In addition the standard deviation of pre-test is slightly higher (1) than the standard deviation of post-test (0.48).

CONCLUSION

From all the data analysis that has been described in this research previously, the author will provide conclusions regarding the results of this research. The conclusion of this research that the mean score of the students in post-test (72) is

8.52 and the mean score of the students in pre-test (72) is 5. It means that the result of post-test is higher than the pre-test. This indicates that using picture is improving students' comprehension of descriptive text. It can be conclude that using pictures in teaching descriptive text is success. With the results that have been obtained previously, the researcher would like to suggest to other researchers to use the results of this study as consideration for future research.

REFERENCES

Allen, V. F. (1983). *Technique in teaching vocabulary.* New York. Oxford University Press.

Finnochiaro, M. (1975). *Visual aids · in teaching and Media; a systematic approach.* New Jersey: Prentice Hall, Inc.

Klausmeir, (1985). *Teaching in Secondary School.* New York Harper and Brothers.

Lengkoan, F. (2017). A study on the use of songs to improve students' pronunciation and listening skill. *Journal of English Language and Literature Teaching, 2*(02).

Liando, N. V. (2015). Students' vs. Teachers' perspectives on Best Teacher Characteristics in EFL Classrooms. *TEFLIN journal*, 21(2), 118-136.

Lubis. Y, (1988). *Developing Communication Proficiency in the English as a Foreign, language,* Jakarta: Depdikbud. Dirjen Dikti. Bruder M.N

Mark and Kathy Anderson. (1998). *Text Type in English 3.* Australia. p. *26* 27

Mukarto, Sujadmiko, Jesophine, S.M & Widya *Kiswara. (2007).English on the sky. Smp book. vii.Erlangga.*

Regina L. S and Mary K. Ruetten , (2002). *Refining., Composition Skill.* New York: International Thompson Publishing Company, 4th Edition), p.69

Santi V. Buscemi, (2002) *A Reader for Developing Writers,* (New York: McGraw Hill Companies, inc., p 267

Schalert (1980). *The role of illustration in reading comprehension in SPIRO.* M.I.R . Bruce

Sudjana. N. (1996). *Met ode Statistika.* Bandung:
Tarsi, Sofia W N., (2009). skripsi unpublished. Universitas Negeri Manado.

Sofiana Z., (2014). skripsi unpublished. Universitas Negeri Manado