

# ***THE EFFECT OF USING PICTURE IN SERIES ON READING COMPREHENSION ACHIEVEMENT OF PROCEDURE TEXT AT SMPN 2 AJUNG JEMBER***

**Bintang G. Argata, Zakiyah Tasnim, Asih Santihastuti**  
***English Language Education Study Program***  
***The Faculty of Teacher Training and Education***  
***Jember University***  
**Jln. Kalimantan 37, Jember 68121**  
**E-mail: Ning\_nim@yahoo.com**

## ***Abstract***

*Picture in series is one kind of media that can be used in teaching learning process. In this research, the researcher wanted to investigate whether or not there was a significant effect on the use of picture in series on reading comprehension achievement of procedure text at SMPN 2 Ajung Jember by conducting a quasi experimental research. The research respondents of this research were the seventh grade students of SMPN 2 Ajung. Based on the results of the independent sample t-test analysis, it was known that the value of Sig. (2-tailed) was 0.005. It was lower than 0.05. Therefore, the alternative hypothesis was accepted. It can be concluded that the use of picture in series gave a significant effect on reading comprehension achievement at SMPN 2 Ajung Jember.*

***Key Word: picture in series, reading comprehension, experimental research, procedure text***

## **Introduction**

Language is very important in our life. We need language to communicate with our society. One of the languages used by many people in the world to communicate with others is English. Therefore, English is one of the most popular international languages used in the world. Crystal (2010:5) states that English is now the language most widely taught as a foreign language in over 100 countries. Since English has become an international language of communication, it becomes an important foreign language to learn.

In Indonesia, English is learnt as a foreign language. As stated in 2006 Institutional Based Curriculum/KTSP for junior high school, there are four major skills that the students should learn to develop English communicative competence namely listening, speaking, reading and writing. Reading is one of the skills that should be mastered by the students. Carrel *et al* (1988:1) state that for many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language. Johnson (2008:3) states that reading is a practice of using text to create meaning. In other words, reading is not only

reading the text from the first word until the last word but also understanding what the text tells about, whether the information is explicit or implicit. In teaching learning process, students need to be able to do a number of things with a reading text (Harmer 1998:69). They need to be able to scan the text for particular bits of information they are looking for. Moreover, Harmer (2004:70) states that reading is incredibly active occupation.

Supporting that idea, pictures were chosen to help the students in understanding a reading text. The presence of pictures can be beneficial for the readers. It does not only illustrate the text, but also creates much more real and impressive than words may do. Picture chosen has strengths as follows 1) easy to prepare, 2) easy to organize, 3) interesting 4) meaningful and authentic, 5) and sufficient amount of language. (Wright 1989:3). In this research, the researcher was interested in the effect of picture in series on students' reading comprehension of procedure text. This was because these media are useful and interesting media in teaching learning process especially in teaching reading comprehension. Pictures contribute the context in which the language is being used. They bring the world into the classroom such as a street scene or a particular object, for example, a train (Wright 1989:17).

Considering the ideas above, a research entitled *The effect of using picture in series on reading comprehension achievement of procedure text at SMPN 2 Ajung in the 2013/2014 academic year* was conducted. The objective of this research was to know whether there was or not a significant effect of using picture in series on reading comprehension achievement at SMPN 2 Ajung Jember. Based on the research problem, the research hypothesis can be formulated as follow: Is there any significant effect of using picture in series on reading comprehension achievement of procedure text at SMPN 2 Ajung Jember.

### Research Method

The research design applied in this research was a quasi-experimental research design using post test only control group design. There were two groups in this research. They were experimental group and control group. According to Fraenkel and Wallen (2008:262), experimental group receives a treatment of some sorts such as a new textbook, or a different method of teaching, while the control group receives no treatment. In this research, the experimental group received treatment on their reading class that was using picture in series as the media. On the other side, the control group received no special treatment, which was teaching reading comprehension without using media. In this case, the control group was taught by using text only.

The population of this research was the seventh grade students of SMPN 2 Ajung. From the existing 4 classes, the researcher took two classes as the research respondents. To know the homogeneity of the population, the researcher analyzed the students' English previous score by using ANOVA. The result of ANOVA was used to determine the experimental and the control group. Based on the result of ANOVA, it was known that the condition of the population was not homogeneous. Therefore, the researcher took two classes which had the closest mean score. After determining the research respondents, the researcher constructed the lesson plan and the research instrument. The researcher gave the teaching learning process twice for both the experimental and the control group. In the experimental group, the researcher gave the teaching learning process by using picture in series as the media on reading comprehension of procedure text. On the other hands, the control group was only taught by using a text. Post test was given to both groups after the teaching learning process. The result of the post test was analyzed by using independent sample t-test to know whether or not there was a significant effect of using picture in series on the students' reading comprehension achievement.

There were two kind of data in this research. The first was the main data; the second one was supporting data. The main data in this research were the students' reading comprehension score collected by giving a reading

test. The supporting data were gained through interviewing the English teacher at SMPN 2 Ajung jember and doing documentation.

In this research, the researcher used a teacher-made test. The test used was in the form of multiple choice with four options. According to Hughes (1997:76), multiple choice has some advantages, they are: the scoring is rapid, economical, and the candidates only have to mark the options on the paper. The achievement test consists of two procedure texts with 20 questions covering word comprehension, sentence comprehension, and text comprehension. The test was administered in 40 minutes. Each item had the same score; 5 points. So the maximum score for the correct answer is 100.

The interview was conducted to know, whether the English teacher of that school uses picture in series as the media in teaching reading of procedure text, and the book used by the English teacher in teaching English. According to Arikunto (2006:155), there are three kinds of interview method. They are structured interview, unstructured interview and semi-structured interview. In this research, the researcher used structured interview in order to collect supporting data.

In this research, documentation was used to get data such as the name of the research respondents, and the seventh grade students' reading score of English. The data are gathered from the English teacher of SMPN 2 Ajung Jember. The data were obtained from the students' semester examination score given by the English teacher.

Before giving the post test, the researcher determined the validity and the reliability of the test. In determining the validity, the researcher constructed the test materials based on syllabus used in the school. It is stated that the seventh grade students should be able to comprehend a reading text in the form of procedure text. Concerning the reliability, the researcher applied Split Half Odd-Even technique to estimate the reliability by analyzing the correlation between X and Y by using product moment correlation formula. From the calculation it was known that the result of Split Half Odd-Even technique was 0.52.

After knowing the result of Split Half Odd-Even technique, the calculation was continued to determine the reliability coefficient of the whole test items by using Spearman-Brown formula:

The result of Spearman-Brown was 0.68. According to Djwandono (1996, 154) the result of the reliability coefficient has different categories as follows

0.90-1.00= very high

0.70-0.89= high

0.50-0.69= fair

0.30-0.49= low

<0.30= very low

- a. The difficulty index of the test shows how difficult the particular item in the test. The formula is as follow:

$$P = B/J$$

notes:

P : difficulty index

B : the number of participants who answer the questions correctly

J : the total number of the participants who answer the question

(Djiwandono, 1996:141)

The criteria of difficulty index

0.00-0.30=difficult

0.31-0.70=fair

0.71-1.00=easy

In order to know the reliability, the difficulty index, and the time needed for doing the test, the researcher administered a tryout test which was given to the class that was not considered as the experimental nor the control group. The try out test was given before giving post test to both experimental and control group. If the result showed that the test was not reliable, the items were too easy or too difficult, or the time allocation is not appropriate, the researcher would revise the test before it was given to the control and experimental group.

### The Results of the Research

Based on the result of the ANOVA, it was known that the condition of the population was not homogeneous. Therefore, the researcher took two classes which had the closest mean score. It was known that the classes which had the closest mean score were class VII-B and VII-D. The students of class VII-B were chosen as the experimental group, and the students of VII-D were chosen as the control group deciding by lottery.

To know how easy or difficult the test items were, the researcher determined the Difficulty Index (*FI*) of the test items. According to Saukah (1997:150) a good test item should not be too easy or too difficult. It means that the test item should be in the range between 0.31-0.70. The researcher provided 30 number of test items. After analyzing the result of the try out, it was found that 21 number test items were categorized as fair, 1 numbers were easy and 8 numbers were difficult. Therefore, the researcher took 20 number of the test items which were categorized as fair. Those test items were in the range from 0.32-0.68. The researcher took 20 numbers of the objective test because it was easy in scoring the test items.

The try out test was also intended to know whether the test instruction was clear or not and the time allocation was enough or not. Dealing with the test instruction, the test instruction was understandable as all the students understood the test instruction well. Dealing with the time, the researcher found that the time allocation for the try out was appropriate because the students were able to do all the test items within the available time. From the clarification above, it could be concluded that the test for the post test administered to the participants was the same as the test of the try out.

The result of the Independent Sample t-test showed that the value of Sig.(2-tailed) was 0.005. It was lower than 0.05. So that, it can be concluded that the use of picture in series gave a significant effect on the students' reading comprehension achievement of procedure text at SMPN 2 Ajung.

### Discussion

The result of this research showed that the use of picture in series gave a significant effect on the seventh grade students' reading comprehension achievement of procedure text at SMPN 2 Ajung Jember in the 2013/2014 Academic Year.

The research finding was in line with Wright (1989:159) who states that pictures can be used to provide either the general context or illustrate particular point. In this case, picture in series provided some information about procedure text that was discussed in the teaching learning process. For example, the pictures provided information about steps of the procedure text of making pancake, and the equipment used in making it. By observing the pictures students got the idea of how pancake is made. The students can get information visually by looking at the picture and it helped them to activate their prior knowledge on the topic based on the picture. As it is stated by Gagne (in Schank, 2001) that prior knowledge helps the learner remember new information by creating more memory cues. By using their prior knowledge, the students were more easily in understanding the text. In this case, picture in series gave information about the text before they read it. Therefore, picture in series can help the students to comprehend particular points in reading comprehending achievement.

In addition, the research finding supported Pan's research finding (2009). His research finding showed that the use of pictures could improve the low-proficiency Taiwanese English foreign language college students' score in comprehending text. He investigated the use of pictures on reading comprehension of low-proficiency Taiwanese English foreign language college students. On his case, the students were asked to translate a text accompanied by pictures. In other words, pictures provided additional source to draw meaning so that the students could draw meaning from the text more easily.

Further, the use of picture in series showed its strength in improving students' reading understanding as it was seen in Jannah's study (2012) entitled "Improving the Grade VII-B Students' Reading Comprehension Achievement of Procedure text by Using Picture in Series at SMPN 14 Jember". The result showed that the use of picture in series could improve the students' reading comprehension achievement and their participation in the teaching learning process at SMPN 14 Jember. It was proven by the percentage of the students who passed the target score and their active participation during the teaching learning process. It was found that 76% of 34 students were actively participated during the teaching learning process. In addition, the use of picture in series in teaching learning process could also improve the students score. The students' score improved from 60 with the percentage 77% from the number of the students to 75 and above with the percentage 74% from the total number of the students.

This research finding showed that the use of picture in series gave a significant effect on the students' reading comprehension achievement of procedure text. Another research conducted by Wibowo (2012) also showed that the use of picture in series gave a significant effect on the students' reading comprehension of narrative text. The students who were taught reading by using pictures in series had higher score compare to those who were not. Moreover, Jannah's study (2012) also showed that the use of picture in series could improve students' reading comprehension achievement of procedure text and their active participation. The students' score were getting better after they were taught reading comprehension of procedure text by using picture in series. Further, Pan's research finding (2009) showed that the use of picture gave a significant effect on low-proficiency Taiwanese English Foreign Language college students' reading comprehension. Therefore, the result of this research strengthens the result of the previous research and also the theory about the use of pictures in series on reading comprehension achievement.

In conducting the research, the researcher found some problems that occurred during the teaching learning process. On the first meeting, the students got difficulty in understanding the picture. This was because they were not familiar enough with the picture. Some of them were able to mention the objects in the picture, but they just only mention them in Indonesian instead of English. Some of them also got difficulty in comprehending the instruction of the task.

On the second meeting, few students still found some difficulties. Most of them were still difficult in understanding the picture, because on the second meeting they faced a new material. Few of them were still difficult in mentioning the objects in the picture in English. However, they did not find any difficulties in understanding the instruction of the task. This was because they had

already faced such kind of instructions on the previous meeting.

In addition, both experimental and control group were taught by the same researcher. They were also given the same material that was reading comprehension of procedure text. The teaching learning process was conducted twice for each group. The researcher also gave the same time allocation for both classes. After giving teaching learning process, the researcher gave a post test for both classes. The post test had the same material, and the number of the test items. This was used on order to keep the fairness for the two group.

Based on the explanation, it can be concluded that the use of picture in series gave a significant effect on students' reading comprehension achievement of procedure text. It was proven by the score of the students taught by using picture in series was higher than the students which were not taught by using picture in series.

## Conclusion and Suggestion

Based on the data analysis of post test result, hypothesis verification, and discussion on the previous chapter, it can be concluded that there was a significant effect on using picture in series in teaching reading comprehension achievement of procedure text on the 7<sup>th</sup> grade students of SMPN 2 Ajung Jember.

Knowing that there was a significant effect of using picture in series in teaching reading comprehension of procedure text, this media may be used as the consideration in teaching learning process of reading, especially reading of procedure text. It is suggested to the English teacher to use picture in series as the media in teaching reading, especially in teaching reading of procedure text to help students read more effectively. to future researcher to use the result of this research as the reference to conduct a further research with the similar topic using different research design, or different level students, such as a classroom action research to improve the students' reading comprehension achievement by using picture in series in teaching procedure text. In addition, it is better for the teacher to provide some words related with the picture. Therefore, the students are easily in mentioning the objects in the picture in English rather than in Indonesian.

## References

- [1] Arikunto, S. 2006. *Prosedur Penelitian: Suatu PendekatanPraktik*. Edisi Revisi IV. Jakarta: PT. Rineka Cipta
- [2]Crystal, D. 2003. *English As a Global Language (Secend Edition)*. New York: Cambridge University Press.
- [3] Carrel, Patricia. L. 1988. *Interactive Approaches to Second Language Reading*. New York: Cambridge University.

- [4] Djiwandono, M.S. 1996. *Tes Bahasa Dalam Pengajaran*. Bandung: ITB Bandung
- [5] Fraenkel, J. and Wallen, N.E. 2008. *How to Design and Evaluate Research in Education (Seventh Edition)*. New York: McGraw-Hill.
- [6] Harmer, J. 1998. *How to Teach English*. Malaysia: Addison Wesley Longman.
- [7] Hughes, A. 1996. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- [8] Jannah, S.H. 2012. *Improving The Grade VII-B Students' Reading Comprehension Achievement of Procedure Text by Using Picture in Series at SMPN 14 Jember*. Unpublished S-1. Thesis University of Jember.
- [9] Johnson, A.P. 2008. *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*. Maryland: Rowman and Littlefield Publisher.
- [10] Pan, C. 2009. *The effect of Pictures on Reading Comprehension of Low-Proficiency Taiwanese English Foreign Language College Students*. Available at: [js.vnu.edu.vn/nn.\\_3\\_09/b.8.pdf](http://js.vnu.edu.vn/nn._3_09/b.8.pdf). Retrieved on 27 November 2013
- [11] Schank, R.2001. *Schemata Theory*. Available at: [https://notendur.hi.is/joinuer/eaps/wh\\_schas.htm](https://notendur.hi.is/joinuer/eaps/wh_schas.htm). Retrieved on November 27, 2013
- [12] Saukah, A., Setyadi S.P., Fachrurrazy., Guna H.S. *Evaluasi Hasil Pengajaran Bahasa Inggris*. 1997. Jakarta: Universitas Terbuka.
- [13] Wright, A. 1989. *Picture for Language Learning*. Cambridge: Cambridge University Press.

