# THE USE OF PICTURE AS MEDIA TO IMPROVE STUDENTS' READING COMPREHENSION

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**Abstract**:  The purpose of this study is to determine whether or not the use of pictures and other media can increase students' reading comprehension. The study used a one group pre-test and post-test pre-experimental design. Twenty students served as the study's subject, and the research was carried out at SMP Negeri 2 Tondano. The writer employed tests with multiple choices and a completion of 10 numbers for each test in order to acquire the data. Prior to treatment, the students took a pre-test; following treatment, they took a post-test. The pre-test had an average score of 58.75 and a standard deviation of 6.68. The mean post-test score was 84.75, and the standard deviation was 6.0 1. One could argue that the post-test outcome was better than the pre-test. Thus it could be concluded that the use of pictures as media can improve students reading comprehension.

## INTRODUCTION

One of the languages that is currently widely used throughout the world is English, even in many nations where it has been designated as a second language (Liando, Tatipang, & Lengkoan, 2022). In order to build partnerships with other nations, Indonesia has chosen English as a communication   medium (Liando, Nitha 2009).  English has been taught in Indonesian schools for many years. However, English was a subject that was taught for a long   time, from elementary   school through college (Maru, 2009:2). Additionally, English is a universal language that has to be learned. The four skills of listening, speaking, reading, and writing should be developed in order to learn English   well. English learning is tied to the

competences created out of the materials that place an emphasis on using English is an instrument utilized for communication, reading, and comprehension (Kemendikbud, 2013 in Maru, 2014).

Reading is crucial to human existence. It is a habit that people may engage in wherever they are; for instance, they can read a magazine, newspaper, or novel at home, at school, on the bus, in the air, in the garden, etc. One crucial language ability is reading, especially for students learning English as a second language. According to Strevans (1977:64), reading is viewed as a talent of considerable value for the learner since it gives him access to a large number of material for additional language experience and a reliable and regular method of continuing his own education. According to Smith (1995:23), reading is a collaborative process in which the reader's past world knowledge engages in dialogue with the Whether directly or indirectly, text messages provide information. We can increase our understanding and pick up broad knowledge through reading.

According to Smith and Robinson (1980:205), reading comprehension entails comprehending, assessing, and applying the knowledge and insights acquired through dialogue between the reader and the author. Understanding what is being read is necessary for comprehension of reading. This shows that understanding what was written meant striving to put one's intellect and the writer's intention together. The reader should be able to comprehend the text in addition to just reading it. The students are exposed to a variety of text styles, including analytical, descriptive, narrative, recount, process, report, explanation, explosion, hortatory exposition, discussion, review, anecdote, satire, and fresh material. The author wants to examine the descriptive text. Descriptive text, according to Anderson and Anderson (2003:26), is a description of a specific person, location, or thing. Descriptive text is one of the forms that discusses the details of a person or item in detail, including its parts and qualities.

According to the author's observations from PPL/PLP 2 at SMP Negeri 2 Tondano many students find it challenging to understand and

comprehend English texts, even those that are descriptive. The difficulty was evident in the teaching and learning process as well as the midterm exam results, when only two of the 20 students received the highest scores, with the remainder receiving just 40 to 50. A number of variables, such as students' passivity toward reading, contribute to the issues. The students lack interest in reading texts. Most students don't find studying reading to be particularly enjoyable. When they read lengthy descriptive texts, they get bored. It is acknowledged that students' motivation will affect their reading habits. It indicates that their reading comprehension during the learning process is below par. Based on the aforementioned issue, the researcher can employ media, making it simple for the learner to comprehend the content using media. Anybody who uses media will likely find it simpler in nature because it is a tool that can assist with requirements and activities. More specifically, the use of graphic, photographic, or electronic instruments for recording, processing, and recreating spoken or visual information tends to be understood as media in the teaching process. One type of media that can be used is an image; the picture provided by the teachers must relate to the text. Teachers display the image in relation to the text, while researchers display the image and engage students in discussion

In addition to improving reading comprehension, text-related pictures are thought to help students understand the general organization of descriptive texts and pictures. These pictures are also thought to help students focus on, be motivated by, and be interested in the reading material. The writer chose to do a study under the heading The Use of Picture Media to Improve Student's Reading Comprehension at SMP Negeri 2 Tondano based on the preceding context. The purpose of the research is to find out whether the use of picture as media can improve students reading comprehension or not. Based on the problem above, the research question is formulated as: can the use of picture as media improve student reading comprehension. People engage in a variety of activities, and reading is one among them. Reading is essential to learning. According to Blachowicz & Olge (2008: 15), reading is the process through

which people learn information and concepts from a wide range of items, including books, newspapers, manuals, letters, contracts, advertisements, and many more.

Reading is a dynamic activity that involves the reader is intentionally engaged in developing some knowledge of the content being read, according to Twinning (1991: 120). It implies that reading has integrated into our daily activities as one of the language skills; we read a variety of books and learn more from them. Since reading allows people to learn, reading cannot be divorced from human activity.

## RESEARCH METHOD

Pre-test and post-test results were used to gauge students' reading comprehension skills before educating them using pictures and descriptive text, and the post-test was used to learn more about the students students achievement after training with illustrations and descriptive text, in understanding the reading material. The test consists of ten multiple-choice and ten fill-in-the-blank items. The writer assigns one point for each answer that is accurate. Therefore, twenty is the overall score for all right responses. Therefore, this instrument the writer wants to know the result of students" achievement in reading comprehension especially in students result of reading on descriptive text. In pre-test the writer gives ten multiple-choice and ten completion questions with 3 reading text in the form of descriptive text. While, In the post-test, the writer gives ten questions same as the pre-test but the writer gives the different reading text. In analyzing the obtained the data, the writer used mean score formula:

$$\bar{X} = \frac{\Sigma x}{n}$$

(Moore, 1983:251)

where:

$x^{-}$ = Mean score of students

$\Sigma x$ = Sums of X

$n$ = Total number of the students

## FINDINGS AND DISCUSSION

### Finding

*Presentation of Data*

Data representing the subject to enhance students' reading comprehension was employed in pictures to discover the solution to the study question from the previous section. The writer utilized ten multiple-choice questions and ten completion questions in pre-test and post-test forms to collect the data. The table below shows the results of the pre- and post-tests.

### Table 1.The scores of students in pre-test (X) and post-test (Y)

| Students Name | Pre-test (X) | Post-test (Y) |
|---|---|---|
| A | 70 | 85 |
| B | 60 | 90 |
| C | 55 | 85 |
| D | 60 | 75 |
| E | 50 | 90 |
| F | 55 | 85 |
| G | 65 | 90 |
| H | 70 | 95 |
| I | 55 | 85 |
| J | 50 | 90 |
| K | 65 | 85 |
| L | 60 | 75 |
| M | 70 | 85 |
| N | 50 | 80 |
| O | 50 | 95 |
| P | 55 | 80 |
| Q | 60 | 75 |
| R | 55 | 80 |
| S | 65 | 80 |
| T | 55 | 90 |

### Statistical Analysis of the Data

Descriptive statistics would be used to statistically assess the acquired data. Calculating the frequency distribution of scores, the mean, and the standard deviation for each test are all included in statistical analysis.

1. Frequency Distribution of pre-test and post-test

**Table 2.Frequency distribution of Pre-Test (X)**

| Scores | Tally | Freq | Freq-% | Cum-Freq | Cum-% |
|--------|-------|------|--------|----------|-------|
| 50 | IIII | 4 | 20% | 20 | 20% |
| 55 | IIIII I | 6 | 30% | 16 | 50% |
| 60 | IIII | 4 | 20% | 10 | 70% |
| 65 | III | 3 | 15% | 6 | 85% |
| 70 | III | 3 | 15% | 3 | 100% |

Note:

Freq-        = Frequency

Cum-freq  = Cumulative Frequency

Cum-%     = Cumulative Percentage

Table 2 shows that the highest score was 70 and the lowest was 50.  Three participants (15%) out of the 20 who did the pre-test scored 70, three ( 15%) scored 65, four (20%) scored 60, six  (30%) scored 55, and four (20%) scored 50.

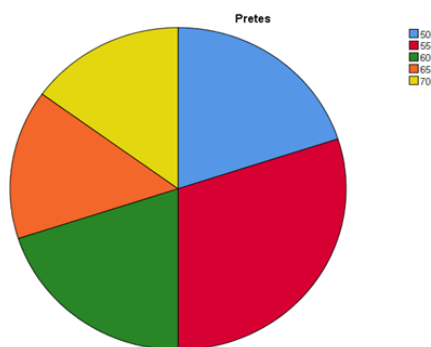Frequency distribution of pre-test is visually shown in figure



Figure 1. Frequency distribution of pre-test

After calculating the frequency of pre-test scores, frequency distribution of post-test score is calculated. The result is presented in table 3.

**Table 3. Frequency distribution of post-test (Y)**

| Scores | Tally | Freq | Freq-% | Cum-Freq | Cum% |
|--------|-------|------|--------|----------|------|
| 75 | III | 3 | 15% | 20 | 15% |
| 80 | IIII | 4 | 20% | 17 | 35% |
| 85 | IIIII I | 6 | 30% | 13 | 65% |
| 90 | IIIII | 5 | 25% | 7 | 90% |
| 95 | II | 2 | 10% | 2 | 100% |

As seen in table 3. The highest and lowest scores were 95 and 75 respectively. Out of the 20 participants who took the post-test, 2 (or 10%) scored 95, 5 (25%) scored 95, 6 (30%) scored 85, 4 (or 20%) scored 80, and 3 (or 15%) scored 75.

**Frequently distribution of post-test scores in visually displayed in figure 2**
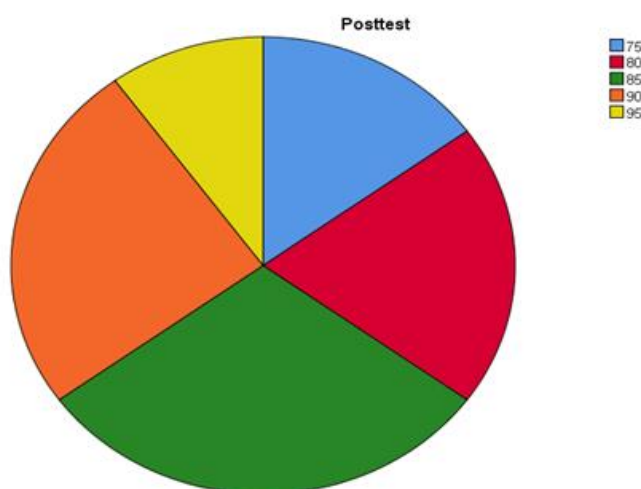


Figure 2. Frequency distribution of post-test

2. *Computation of Mean and Standard Deviation*

The pre-test and post-test sums and sum square were computed prior to determining the pre-test and post-test mean and standard deviation, as indicated in table 4 below:

**Table 4. Computation of mean and standard deviation Pre-test and post-test**

| Students Number | Pre-test (X) | $X^2$ | Post-test (Y) | $Y^2$ |
|---|---|---|---|---|
| 1 | 70 | 4900 | 85 | 7225 |
| 2 | 60 | 3600 | 90 | 8100 |
| 3 | 55 | 3025 | 85 | 7225 |
| 4 | 60 | 3600 | 75 | 5625 |
| 5 | 50 | 2500 | 90 | 8100 |
| 6 | 55 | 3025 | 85 | 7225 |
| 7 | 65 | 4225 | 90 | 8100 |
| 8 | 70 | 4900 | 95 | 9025 |
| 9 | 55 | 3025 | 85 | 7225 |
| 10 | 50 | 2500 | 90 | 8100 |
| 11 | 65 | 4225 | 85 | 7225 |
| 12 | 60 | 3600 | 75 | 5625 |
| 13 | 70 | 4900 | 85 | 7225 |
| 14 | 50 | 2500 | 80 | 6400 |
| 15 | 50 | 2500 | 95 | 9025 |
| 16 | 55 | 3025 | 80 | 6400 |
| 17 | 60 | 3600 | 75 | 5625 |
| 18 | 55 | 3025 | 80 | 6400 |
| 19 | 65 | 4225 | 80 | 6400 |
| 20 | 55 | 3025 | 90 | 8100 |
| N= 20 | 1175 | 69925 | 1695 | 144375 |

Table 4, N=20, x=l175, x2=69925, y=1695, y2=144375, mentions it. The mean and standard deviation of the pre-test and post-test scores were calculated in light of the findings.

The mean of pre-test (X)

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1175}{20} = 58.75$$

The mean of post-test (Y)

$$Y = \frac{1695}{20} = 84.75$$

As can be seen, the pre-test mean was 58.75, while the post-test mean was 84.75. The post-test's mean is greater than the post-test's mean.

### 3. Computation of Standard Deviation

The term "standard deviation" describes the range of scores along a normal curve away from the mean, indicating the homogeneity or heterogeneity of students' mastery prior to and following the experimental treatment. The raw score approach is used in this study to compute standard deviation.

The standard deviation of pre-test is:

$$s = \sqrt{\frac{\Sigma x^2}{N} - (\bar{x})^2}$$

$$s(x) = \sqrt{\frac{69925}{20} - (58.75)^2}$$

$$s(x) = 6.68$$

$$s(x) = \sqrt{3496.25 - 3451.56}$$

$$s(x) = \sqrt{44.65}$$

The standard deviation of the post-test is:

$$s(y) = \sqrt{\frac{144375}{20} - (84.75)^2}$$

$$s(y) = \sqrt{7218,75 - 7182.56}$$

$$s(y) = \sqrt{36.19}$$

$$s(x) = 6.01$$

### Discussion

After enhancing students' reading comprehension with images as media, the author collected pre- and post-test data. The results showed that the post-test score was higher than the pre-test score. In other words, the approach

that mixed descriptive text with visuals was effective in improving pupils' understanding  of such subject in the seventh grade. The pre-test results the author said that the pre-test mean score is 58.75, with a low standard deviation of 6.68. Three (3) students received the maximum score of 70 while four (4) received the lowest score of 50. When this pre-test score was examined, the author discovered that a number of variables, including  a lack of vocabulary and a lack of enthusiasm in reading, contributed to the students' difficulties. Additionally, several of the students found it challenging to comprehend he material, making it challenging for them to understand its significance. Reading comprehension is defined by Smith and Robinson (1980:205) as the comprehension, evaluation, and application  of knowledge and concepts obtained via communication between the reader and the author.

The readers are able to decode the words, but they lack the knowledge and comprehension needed to understand the sentences' deeper meanings, the paragraph's purpose, and the overall meaning of the text (McNamara, 11:  2012). In conclusion, reading is very important, thus we should work to develop effective teaching methods to aid kids in mastering   it.

A teaching   tool must be available for the instructor   if they want their students to absorb the reading content with ease.  Media is a tool in education that helps instructors and students communicate with one another.  Media may also be understood as a bridge or as the initial message from sender to recipient.

For the aforementioned reasons, the author decides that pictures   are the ideal visual medium for teaching reading.   When pupils are navigating the informational maze of learning   from a text, the proverb  "A picture  is worth a thousand  words"  from Fisher's book Essential  Reading  on Comprehension (p. 32, 2009)  is especially   true. Additionally, employing   pictures   as a teaching tool enables   instructors   to explain   to students   what  is happening  and what the characters  in the book are discussing   while  also  providing  them with a clear image of the associated issues in texts

Post-test results were used to determine how well the students could understand descriptive language. The standard deviation is 6.01 and the post-test's mean score is 84.75. The two (2) students who received the highest score, ninety-fifty (95), and the three (3) students who had the lowest core, seventy-five (75), respectively.

According to the statistics above, several students' test scores significantly improved. Because they were unable to articulate their thoughts during the teaching and learning process, the students' pre-test scores were poor. Therefore, using pictures can help students learn concepts and tie information from the text to knowledge they have already retained in their memories. The images and technology are becoming better and better despite how old the film is.

Reading comprehension, according to Duffy (2009: 14), is essential to reading since, if we don't comprehend the text, we aren't reading. From this perspective, it appears that the class VII students of SMP Negeri 2 Tondano achieved exceptionally good scores on the post-test.

### Conclusion

The writer drew the conclusion that using pictures as media is an efficient method for teaching reading comprehension after examining the data. The reading materials are simple for the students to comprehend in terms of answering questions and communicating the essential themes. The capacity of students to understand the reading text and to determine the answer to a question pertaining to the text is improved when teachers use pictures and descriptive text in the classroom.

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