

The Effect of Using Composite Pictures on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Banyuwangi

Okky Cendana Gradita, **ZakiahTasnim**, **Sugeng Ariyanto**
FKIP, The University of Jember

Abstract: This research was intended to know the effect of using composite pictures on the eighth grade students' reading comprehension achievement. The research design was experimental. The research area was SMPN 2 Banyuwangi which was chosen purposively. The data were collected by posttest, interview, and documentation. The result the posttest was analyzed statistically by using SPSS with independent sample t-test to know whether the mean difference between the experimental group and the control group was significant or not. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group (76,2>71.1). This means that the statistical value of t-test was higher than t-table, or there is a significant effect of using Composite Pictures on the eighth grade students' reading comprehension achievement at SMPN 2 Banyuwangi.

Keywords: Composite pictures, Students' Reading Comprehension Achievement.

1. Introduction

One of the ways that people can communicate with other people is by using language. With language, people can express their feeling, share their idea, and show their emotions each other. Many languages are used to communicate with other people in the world and English is one of them that is considered as an international language. English is also used as a second language and a foreign language in many countries. This is supported by Barber (1993:236) who states that English is the most widely spoken language in the world, with over four hundred million people used English as a second language and a foreign language for many purposes such as for communication, business, education and other reasons.

According to Institutional level curriculum (KTSP) 2006 for Junior High School, there are four major language skills namely; listening, speaking, reading, and writing that should be taught integratively with the language component such as vocabulary and grammar. All of those skills and language components must be mastered by the students. From those four skills reading plays a great role in teaching and learning process. From reading we can get any information all around the world, we can also open windows of knowledge from reading. This is stated by Chen (2009) that reading provides knowledge. In line with this, Grellet (1981: 4) states that the main reason why students read is for getting information. It is because usually students need information to answer questions.

2. Theoretical framework

2.1. Reading theories

According to Crawley (2000:40) the main purpose of reading is to understand or comprehend the communication between the author and the author's audience. It means that communication between the writers of the text with the reader can be done through the text. Hopefully by reading the reader can understand the writer message in the text. In line with this, Fairbairn and Winch (1996:8) state that it may seem an obvious thing to say, but we read in order to gain meaning from the text. So getting the main meaning of the text is the most important thing in reading. While the students are reading, they can search and construct meaning from the text based on what they comprehend from the text.

Reading gives students' any information that they need, but most of them still find difficulties in comprehending the text. Teachers should understand the students' ability in comprehending the text. Teachers can try to communicate with students to know their students' ability. Rohani (1997:1) explains that to avoid a mistake in

communication process, we need a medium to help students communicate well. To avoid it the teacher should use media that can help communication process between teacher and students run well. The media that the researcher used in teaching reading was visual aids. The visual aids can be in the form of video, charts, film, pictures, and so on. According to Gerlach and Ely in Rohani (1997:3) media can be in the form of chart, picture, and mechanic or electronic tools that can be used to capture and process communications.

2.2. Conceptual review

In this research, composite pictures were used as media in teaching reading to make students' easier in comprehending the reading text. Rohani (1997:76) states that picture is important to help students comprehend, and with picture students can focus on something that they have never seen before. Picture is easy to prepare and teachers can find it everywhere, such as from a magazine, news, and internet. If the teacher cannot find it, they can make it by themselves. In this case, the teacher must be creative to make students interested in learning English and understand the lesson well. In relation to interesting pictures that the teacher has, students can focus in learning English and can understand what is being learned. Baker states (2012:44) that picture can be used to influence and persuade students. So it is dependent on educators on how to teach with images and to help students understand it.

2.3. The review of previous research findings

There were several research findings dealing with the use of composite pictures. They include Anggraini's (2011) research findings showing that the class taught by using composite pictures got better reading scores compared with the class taught without using pictures. Similarly, Zulkarnaen's (2013) research findings also show

that the use of pictures gave a significant effect on the students' reading comprehension achievement in finding the general and specific information of the text.

It is important to be noted that this research has similarities as well as differences with those previous researches. The dependent variables in this research and Anggraini's and Zulkarnaen's researches were concerned with reading comprehension achievement. While, the similarity between this research and the previous research was about the independent variable: composite pictures. The above mentioned researches shared the same the research design focusing on experimental research, but they did not share the same respondents.

3. The study

3.1. Research Context

This research was conducted at a junior high school in Banyuwangi, East Java, Indonesia where the students frequently read texts in their national language (Bahasa Indonesia) rather than in English. English in their school community was not used. The research area was chosen based on the consideration that the English teacher had never applied composite pictures in teaching reading comprehension, In this research, the research area was determined by purposive method (Arikunto: 2006:140). In addition, the school principal allowed this research conducted at the school.

3.2. Research design

The design of this research was quasi-experimental research using Randomized-Groups Post-test Only Control Group Design (Frankel and Wallen, 2006: 273). This design was chosen because this research was intended to know whether or not there

was a significant effect of teaching reading by using composite pictures on the students' reading comprehension achievement. The experimental group and the control group were given a posttest in the form of a reading test. Finally, the effect of the treatment could be seen from the comparison of the post test scores between the experimental group and the control group.

3.3. Research participants

The research participants were 78 students of the eighth grade who were taken by cluster random sampling because the population was homogenous (Arikunto (2006:120). They were divided into two groups taken as the research samples by using cluster random sampling method. The two groups were experimental group and control group. The experimental group received treatment that was teaching reading comprehension by using Composite pictures while the control group did not receive any special treatment. In other words, the control group was taught reading comprehension without using Composite pictures.

3.4. Data collection and analysis

The research data were collected by interviewing the English teacher at the school in Bahasa Indonesia to enable the teacher to understand the researcher's questions. In the interview, the teacher said that she taught her students twice a week. She never taught her students English by using composite pictures before. The English teacher usually taught English for the eighth grade students by using English textbooks. The post-test in this research was administered for both, the experimental and the control group, and each of them was taught twice.

The results of homogeneity test showed that the condition of the eighth classes was heterogeneous or there was a significant difference between the eighth classes.

Therefore, the way in choosing the experimental and the control group was done by choosing 2 classes that had the same or the closest mean difference.

The post test result was analyzed statistically by using independent sample t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. Then, it was consulted to the t-table significant level of 5%. The experimental group was taught by using composite pictures while the control group was taught without composite pictures. The total number of experimental group was 39 students and in control group there were 38 students. So the total number of the students who joined the test was 77 students. The posttest used was a reading comprehension test consisted of 20 test items in the form of multiple choice with four options. The post test was administered in 60 minutes. The correct answer was scored 5 and the total score was 100. The mean score of the post test of the experimental group was 76.15 with standard deviation 7.985. Meanwhile, the mean score of the post test of the control group was 71.05 with standard deviation 10.915. Based on the computation of the independent sample t-test analysis of the scores of the post test on reading comprehension achievement test, it showed that the statistical value of t-test was 2.54 while the value of t-table at significant level 5% with df (75) was 2.34. It means that the statistical value of t-test was higher than t-table. Consequently, the null hypothesis (H_0) was rejected. On the other hand, the alternative hypothesis was accepted. Thus, it can be stated that composite pictures significantly affected grade eight students' reading comprehension achievement.

4. Findings and discussion

The result of data analysis showed that composite pictures gave significant effect to the eighth grade students of SMPN 2 Banyuwangi. It was showed by the statistical

computation value of t-test was higher than t-table ($2.54 > 2.34$). From the scores of post test, it can be seen that the mean score of the post test of the experimental group was 76.15 with standard deviation 7.985. Meanwhile, the mean score of the post test of the control group was 71.05 with standard deviation 10.915.

Composite pictures was one of the effective media for teaching reading comprehension. Students can comprehend the text easily because it has a lot information (Wright, 1989:198). In addition, pictures also make an extraordinary contribution to both content and the process of language learning (Wright, 1989:16). The students who are taught by using composite pictures had high motivation and they could guess and imagine what they are reading about. Further, the students can also easily guess the meaning of difficult words in the reading text. As Wright (1989:136) says that pictures motivate the students, make them more understand about the subject clearly, and can illustrate the general idea. It can make students answer the questions relating to the text. In addition, composite pictures can help the students to comprehend the text easily, especially in finding general and specific information from the text.

The experimental group students which was taught reading comprehension by using composite pictures on their reading class were more active compared to the control group which had been taught without composite pictures. In the teaching learning process the experimental group students could focus and easily guess the meaning of the text because they could concentrate to the lesson than the ones in the control group taught without composite pictures. They could not concentrate because there was no media to increase their motivation. Furthermore, the students in control group could not understand the material given to them while the experimental group could understand easily with composite pictures. Moreover, the students in the

experimental group were easier and faster to comprehend the reading text than control group.

Relating to the previous research findings conducted by Anggraini (2011) and Zulkarnaen (2013), the result of this research found similar facts that composite pictures were effective to improve the students reading comprehension achievement. Anggraini (2011) found that the use of composite pictures could affect the seventh grade students reading comprehension achievement. Another research conducted by Zulkarnaen (2013) also proved that there was significant effect of using composite pictures on reading comprehension achievement. Therefore, Composite pictures were good alternative media for teaching reading. It was proved by the result of this research that indicated the use of composite pictures had significant effect on the eighth grade student's reading comprehension achievement.

5. Conclusion

Based on the research result of data analysis and hypothesis verification, it can be concluded that there was a significant effect of using Composite Pictures on reading comprehension achievement of the eighth grade students in Banyuwangi. This means that the students taught by using Composite Pictures in the experimental group got better reading comprehension test score than those in the control group. Therefore, the English teacher at the school was suggested to use and apply composite pictures in teaching reading to help the students comprehend reading texts.

Furthermore, the future researchers were suggested to conduct a further research dealing with similar topic in different aspects of investigation. They were also suggested to conduct a different research using different research design.

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