

USING PICTURE TO IMPROVE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXTS AT 8TH GRADE STUDENTS OF SMP N 1 SIAU TIMUR SELATAN

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Abstract : The purpose of the study is to describe whether using picture can improve students' reading comprehension. This research involved the Eight-grade students of SMP N 1 Siau Timur Selatan were 22 students as the research subject. The design of this research is the pre-experimental design with one group pre-test and post-test and the instrument used in collecting the data was a test. The data were analyzed by using the mean score. The finding shows that this research came out with finding that using picture is effective can improve students reading comprehension. The difference in student scores on T1 & T2 where the mean score of T1 was 64.54 and the mean score of T2 was 78.18. These results indicate that the use of picture in teaching reading comprehension is effective to improve students reading comprehension. This also shows that the use of picture in learning activities at SMP N 1 Siau Timur Selatan was effective to improve students reading comprehension. Therefore, it is suggested that teacher of English subject in SMP use picture in teaching reading comprehension to their students.

Keywords: *Picture, Descriptive Text, Reading Comprehension, Improving*

INTRODUCTION

According (Nonutu et al., 2021) "Language has a function as a tool of communication used by human to express their thoughts, feelings, desires, and action". Language is never separated from humans because without language

humans cannot interact with other humans. Languages have an important role not only as a means of communication but language as well as supporting the success of students in a field.

Reading is the key to success in all areas of content; the more someone reads, the more knowledge they know. According (Ismail et al., 2017) state that "reading can improve students' general language skills in English; helping students think in English, enlarging student's English vocabulary, improving their writing skills, and this can be a great way to get new ideas, facts and experiences". Reading is an important skill for everyone, especially students. Reading comprehension is thus one of the linguistic abilities that the learner must develop. (Mikulecky and Jeffries, 2004:74) state "comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows." Reading comprehension is a process about the reader not only know the word but also build and build the significance of the text.

Nowadays teachers have to find any idea to student enjoy and make more improvement in Learning, one of them is using the picture as media of learning. According (Sholihah, 2009:14) "the use of media is aimed to enable the students to get the lesson and give an enjoyable atmosphere in the classroom to encourage the students' motivation and students' interest in the lesson". In the application of pictures, the teacher uses several pictures based on text and then shows them to students so that students find them easier to read. Pictures are a method used in learning to explain the various subject matter. The use of image as a medium or educational tool. It is not only entertaining, but it also allows you to concentrate on and clarify the concepts and information offered by the teacher to the students. In the learning process, students often do not understand or have difficulty understanding a reading text given by the teacher. For this reason, pictures are used as learning media which are expected to help students understand a reading text given by the teacher.

REVIEW OF LITERATURE

Reading is the process of understanding the written text. This means extracting the required information from the text as efficiently as possible. (Mikulecky and Jeffries (2004:74) state that "comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows." According to (Kalangi, Liando and Maru, 2019), "reading comprehension is a multifaceted interaction because to read means to understand or to comprehend meaning from printed words or material". According (Mogea, 2019), state that "reading comprehension the reader does not only read in order to get the idea but also to interpret and to evaluate of what he has read". According (Tangiduk, Samola and Rorimpandey 2021), state that "Reading comprehension is the process of addressing words, sentences and texts that are connected to one another". Reading comprehension is not only understanding and remembering which means of all phrases in the text, however it's miles approximately how the students construct and assemble which means of the text (Tatipang et al, 2021).

Descriptive Text's Meaning

Descriptive text, according to the name as descriptive from word describe. According (Wardiman et. al., 2008:122) state "Descriptive text is a part of factual genres, its social function is to describe a particular person, place or thing". The object that describe is usually inanimate objects, places, humans, or other living things. (Oshima & Hogue 1997:50) state that "descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds". Descriptive text help readers imagine what is being described.

Purpose of Descriptive Text

According to (Utami, 2016:19), the use of descriptive test are:

1. To provide the readers an impression of a individual, things or places.

2. To illustrate an abstract idea.
3. To make statistic memorable or to assist an argument.

The Meaning of Picture

The use of visuals as a teaching and learning medium has become the finest option for teaching English, particularly vocabulary, to primary school students. According (Aruperes, Liando, and Rorimpandey 2018), "media is a medium used to facilitate the students learning of English". Students need pictures to learn and recall English language. Visuals play an important role as a learning aid because they simply grab students' concern and treat them focus on the topic being studied (Ur,1948:30).

According to (Mantiri, Pelengkahu, and Tuerah 2019:2),"the picture also Help students develop interactions the other in the classroom". The instructor can provide kids the opportunity to strengthen their abilities by using the picture. Props (for example, visuals) are commonly employed in reading as an advance organizer to help in reading new information in text.

Pictures are a method used in learning to describe various subject matter. Pictures are used almost frequently at any level of learning or intellect. The use of images as a teaching tool. Not only attractive, but also capable of attracting attention and clarifying the ideas and information presented by teacher to students. (Asnawir, 2002:54) Picture is dominant selection that teachers use to attract students attention in learning.

According to (Wright, 1989: 182-187). Pictures has a source. They are as follows:

a. Magazines

This is one of the most important sources of high-quality picture material. Full-page images are suitable for use in the classroom. Others, on the other hand, are more appropriate for individuals.

b. Publicity and advertising

This includes direct mail pamphlets, posters, and magazine and newspaper advertisements.

c. Calendars

In Indonesia, calendars are frequently adorned with written text or pictures to make them more appealing, but they are also used as advertising media.

d. Catalogues

Catalogues in several nations are very photogenic.

e. Newspaper

The photographs in newspapers are typically small and too distinct to be used with the entire class, but they are usually logical and linked to text, which might lead to specific tasks.

f. Greeting cards

The majority of greeting cards have artwork. The subject matter is extremely diverse, and each artwork was picked to "speak" something to the recipient. It's frequently advantageous to keep the text on the images together.

g. Holiday brochures

These brochures are often well-designed and well-illustrated. The majority of the photographs depict hotels, locations, historical sites, or scenic areas. Holiday brochure photographs are large enough for individual work.

h. Wall charts

Some illustrators create wall charts to illustrate what is done in or by the institution. Wall charts, related to cost. Wall charts can be used to identify activities, match activities, and memorize information.

i. Business brochure

Many offices, such as banks, post offices, and universities, employ business brochures. They presented the reader with textual content as well as photographs of the building and its facilities.

j. Reproduction of art

Painting, sketching, and photography include a wide range of subject areas and abstract concepts. The unique property of art is that it is both expensive and engaging. Art reproduction can be used for creative purposes.

k. Post cards

Post cards depict every conceivable subject. Writing is related with post cards. For example, when the images on the collages at Cambridge students can provide a text as if it were written there.

l. Posters

Posters are made to be large enough to be seen. A large poster might depict a specific subject or a large amount of information.

m. Instruction

"Drop a litter here" or "out" here are examples of instructions for carrying out a task. Sequencing activities are frequently illustrated.

n. Stamp

Most stamps feature images and are typically used as a "playing" card for collaborative projects.

o. Playing cards

Many playing cards have illustrations, the card can be used for the original purpose and the students ask to play the game in the target language.

p. Course book

In the course, there are examples. These illustrations can be utilized in a variety of ways not suggested by the author.

q. Old books

An old book may have a one-of-a-kind image. This might be a particularly valuable source for language teachers who teach for a specific purpose.

r. Family photographs and skills

It is possible to bring family photographs to the session, display them to the pupils, and discuss them.

s. Comic and cartoonship

These have a lot of pictures. They are a series of images that are linked together by a narrative text. Hundreds of photographs accompany the stories in some publications.

RESEARCH METHOD

In this work, the author used a pre-experimental design with a single group pre-test and post-test to perform quantitative research. According (Saebani,

2008:128) "Quantitative research" is defined as "research that employs numbers in data presentation."

The Study's Subject

The subjects of this study are 22 students from SMP Negeri 1 Siau Timur Selatan, who are in the eighth grade in

odd semester 2021/2022 academic year.

Data Collection

This study's data gathering approach was in the form of a test. A test is used to collect information on learning results. According to Sudjana (2016:35) "tests are questions given to students to get answers from students in oral form (oral test), in the form of written (written test), or in the form of action (action test).

In this research, the data were collected by using a test . Before the treatment, the students were given a pre-test. After the treatment, the students are given a post-test. The treatment was giving a story by using descriptive text describing Animal and picture as media. The instrument of collecting data is a test. The test consists of 15 multiple choice questions with a, b, c, d as options and 5 Essay. The pretest and post-test both have the same test.

Data Analysis

The writer utilized the mean score formula to calculate the average of the students' scores when examining the data. The formula (Gay, 2006:320) state that:

$$M = \frac{\sum x}{N}$$

Note:

M = Mean Score

$\sum x$ = the sum of all score

N = the total number of subjects

The data is provided in a frequency distribution, the mean score (\bar{X}) is computed, and the full test is presented in a frequency polygon during the analysis process. The data were also presented in data matrix with a score, tally, cumulative frequency, percentage (%).

FINDINGS AND DISCUSSION

The Description of the Data

Table 1 displays the outcomes of the students' pre-test (T1) and post-test (T2)

Students	Scores Pre- test (T1)	Scores Post- test (T2)
1.	70	80
2.	50	70
3.	60	70
4.	80	80
5.	60	80
6.	50	70
7.	80	90
8.	60	80
9.	60	70
10.	70	80
11.	50	60
12.	70	80

13.	80	90
14.	60	90
15.	70	90
16.	50	80
17.	50	70
18.	80	90
19.	60	70
20.	80	90
21.	60	60
22.	70	80
	$\Sigma X = 1.420$	$\Sigma X = 1.720$

Data Analysis: Frequency Distribution

Table 2. Frequency distribution of pre-test scores

Pre-test score distribution				
Scores	Tally	Frequency	Cumulative frequency	%
80	<i>IIII</i>	5	22	22,72%
70	<i>IIII</i>	5	17	22,72%
60	<i>IIII II</i>	7	12	31,81%
50	<i>IIII</i>	5	5	22,72%

The analytical results from the Pre-test reveal that the highest score was 80 and the lowest score was 50, or 22.72 percent, received 80, 5 students, or 22.72 percent, received 70, 7 students, or 31.81 percent, received 60, and 5 students, or 22.72 percent, received 50.

The Pre-Test Mean Score Computation

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

$$\sum X = 1.420$$

$$N = 22$$

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

$$M = \frac{1.420}{22}$$

$$M = 64.54$$

Table 2. Post-test score frequency distribution

Post-test score distribution				
Scores	Tally	Frequency	Cumulative frequency	%
90	<i>IIII I</i>	6	22	27,27%
80	<i>IIII III</i>	8	16	36,36%
70	<i>IIII I</i>	6	8	27,27%
60	<i>II</i>	2	1	9,09%

The highest post-test score was 90, while the lowest was 60. Six students (27.27%) received 90, eight students (36.36%) received 80, six students (27.27%) received 70, and two students (9.09%) received 60.

The Pre-Test Mean Score Computation

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

$$\sum X = 1.720$$

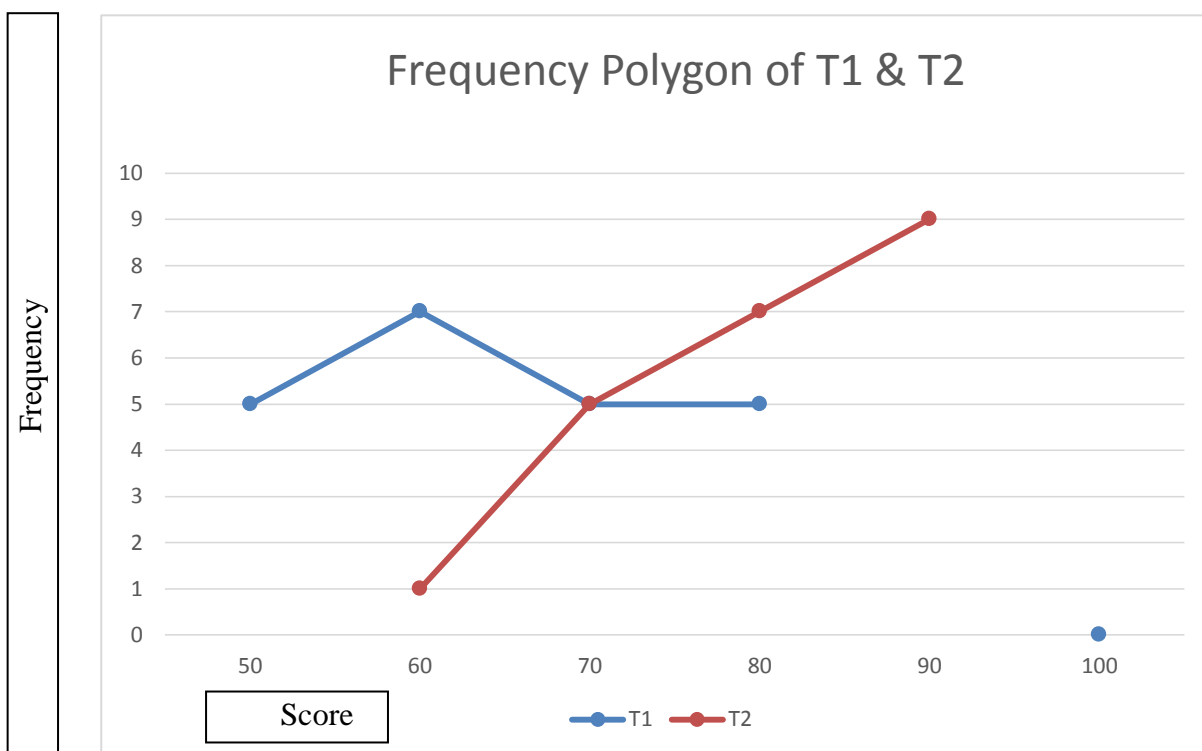
$$N = 22$$

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

$$M = \frac{1.720}{22}$$

$$M = 78.18$$

Figure 1. The frequency polygons T1 and T2 are shown in Figure 1.



The mean (M) before the exam was 64.54, and the mean (M) after the test was 78.18. As a result, the mean (M) of the Post-test is significantly higher than the mean (M) of the Pre-test, the Post-test results were greater than the Pre-test values. Finally, the study's findings demonstrated that incorporating pictures (being media) in teaching descriptive text reading improves student understanding.

CONCLUSION AND SUGGESTION

According to the results of a research done in the eighth grade of SMP N 1 Siau Timur Selatan, using visuals can help students understand descriptive text better. The findings of the post-test were higher than those of the pre-test. It shows that using visuals in descriptive text improves students reading comprehension. The average pre-test score was 64.54, whereas the average post-test score was 78.18. Picture as media may assist students comprehend the meaning of the text and keep them interested in studying. The use of images is advantageous since a good image conveys a meaning that is not always expressible in words. Images can assist students who are unable to understand a reading text. It can also provide opportunity for students to expand their knowledge. Based on the previous findings, the author has the following recommendations for English teachers: It has been proposed that English teachers use pictures to teach reading comprehension. They should be innovative in selecting an effective approach or media to entice students to read the reading text till the students are able to comprehend the content. For future researchers, they can employ some of the games in the image to excitedly stimulate the students.

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