

Pictures in Series as the Way to Teach Reading on the Ninth Grade Students at SMPN 1 Besuki-Situbondo

Riska Lanvie Yanuarista, **Siti Sundari**, **Made Adi Andayani**
FKIP, the University of Jember

Abstract: This research was intended to improve students' active participation and their reading comprehension achievement by using pictures in series. Purposive method was used to choose SMPN 1 Besuki-Situbondo as the researcher area. The data collection methods were reading test, observation, interview and documentation. The research subjects were 32 students of class IX C. The action was done in two cycles in which each cycle consisted of three meetings. Two meetings for teaching reading by using picture in series and the third meeting for reading test. This research was conducted collaboratively with the ninth grade English teacher. The students' participation in cycle 1 was 62.5% and in cycle 2 was 75% then the result of students' reading comprehension test in cycle 1 was 78.12% and in cycle 2 was 84.37% it means that the use of picture in series could improve the students' reading achievement.

Keywords: Picture in series, Students' Participation, Reading Achievement.

1. Introduction

As an international language, English is used by most of people around the world. It is used as a means of communication in their daily life, and the use of English affects every aspect of human life, such as communication, economics, education, science, technology, and so on. There are four language skills, namely listening, speaking, reading, and writing. Reading has an essential part in English education. It makes students know many things. It does not only help students to get information, but one of the key to gain knowledge. Duffy (2009:5) says that readers do something with what they read. By reading, readers are able to get much information that can enrich their knowledge in their life. The students a schools need to understand the whole text meaning to catch the message and the

information of the text. However, students might experience difficulties to understand the text language so that they might need something that can be used to help them understand reading texts.

Based on the explanations above, the researcher was interested in conducting a classroom action research entitled “The Use of Picture in Series to Improve the Ninth Grade Students' Achievement in Reading Procedure Texts at SMPN 1 Besuki-Situbondo in the 2015/2016 Academic Year”.

2. Literature review

2.1. Theoretical frameworks

Dealing with the complexity of reading, there are many experts who try to make various media to make reading comprehension easier. For example, Wright (1989:2) states that pictures give a possibility to give students motivation in language learning. A teacher can use pictures as media to make students more interested and motivated in reading a text. Picture in series give vivid illustration to the students. By looking at the pictures, they can generate their ideas and get more information related to the study. This is because as what Hanafi (2005:270) notes that reading is the first important factor that can support the process of mastering other skills and improve knowledge.

There are three kinds of pictures that can be used in the teaching learning process. They are individual pictures, composite pictures, and picture in series. In this case, the use of picture in series may be appropriate to be applied in reading procedure texts to make the students understand them more easily. Yunus (1981:50) says that picture in series are number of related composite pictures that are linked to a form a series or a sequence of a story. Through picture in series, students will have chance

to think critically about their interpretation of the events in an image and write about those ideas. They also stimulate and provide information to be referred in the discussion of the lesson.

From the preliminary study that was conducted at SMPN 1 Besuki-Situbondo on October 8th, 2015, the English teacher explained that most students of grade IX C had problem in reading. Based on the observation in the classroom, it was found that the students were not interested in reading an English text because it has a complicated language structure. The students seemed bored when the teacher asked them to read the English text because they were confused to understand the content of the text. When the teacher asked the students to find the meaning of some unfamiliar words in the dictionary, some students did, but the other did not because they did not bring the dictionary. Then, the teacher asked some questions and only a few students were able to answer correctly. According to the previous score of reading test from the English teacher, the researcher found that the IX C students had the lowest mean score of English score, it was 69.53 which could not reach the minimum requirement standard score of the English subject, that was 70. there were only 20 students who got score ≥ 70 and 12 students got score ≤ 70 .

An action research of using picture in series was conducted by Kurniawan (2013) entitled "Improving the eighth year students achievement in writing recount text by using picture in series at SMPN 1 Gumukmas in the 2102/2103 academic year. He reported that picture in series could improve the students' active participation from 67.14% in cycle 1 to 78.57 in cycle 2.

2.2. Review of previous research

Previous research findings on using pictures in series include those conducted by Febriani (2014). Her research findings showed that the use of picture in series could

improve the students' achievement in writing. This means that there was improvement in the students' skill in writing a procedure text after picture in series were used to teach writing to the students.

3. The study

3.1. Research design

The classroom action research was used in this research because it was intended to improve the ninth grade students' achievement in reading procedure texts by using picture in series of the SMPN 1 Besuki-Situbondo. Arikunto (2006:91) states that a classroom action research is a research which is done in the classroom by doing intentional activities.

In this research the action was done by using the cycle model. There were four stages in each cycle namely: the planning of the action, the implementation of the action and observation, evaluation, data analysis and reflection of the action. This Classroom Action Research was conducted collaboratively with the English teacher of class IX C of SMPN 1 Besuki-Situbondo. The collaboration focused on planning the action, implementing the action, observing the class, evaluating, analyzing the data and doing reflection (Elliot, 1991: 169).

This research was set and carried out in two cycles. The students' scores of reading achievement in cycle 1 had achieved the required standard score, that was 70% of the subjects got score ≥ 70 in the reading test; therefore the action was continued to cycle 2.

The research area was determined by using the purposive method. In this research, SMPN 1 Besuki-Situbondo was chosen by considering some reasons as follows; (1)

The headmaster of SMPN 1 Besuki-Situbondo gave permission to the researcher to conduct this classroom action research at the school. (2) The English teacher agreed with the researcher to conduct the classroom action research collaboratively. (3) The students of class IX C at SMP 1 Besuki-Situbondo had problems with reading comprehension.

3. 2. Research context

The research was conducted in the context of English as a foreign language (EFL) rather than English as an additional language (EAL). This is because in the school of where this research took place, English was only one of the compulsory subjects other than English such as Mathematics that had to be learnt by the students at the school.

3. 3. Research participants

The subjects of this research were the students of class IX C in SMPN 1 Besuki-Situbondo. It was chosen because it had the lowest mean score of reading test among the other classes. The standard passing grade of the school was 70, but the students who could reach this score level were only 20 students (62.5%) of 32 students.

3.4. Research data and analysis

The research data was collected by reading test, observation checklist, interviewing guide, and documentation. The reading test was used to measure the students' reading comprehension achievement. The observation in this research was conducted to get the data about the students' participation in the reading teaching and learning process by using the observation checklist. It was done by the English teacher collaboratively with the researcher. The students were categorized active if they performed at least 4 or 5 indicators. The indicators were; (1) Paying attention

to the teachers' explanation. (2) Arranging the jumbled steps based on picture in series. (3) Reading the procedure text with picture in series. (4) Doing the exercises given. (5) Answering the task correctly.

In this research, the interview was conducted with the English teacher of the ninth grade at SMPN 1 Besuki-Situbondo in the preliminary study to get the supporting data about the students' problems in reading comprehension, the media, and the text book used by the teacher in the teaching learning process of reading.

The data analysis was done by using the formula taken from (Ali, 1993:186), $E = \frac{n}{N} \times 100\%$. "E" means the percentage of the students who got the reading test score of 70 or higher, n means the number of the students who got the reading test score of 70 or higher, and N means the number of the research participants.

4. Research results and discussion

This research was conducted in 2 Cycles. Each Cycle consisted of two meetings and a reading test. In this classroom action research, the researcher taught procedure texts by using picture in series to the students in two meetings and did the observation collaboratively with the English teacher. In the first meeting, the researcher was as the teacher, and the English teacher was as the observer. For the second meeting, the English teacher was as the teacher, and the researcher was as the observer. In cycle 1, the first meeting was conducted on November 27th, 2015. The second meeting was conducted on November 28th, 2015 and the reading test 1 was conducted on November 30th, 2015. In cycle 2, the first meeting was conducted on December 1st, 2015. The second meeting was conducted on December 4th, 2015 and the reading test 2 was conducted on December 5th, 2015.

In cycle 1, the average percentage of students' participation was 62.5%. In the first meeting, the students' active participation was 59.38% and in the second meeting was 65.62%. It means that the actions in cycle 1 had not achieved the successful criteria of students' participation that was 75%. So, the action was continued to the second cycle. In cycle 2, the students' participation was 71.88% in the first meeting and 78.12% in the second meeting. The average of students' participation was 75%. It means that the successful criteria of this research was achieved.

The result of students' reading test was 78.12% in cycle 1 and 84.37% in cycle 2. The improvement of students' reading test was 6.25%. It means that the percentage of the students who could reach the standard score requirement showed the improvement. In other words it showed the consistent results with the first cycle.

Related to the use of picture in series in teaching learning process of reading comprehension, it could be seen that picture in series could improve the students' participation in the learning process and their reading comprehension achievement. The result of observation showed that the average percentage of the students' participation in cycle 2 was higher than that in cycle 1. On the average, the percentage of the students' active participation increased from 62.5% in cycle 1 to 75% in cycle 2. Therefore, it could be concluded that the use of picture in series improved the students' participation in the teaching learning process of reading comprehension.

The results of reading comprehension test in cycle 1 showed that the percentage of the students who got score 70 or higher was only 78.12 %. It means that it had achieved. The students could improve their reading comprehension test in cycle 2. the percentage of the students who got score 70 higher in cycle 2 (84.37%) was

higher than that in cycle 1 (78.12%). It means that it had achieved the target percentage required, that was 70%. In conclusion, the result of the action in cycle 1 and cycle 2 showed that the use of picture in series could improve the students' reading achievement in cycle 2.

Based on the reflection done by the researcher and the English teacher, it was found that there were some factors that influenced the results of the observation and the students' reading comprehension test in cycle 1. They were as follows: (1) It was the first time for the students to have reading material by using picture in series, so they were confused to predict the text. (2) The students faced some problems in doing the reading comprehension test. They did not understand about the procedure text including the language features, like the use of tense, and the purpose of the procedure text. (3) In cycle 1, the researcher used picture in series taken from internet. The picture was printed on paper in size at of 29.7 cm x 42 cm square for the whole class. It made the students who sat in the back row faced difficulties to see the picture in series.

To solve the problems found in the cycle above, the actions in cycle 2 were conducted by revising the problem above. The revisions after action were as follows: (1) the researcher gave more explanations about the procedure text including the generic structure, language features, and the purpose of the procedure text. (2) in cycle 2, the picture was printed on paper in size at of 21 cm x 29.7 cm square for each picture. It made all students be able to see the pictures easily. The revisions were expected to solve the problems in cycle 1 to make the result in cycle 2 better than cycle 1.

As what Wright (1989:161) notes that pictures can help the students to comprehend the content of the text easier, the fact that the use of picture in series could improve the ninth grade students' reading comprehension achievement and arouse their active participation in the teaching learning process at SMPN 1 Besuki-Situbondo was evident.

5. Conclusion

Based on the result of data analysis and discussion, the use of picture in series could improve the ninth grade students' active participation and achievement of reading procedure texts at SMPN 1 Besuki-Situbondo. Therefore, the English teacher should use pictures in series in teaching reading comprehension because pictures in series can help the students to understand the procedure texts easily, and they may therefore improve their reading comprehension achievement.

Similarly, the future researchers are suggested to use pictures in series, because they can help the students not only to have better understanding of the whole text, but also to have better reading comprehension achievement. Therefore, the future researchers are suggested to conduct a further research with the same research design to improve the quality of teaching and the students' reading comprehension achievement.

REFERENCES

- Ali, M. 1993. *Strategi Penelitian Pendidikan*. Bandung: Angkasa.
- Arikunto, S. 2006. *Prosedur Penelitian (Suatu Pendekatan Praktik) 5th Ed.* Jakarta: PT Rineka Cipta.
- Duffy, G.G. 2009. *Explaining Reading (2nd edition)*. New York: Guildford Publication Inc.

- Elliot, J. 1991. *Action Research for Educational Change*. USA: Open University Press.
- Febriani, Eka.- Agus Widyantoro – Siti Sudartini. 2014. “*Improving students’ skills in writing procedure texts by using picture series for the seventh grade students of SMP N 3 Mertoyudan in the academic year of 2013/2014*”. EFL Education Journal: 97.
- Hanafi. 2005. *The Implementation of Speed Reading Techniques to Improve EFL Students’ Reading Comprehension*. *Lingua Franca*. 18 (16) Agustus: 270-277. Jember: FKIP University of Jember.
- Kurniawan, Dedi.-Siti Sundari – Zakiyah Tasnim. 2013. “*Improving the Eighth Year Students Achievement in Writing Recount Text by Using Picture in Series*”. EFL Education Journal: 59.
- Wright, A. 1989. *Picture for Language Learning*. Cambridge: Cambridge University Press.
- Yanuarista, R.L. Siti Sundari – Made Adi Andayani. 2016. “*The Use of Picture in Series to Improve the Ninth Grade Students’ Achievement in Reading Procedure Texts at SMPN 1 Besuki-Situbondo*”. EFL Educational Journal.
- Yunus, N.A. 1981. *Preparing and Using Aids for English Language Teaching*. Kuala Lumpur: Oxford University Press.