

IMPROVING THE GRADE VIII-D STUDENTS' ACTIVE PARTICIPATION AND THEIR READING COMPREHENSION ACHIEVEMENT BY USING COMPOSITE PICTURES AT SMPN 1 ARJASA-JEMBER

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Abstract

The aim of this research is to improve the grade VIII-D students' active participation and their reading comprehension achievement by the use of composite pictures as the teaching learning media. Composite pictures are believed to be useful in helping students comprehend the text. That pictures visualize information of the content of the text, help students understand the events easier. This research used classroom action research as the research design and the subjects were the grade VIII-D students of SMPN 1Arjasa- Jember. The data of this research were gained through the result of observation and reading test. The result of this study revealed that Composite Picture could improve the students' active participation and their reading comprehension achievement. It showed by the research result that the percentage of the students' active participation during the reading class by using composite pictures improved from 67,19% in cycle 1 to 76,5% in cycle 2. Besides, it is showed by the result of the reading comprehension test. In the precentage of the students who got the score of 70 (≥ 70) was 68.75% in Cycle 1 while in cycle 2 improved to 78,12%. Therefore, it is recommended for the English teacher to use Composite Picture as alternative media in teaching reading.

Key words: *Active participation, Composite Picture, reading comprehension, the grade VIII-D.*

INTRODUCTION

English is used by more than four hundred million people as a second language and as foreign language (Barber, 1993:236). It means that English is very important to be learnt because it is used by many people in the world. In Indonesia, as a foreign language, English is one of the major subjects that should be mastered by the students. The English teachers at secondary schools, especially at SMP are expected to develop their students' English skill.

Meanwhile, reading is one of the skills that plays important role in teaching and learning English. Dealing with reading, Hanafi (2004:60) states that reading is one of the important skills to master in learning English. It is the first of the most important factors that can support the process of mastering the other skills and involving knowledge.

In reading English texts, students should understand what they have read. In other words, understanding what has been read is the same as reading with comprehension. They often feel bored in reading class. It made them unable to concentrate on the learning activity. As a result, they only understand the literal meaning of the text without comprehending the message behind the literal

meaning of the sentences. It was because the students were lack of motivation in learning.

Therefore, the English teacher should be creative in teaching English. The English teacher has to use an appropriate approach, method, and technique in teaching. Besides, they may use visual aids as media in English teaching and learning process.

Media is an instrument to extend the message of teaching learning (Arsyad, 2006:4). It means that media can help the students to get some information from the lesson easier. According to Abidin (2009), media of teaching learning covers the instruments that are used to extend the teaching material that consist of film, video, picture, chart, and diagram. Meanwhile, media is a component of source study which contains activity. According to Brister (2010), using visual aids like a picture in the classroom is a good way to make a lesson more memorable. It focuses the students' thoughts and ideas on the subject which in turn helps them understand and interpret the information being presented. Therefore, this research used composite picture as a media in English language teaching and learning, especially for reading comprehension.

The reason for choosing classroom action research as the research design is because the English teacher in SMPN 1 Arjasa-Jember has never used composite picture as media in English teaching reading activity. The purpose of this classroom action research is to improve the students' active participation and their reading comprehension achievement.

The composite picture is appropriate to be used to help the students comprehending texts. Based on the result of the research done by Anggraeni (2010), it was found that by using composite pictures there was a significant effect on students' reading achievement. The students who were taught by using composite pictures got better reading achievement compared to the students who were taught without using composite pictures as media.

Another research done by Ariyanto (2003) found that the pictures used as a media was able to help students improve their reading comprehension in getting the main idea. It was concluded that the students got better reading achievement by using pictures as media in reading comprehension and create students enthusiasms. Considering the background above, a classroom action research entitled "*Improving the Grade VIII-D Students' Active Participation and Their Reading Comprehension Achievement by Using Composite Pictures at SMPN 1 Arjasa-Jember*" was conducted to know whether composite pictures were successful in improving the students' participation and their reading comprehension achievement.

Alyousef (2005) states that reading comprehension is an interactive process between the author and the reader's knowledge. In this process, the reader interacts dynamically with the text and the reader tries to elicit the information of the text where various kinds of knowledge are being used. In addition, Tiwari (2005:88) claims that the purpose of reading is to determine the specific knowledge, skills, and strategies that reader needs to apply to achieve comprehension. Therefore, to improve the students reading comprehension, the teacher must be able to create interactive atmosphere in the teaching of reading and provide an appropriate text where the students are interested in accessing the information of the text.

Wright (1989:160-161) suggests that there are some stages in teaching reading that can motivate students' involvement such as: pre-reading, whilst reading and post reading. The activities in each stage are described as follows:

1. Pre reading (before reading)

This stage should involve the students to create a sense of purpose in reading and help to focus the students' mind on the content of the text.

- a. The teacher shows to the students the composite picture which is related to the topic that the students can discuss what they think about the pictures.

- b. The teacher gives the students leading questions for apperception to prepare the students before the story begins.
- c. The teacher gives the students the reading text and the task of reading comprehension.

2. Whilst reading (during reading or monitor comprehension)

In this stage composite picture helps the students to keep in mind the overall context, the nature, and behavior of the characters and the situation they are in

- a. The teacher reads the reading text as a model and asks the students to pay attention.
- b. The teacher asks the students to read the text after the teacher.
- c. The teacher asks the students to read the text aloud.
- d. After that, the teacher asks the students to read the text aloud again and then reread independently, underline the difficult words and find their meanings by using composite pictures.

3. Post reading (after reading)

In the last stage, the following activities are suggested to do:

- a. The teacher gives tasks to the students in order to check the students reading comprehension.
- b. The teacher asks the students to do the task by using composite picture as a media.
- c. The teacher and the students discuss together about the students' answer from the reading activities.
- d. The teacher invites the students to review and to draw the conclusion from the material that has been discussed.

This research used the above procedures in implementing action to improve the students' participation and their reading comprehension achievement at SMPN 1 Arjasa-Jember.

Research Method

This research is classroom action research with cyclical model because it was intended to improve the grade VIII-D students' active participation and their reading comprehension achievement by using composite pictures. The function of an action research is basically as a tool for improving the quality and efficiency of the application of the educational activity. In short, a classroom action research is intended to solve a problem in the classroom.

This research was conducted collaboratively with the English teacher of the eighth grade students at SMP Negeri 1 Arjasa-Jember to identify the problems, to choose the action, observe the classroom atmosphere and teaching activities, and do the reflection.

The data obtained in this research covered the primary data and the supporting data. The methods used to collect the main data were reading test and classroom observation, while the supporting data were obtained from documentation and result of interview. The test was used to measure the students' reading comprehension achievement after the students were given an action. The English teacher and the researcher constructed the test collaboratively. The test was conducted in each cycle after two meetings of implementing the action. This process was performed to determine whether or not the results of the test reach the required score.

The type of data analysis is statistical analysis in the form of percentage to analyze the main data and the data will be interpreted into meaningful information which will be used as the results of the research. The quantitative formulation to find 75% of the research subjects who can gain score 70 or more.

The implementation of the action was based on the lesson plans constructed by the researcher and was consulted to the English teacher and the research consultants. In this research, the researcher used composite pictures in the form of banner as media in teaching reading. Therefore, it is suitable used in whole class. All of the students could see the composite picture clearly. In each meeting, the teaching and learning process in reading class by using banner composite picture consisted of 3 main activities; Pre-reading, Whilst-reading, and Post-reading. Pre-reading was intended to introduce the composite picture to activate the students' background knowledge by giving some leading questions to direct and guide them to the material that was going to read. In the whilst-reading activity there were some stages such as; reading the text loudly, finding unfamiliar vocabularies and asking the students to identify the structure of the text, more importantly they observed the composite picture provided. In this stage, the students became more familiar and participated in reading the material given. The students observe the banner sized composite picture, to match the verbs of activity with the pictures. This is the interesting part because students could focus on the words in the text and the pictures. They made the relation of the text and the activities in the picture enthusiastically. The final stage is post-reading activity. In this stage, by discussing and answering the questions based on the composite picture given, the students got better understanding about the material which was accompanied by a banner sized composite picture. Furthermore, there was a discussion about composite picture media used in this stage to gain the students' attractiveness and knowledge about the facts stated in the text.

ANALYSIS

The Result of Observation

In this research, the primary data were collected from the result of observation and reading test. In this classroom action research, observation conducted to observe the students' participation in the class while the action was being implemented. The researcher used the observation guide in the form checklist containing the indicators to observe in the students' participation in the reading teaching learning process by using composite pictures in each cycle. There were some indicators observed during the reading teaching learning process, namely:

1. The students answer the teacher's questions orally.
2. The students ask the questions orally.
3. The students pay attention to the teacher's explanation.
4. The students discuss the activity of person in the composite pictures.
5. The students give respond by giving opinion based on composite pictures.
6. The students do the reading exercises by using composite pictures.

The students were considered active participants because 75% of the students fulfilled at least four indicators, it means that they were actively participated in the teaching and learning process of comprehending the reading text by using composite pictures. Otherwise, the students were considered not active participants if they fulfilled less than four indicators.

Based on the results of the observations, it could be concluded that in the first meeting, there were 20 out of 32 students (62.5%) actively participated in the reading teaching learning process. Meanwhile, in the second meeting, as many as 23 out of 32 students (71.87%) actively participated in the teaching learning process of reading by using composite pictures. So, the average result of the students' active participation was 67.19%.

Based on the results of the observations in Cycle 2, it could be concluded that in the first meeting, there were 23 out of 32 students (71.9%) actively participated in the reading teaching learning process. Meanwhile, in the second meeting, as many as 26 out of 32 students (81.25%) actively participated in the reading teaching learning process by using composite pictures. So, the average result of the student active performance was 76.5%. From the results of the observations the requirement of 75% students showed their participation in comprehending reading text by using composite picture had been fulfilled.

The Result of Reading Test

Based on the result of reading test of Cycle 1, it was found that there were only 22 students out of 32 students (68.75%) who got the score at least 70. The above percentage was below the percentage required in this research that was at least 75% of the students got score at least 70.

Based on the result of reading test of Cycle 2, it was found that there were 25 students of 32 students (78.12%) who got scores at least 70. The above percentage reached the percentage required score in this research that was at least 75% of the students got scores at least 70. It could be concluded that the target percentage of the students' score in reading achievement test by using composite picture had been achieved.

CONCLUSION

Based on the results of reading comprehension test and observation, it can be concluded that the use of composite pictures can improve the grade VIII-D students' active participation and their reading comprehension achievement at SMPN 1 Arjasa-Jember in the 2013/2014 academic year. The result of observation showed that the percentage of the students' active participation during the reading class by using composite pictures improved from 67,19% in Cycle 1 to 76,5% in Cycle 2. Then, the result of the reading comprehension test showed that the percentage of the students who got the score of 70 (≥ 70) was 68.75% Cycle 1 while in Cycle 2 improved to 78,12%.

Based on the research results, it is expected that the English teacher to also use composite pictures as the media in the teaching of reading comprehension because it can improve both the students' active participation and their reading comprehension achievement. The important thing to do is to provide the text in larger font (12 or 14) and the picture as well should be clear and colorful. Besides, it can help the students to understand the text better resulting in increased achievement and active participation. Hopefully, the research results are useful for other researchers as the information and a reference to conduct further research dealing with the application of composite pictures as learning media in order to help them improve their reading comprehension achievement with different research designs and text types conducted at other schools, or to different level of students.

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