

THE EFFECTIVENESS OF USING PICTURE TO IMPROVE STUDENTS' READING SKILL AT THE SEVENTH GRADE OF SMPN 8 SELUMA

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ABSTRACT

This study aimed to find out empirical data, to see using picture strategy effective in improving students' reading skill at seventh-grade student of SMP Negeri 8 Seluma. The sample of this study was 62 students taken from the first grade of SMP Negeri 8 Seluma, the students were 31 students of VII-A, as experiment class and 31 students from VII-B, as control class. The method which was used in this study was a quantitative method and the design used in this study was an experiment design. The data collected in this research were analyzed by using t-test. According to the result of statistical calculation, the obtained value of (t-observation) is 2.67 and the value of "t_t" (t table) from the df (60) on the degree of significance of 5% is 2.01. Comparing to the with each value of the degree of significance, the writer finds $2.67 > 2.04$. So too is higher than t_t or t_o > t_t. The finding of this study it can be concluded that using the picture in teaching reading skill is quite a success by using Picture. It is not only effective to lead students to feel more interesting and enjoy doing activity in the class but also it can give the students the opportunities to be active in teaching a Reading skill.

Keywords: Reading Ability, Descriptive Text, Directed Reading Activity Strategy

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui data empiris, untuk melihat Keefektifan media gambar dalam meningkatkan keterampilan membaca siswa pada siswa kelas VII SMP Negeri 8 Seluma. Sampel dari penelitian ini adalah 62 siswa yang diambil dari kelas satu SMP Negeri 8 Seluma, siswa 31 siswa VII-A, sebagai kelas eksperimen dan 31 siswa dari VII-B, sebagai kelas kontrol. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dan desain yang digunakan dalam penelitian ini adalah desain eksperimen. Data yang dikumpulkan dalam penelitian ini dianalisis dengan menggunakan t-test. Menurut hasil perhitungan statistik, nilai yang diperoleh dari (t-observasi) adalah 2,67 dan nilai "t_t" (t-tabel) dari df (60) pada tingkat signifikansi 5% adalah 2,01. Dibandingkan dengan masing-masing nilai dari tingkat signifikansi, penulis menemukan $2,67 > 2,04$. Jadi lebih tinggi dari t_t atau ke > t_t. temuan penelitian ini dapat disimpulkan bahwa menggunakan gambar dalam mengajar keterampilan membaca cukup berhasil dengan menggunakan gambar. Tidak hanya efektif untuk membuat siswa merasa lebih menarik dan senang melakukan kegiatan di kelas, tetapi juga dapat memberi siswa kesempatan untuk aktif dalam mengajar keterampilan membaca.

Kata kunci: Kemampuan Membaca, Teks Deskriptif, Strategi Directed Reading Activity

INTRODUCTION

In English subject is taught language skills. Language skills include listening skills, speaking skills, reading skills, and writing skills. The language skills are not only used in the study subject English language, but is also used to study the field of other subjects. Without understanding the language skills, it is impossible to understand the other subjects well.

One of the language skills is reading skill. The reading skill is very necessary to be examined because by researching, we can know exactly how far the reading skill possessed by the students. The role of English language teaching, especially the teaching of reading becomes very important because this skill is very related to the teaching and learning process of English. Students who are not skill at reading well will have difficulty in following learning activities.

In fact, the reading skill of the seventh grade students of SMP N 8 Seluma is still low. based on the score of UN SMPN 8 seluma last year 2017, the lowest score was 30.0 and the highest score 64.0. with an average were 40.7 (UN SMP/Mts year 2016-2017). Based on observation that will hold on April 2018 and interviews from students that the lesson English less interesting and boring. It

makes students less serious in following the lesson. In terms of teachers, the lack of reading skills are due to the fact that in the learning process the teacher is just a lecture to the students. It can also be caused due to lack of proper teachers in the use of media. If this is allowed to impact the child will have difficulty in learning in the classroom.

There are many ways to improve students' reading skill, one of them using picture media. By using the picture media on reading learning it is expected that the students' attention is more focused and more interested so that it will provide a real experience. In addition the picture media can facilitate students in learning to read and train students to think more active and creative. Picture media is one of the visual media that is often used in conveying learning materials that can provide meaningful value.

Anitah (2009:8) suggests that the picture media have advantages such as: (1) can translate abstract ideas into real form, (2) widely available in books, (3) very easy to use because it requires equipment, (4) is relatively inexpensive, (5) can be used for various levels of learning and field of study. Based on the background above it could be identified several problems as follow, a) Teachers teach monotonous strategy, b) Less precisely teachers use the media, c) The lack of vocabulary and d)

Students' reading motivation is low. The Problem of the study how is the effectiveness of picture to improve the reading skill of the seventh grade students of SMPN 8 Seluma?. The objectives of the study are to know the effectiveness of using picture improve the reading skill of the seventh grade students of SMPN 8 Seluma. This study are expected to be useful for: The result of the study are expects for English teachers to use this method as an alternative strategy to comprehend for students in reading skill, and it can find solutions to improve students' reading skills, encourage teachers in providing learning materials with regard to the ability of the students and provide insight for teachers to use the media at the time of teaching. The study it will increase their interesting and knowledge in learning English especially in reading skill. For students, it can improve students' reading skill, provide a new atmosphere that is not monotonous and boring and make students interesting in English learning.

LITERATURE REVIEW

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education Grabe (2009:5). In the classroom, some teachers often use texts or books as media to deliver material of a

subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

In the engagement, the readers could understand well what the writer meant in her or his writing. The readers dominantly use brain when they read an argumentative or scientific writing. They use emotions when they read a letter, a story and other texts which dominate feeling. When the readers read a newspaper or a religious book, they should use their beliefs in order that they can understand the meaning.

Some experts elaborate the processes of reading. These processes facilitate the readers to read well so that they can get information from what they read. One of the experts is Rivers (1981:260) who states in his book some processes of reading as follows:

- a) It is important to recognize the sound patterns which are represented by graphic symbols and identify their combinations as language units already encountered.
- b) The reader also has to recognize structural clues such as the indicators of word classes (or part of speech) and of persons and tenses of the verb; the words that introduce phrases and clauses and the particular modifications of meaning

these indicate; the adverbs and adverbial expressions which limit the action in time, place, and manner; and the indicators of interrogation in derogation.

- c) They must be able quickly to distinguish word groupings and their relations with other word groupings.
- d) They must be able to anticipate what will probably follow while holding in their immediate memory inconclusive elements from what preceded.
- e) Based on the experts, it can be concluded that reading is a process when readers learn something from what they read that engages human brain, emotions and belief. It is also a means of consolidating and extending someone knowledge of the language. Through this activity, readers can grab any information and pleasure about the subject, they can interpret by themselves.

a. Teaching Reading

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning Brown (2000: 7). The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge.

Other experts explained about the term of teaching reading which may be

further discussed here. Nuttal (1982: 21) states one of the functions of ⁷ reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language.

The teacher also should grip the principles of teaching reading so that the teacher teaches the students based on the rules. Here are the principles of the teaching reading which are stated by Anderson in Nunan (2003:57).

1) Exploit the reader's background knowledge

Reading comprehension depends on the readers' background knowledge Anderson (in Nunan, 2003:57). It can be their experiences which they bring into the text they read

2) Build a strong vocabulary base

It has been known that vocabulary is important to make reading activity successful. Therefore, it should be taught explicitly. The learner are also taught to use context to effectively guess the meanings of less frequent vocabulary. The teachers should know the vocabulary which is necessary for the learners to know. Then, it is important to know how they can learn the vocabulary.

Teach for comprehension. Teaching the student to comprehend is more important than testing reading comprehension. It is about how the student learns to engage with the meaning and develop ideas. There must be an engagement of both the teachers and the students in the class who are discussing a passage.

3) Work on increasing reading rate

Part of the joy of reading is being able to pick up a book and comprehend it. Moreover, the reader reads without struggle through the task of reading. Teaching reading is how the teacher able to produce fluent readers not speed readers. What the teachers should focus is to reduce the students' dependence on a dictionary.

4) Encourage readers to transform strategies into skills

Strategies and skills can create an important difference (Nunan 2003:59). Using strategies is to achieve desired objectives or goals, while a skill is a strategy that has become automatic.

5) Build assessment and evaluation into your reading

Growth and development of reading skills are able to be measured through doing assessment formally and informally. There should be

quantitative and qualitative assessment engaged in classroom.

6) Strive for continuous improvement as a reading teacher

The quality reading teacher determines the success of foreign language readers, so the teacher should be passionate in doing their work as facilitators, helping each reader discover what works best. They need to understand the nature of the reading process Nunan (2003:59). One of the ways to enrich them is joining a community or association which provides many inputs about teaching reading, especially.

b. Reading Skill

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the student goals. Every student has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily.

As stated by Brown (2004:187-188), there are two major skills of reading. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills

when they deal with graphemes and orthographic patterns and linguistic signals. Here are the lists of skills of reading comprehension Brown (2004:187- 188),

- a. Discriminate among the distinctive graphemes and orthographic patterns of English
- b. Retain chunks of language of different lengths in short-term memory
- c. Process writing at an efficient rate of speed to suit the purpose
- d. Recognize a core of words, and interpret word order patterns and their significance
- e. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralisation), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms
- g. Recognize cohesive devices in written discourse and their role in signal the relationship between and among clause.

While in the macro-skills, the readers need to use of their discourse knowledge, communicative functions of written texts, inference skills, scanning and skimming techniques. The macro skills will help the readers to comprehend a text well. As presented by Brown (2004:187-188), these are the macro-skills of reading as follows:

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation
- b. Recognize the communicative functions of written texts, according to form and purpose
- c. Infer context that is not explicit by using background knowledge
- d. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- e. Distinguish between literal and implied meanings
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
- g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

c. Picture Media

The word media is derived from Latin word *medius* which mean “middle”. Arabic, *media* means mediator or someone who transfers messages from sender to receiver Arsyad (2004:3).

In general the word media originally from “medium” it’s mean mediator or massager. The word occur for all activities or hot in the technician department, technical term of media is using in education area that is why terms being media education and media learning. in order to say media, is to say tool, the media is tool that the teacher use them to explain to the students to understand the topic of teaching.

The role of media in conveying the message is very crucial. It actually bridges the gap between the two parties of sender and receiver so that the message can be understood.

Media picture is media from as reproduction the real form in two dimensions such as photo or arts Rohani (1997:21)The media is tool to slide the object of two dimensions to explain to the students to be understood and apply it.

Hypothesis of The Study

The researcher hypothesis is formulated as follows:

Ha : Using picture is more effective than without using picture in reading, to improve students’ reading skill at seventh grade students of SMP N 8 Seluma.

Ho : Using picture is not more effective than without using picture in reading, to improve students’ reading skill at seventh grade students of SMP N 8 Seluma.

METHODOLOGY

The design of this research was quasi experimental study. According to sugiyono (2013:116),In this experiment, the research divided samples in two classes of the same qualification of academic background

The population of this research ware all of the second year students of SMP N 8 Seluma in 2017/2018 academic year. It consists of 4 classes from VII A to VII D and consists of 121 students. More detail, the population of this research is showing in the table below.

The samples were two classes of the 8th years students SMP N 8 Seluma (Class VII A and Class VII B which consist of 31 students for each and total of Class VII A and VII B are 62 students because both classes have the same level.

Table 1. Samples of Research

No	Class	Female	Male	Number of students
1	VII A	16	15	31
2	VII B	16	15	31
Total				62

Technique of collecting data in this research ware as follow:

1. Pre-test.

The pretest had been done before treatment intended to obtain students’

English Vocabulary mastery of seventh grade at SMPN 8 Seluma. Items used for pre-test consisted of 20 items. The test was about multiple choice.

2. Treatment

The treatment was the using picture to increase students' reading skill in descriptive text. The time to apply this strategy is about eight meetings.

3. Post-test

The posttest gave at the end of research. The items used for posttest consisted of 20 items multiple choice.

RESULT AND DISCUSSION

This part explains general description of data that the writer got from the research. The data were collected from students' score in pre-test and post-test of both experiment class and control class. After conducting the research, the writer obtained the data. There was posttest score for each class. The experiment class and the control class were taught with different technique in teaching reading. The experimental class was taught the descriptive text using directed reading activity, whereas the control class without used directed reading activity.

1. The Data of Pre-test in Experiment Class and Control Class

a. The Data of Pre-test in Experiment Class

Based on the data gathered from pre-test in the experiment class, it could be seen that from 31 students in the experiment. The data were shown that the lowest score achieved by students is 40 and the highest score in pre-test is 90

b. The Data of Pre-test in Control Class

Based on the data gathered from pre-test in the control class, it could be seen that from 31 students in the control class. The data showed that the lowest score achieved by students is 40 and the highest score in pretest is 70.

2. The Data of Post-test in Experiment Class and Control Class.

a. The Data of Post-test in Experiment Class.

Based on the data gathered from post-test in the experiment class, it could be seen that from 31 students in the experiment. The data showed that the lowest score achieved by students is 50 and the highest score in pre-test is 95.

b. The Data of Post-test in Control Class

Based on the data gathered from post-test in the control class, it could be seen that from 31 students in the control class. The data showed that the lowest score achieved by students was 45 and the highest score was 90

The Interpretation of Data

The using picture is a teaching technique which is used to help students to understand about Reading skill. The using picture was developed to reduce pressure on students in the classroom, and create an atmosphere of fun in the class, because the students are involved directly and actively with the learning activity especially in effort to seek the meaning of the reading skill hence, the strategy could use pictures is a teaching technique which was used to help students to understand about the information in the text. The picture enables readers/students involved in the reading activity and the students think critically in understanding text. Picture encourages active involvement with the reading material by having the students making hypotheses or predictions about the material in the reading text and then checking the accuracy about students' hypotheses or predictions the students are involved directly and actively with the reading activity especially in effort to seek the meaning of the text, that is why the strategy can improve the comprehension and remembering effectively.

CONCLUSION AND SEGGESTIONS

A. Conclusion

Based on the researcher conducted at SMP Negeri 8 Seluma, it concluded that

the teaching reading skill the using picture has shown positive significant difference in reading teaching and learning process. It could see based on the students' post-test scores in learning reading by using picture are higher rather than the students' post-test scores without using picture and it also could be seen as students' responds of the writer's commands, they look enjoyable learn reading using picture, because they can practice directly.

Finally, it concluded that using Picture in teaching reading was quit success; it was really helpful in increasing the students' ability and achievement in English reading skill.

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