The Effectiveness Pictures Media on Intensive Reading Course for Students Reading Comprehension

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Abstract

This research aimed to obtain empirical evidence of the effectiveness of pictures on Intensive Reading Class for Students Comprehension in D3. English Programs UNMER Malang. The objective to find challenges students' faced in reading skill especially in Intensive Reading class in semester 1 (one). Whether reading skill could be improved by using pictures. This research is quantitative research by methodology experiment and conducted in two classes. Experimental group class A and control class group class B. Class A was taught by using pictures, while class B was not taught by using pictures. Author gave a reading test to gather the data. The mean of pretest in the experimental group is 61.37 and the control group is 58.5. The mean of post-test in the experimental group is 75.03 and the control group is 67.40. The obtained t-test is 5.76, whereas the t-table is 2.00 for α = 5%. The t-test value is higher than the t- table (5.76 > 2.00). Based on the result, picture effectiveness improved reading skill students in Intensive reading class for students in UNMER Malang. Writer suggests to the teacher and lectures, especially in reading class, to use pictures as one of the media in teaching learning for students.

Keywords: Intensive Reading; Pictures; Reading Skill

INTRODUCTION

As the foreign language, English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, diplomacy, and scientific research Nunan in . It is formally taught to students of elementary school, junior and senior high school, and even to university. An English teacher has to know (Mulyana, 2019)about strategies to guide the students in order to get better results in learning. The teacher who has an important role must guide the students to have creativity in the classroom. If strategy is not suitable with the situation of the class, the teaching and learning will not be successful.

The basics of teaching and learning English is to make students able to master four language skills; those are listening, speaking, writing and reading. Reading is a communicative act; it is a way of sharing information, thoughts, experiences, or ideas,

between ourselves and others (Silalahi, 2019). Among other language skills, writing is considered the most difficult skill since it involves several components including contents, vocabularies, rhetorics, grammatical structures, and mechanics, such as punctuation and capitalization.

The students in this age group have several characteristics which are different from adults in learning a language. Teaching materials and media are developed by teacher in teaching and learning activities

Learning using media have a great influence in the education system to explore students' ability. Teaching learning activities in the classroom have used learning media to facilitate the teacher and students' knowledge. In addition, learning media must be suitable with the lesson plan that is used by teachers.

Teachers, as facilitators, must be well-prepared to teach students in front of the class. Then, teachers give interesting things to support students' learning activities, especially when teachers teach writing. The media such as pictures, can be used as a guideline for students in completing a task. The reasons for the researcher choosing the topic are first, reading is one of the basic skills that have to be learned by students, then Picture is one of the interesting media for students which can help students in reading, especially on basic reading material. The author hopes that by using picture series the students can feel interested and be more active when learning by text and pictures. It also can motivate the students in learning Reading.

Problems that author found in teaching Basic Reading course on students in Universitas Merdeka Malang semester II (Two) in D3. English Programs those students have some problems to find the idea in reading text, as we known text in Grade University in mutual. Then, students often made some mistakes in process reading to found the content of the text. They disposed bore and not felt attracted to reading text. Students had low motivation in composing a story of the text. The correlation of Reading, with Pictures media in Basic Reading Course is through Picture series student have imagination to guessing content of text, motivate students based on their imagination from the picture and produce more words and various vocabulary. The focus of this article is Picture Media affects the student's Reading skill in learning Basic Reading Course.

LITERATURE REVIEW

A. Reading Comprehension
1. Reading

Reading is one of the skills that should be mastered by an English learner. Some experts have given their thoughts about reading definitions. According to Ur, reading stands for 'reading and understanding.' A foreign language learner, who utters, 'I can read the words but I don't know what they mean' is not read. He or she is simply decoding, converting written form into appropriate sounds.[1] In addition; Lines stated that reading is a group of skills which entails making sense and acquiring meaning in the form of printed material. The process of reading involves decoding (sound out) and comprehending the printed material.[2] Richard and Schmidt noted reading as a process of discovering a text in written form to understand its contents.[3] It implies that when someone cannot get the meaning from the passage, he or she has not been reading even though he or she pronounces the

words correctly (Diniarti, 2019). Reading means understanding the meaning of the reading passage, not only reading the words.

2.   The Understanding of Reading Comprehension

The main purpose of reading skill is reading to comprehend. Comprehension is interpreted as discovering the significance of written or oral messages as reported by Richard and Schmidt. The current theories of comprehension define that it is an active process based on information on the text along with prior knowledge, information from the context and the listener's and speaker's objective(Ovavia, 2021).

Furthermore, Smith wrote down in his book that comprehension is a type of luxurious synonym for understanding in technical and scientific areas. In such circumstances the word regularly doesn't come up individually, but appears in such combinations as comprehension skills or comprehension process. Smith mentioned that comprehension may be defined as relating aspects of the world around people, covering what people read to the knowledge, purposes, and expectation in the reader's head.

3.   The Purposes of Reading

A plenty of text forms indicate that there are many reasons to read. When someone starts to read, he or she has much initial decision to make in order to decide their reading purpose (Sangia, 2018). There are many kinds of reading purposes. Grabe and Stoller classified reading purposes under seven main headings which explain with four big points as follows:

1. Reading to search for simple information and reading to skim

This is general reading ability. It is used frequently in reading tasks. In reading to search, we usually scan the text for specific pieces of information. For example, people scan the telephone directory to seek essential information either an address or a phone number. Skimming is also included in this type. It combines the strategies for guessing the location of important information in the text and basic reading comprehension skills to build the general idea in the text.

2. Reading to learn from the text

This usually takes place in academic and professional areas when a person requires learning a great amount of information from a text. It needs abilities to: 1) Memorize main ideas along with various details that elaborate the main and supporting details in the text. 2) Acknowledge and create rhetorical frames that arrange the information in the text. 3) Connect the text to the reader's prior knowledge.

3. Reading to integrate information, write, and critique text

Reading to integrate information needs significant assessment of the information being read so that the reader can determine what information to integrate and how to integrate it for the reader's purpose. Meanwhile reading to write and critique text need abilities to compose, select, and critique information from the text.

4. Reading for general comprehension

This purpose is the most fundamental for reading, underlying, and supporting most other purposes for reading. It is more complicated than common opinion. The word 'general' does not imply 'simple' or 'easy'. For a fluent reader, it needs very fast and automatic processing of words, stable skills in shaping a general idea representation of main ideas, and competent coordination of many processes under very short periods of time constraints. Fluent readers are commonly taken for granted these abilities because they usually appear automatically(Ovavia, 2021).

B. Picture Series

Visual media were used in teaching and learning processes as the tools to improve students' ability in learning English. Visual media have a contribution to help students comprehend the explanation from the teacher easily. The visual media used by the teacher can be in many forms: videos, slides, pictures or illustrations. Besides that, the use of visual media creates a natural situation to attract students' attention in the teaching learning process. In this case, the researcher decided to choose pictures as the media.

There are some theories proposed that the use of pictures are very useful in the teaching process. According to Wright (Kilapong et al., 2022) pictures contribute to improve the students' interest and motivation in the teaching learning process. Furthermore, he explains that pictures have a sense of the context of the language and it can be a specific reference point or stimulus to the students. Pictures are easy to find from many sources. It can be taken from books, the Internet, and magazines. Furthermore, there are some kinds of picture; series of picture, cue cards, flash cards, posters, and photographs. The pictures can be described in an objective way or interpreted or responded to subjectively. Then, pictures can cue responses to questions or cue substitutions through controlled practice. They can stimulate and provide information in the conversation, discussion and storytelling (Sari & Putri, 2018).

In this article, the researcher focuses on the use of picture series. The sequences of pictures showing several actions are called picture series. Picture series consist of three or more pictures. It helps the students to develop ideas to write a text.

METHOD

The method of this research is Quantitative methods and research design CAR (Classroom Action Research) is experimental design (SILALAHI, 2021). There are two variables that are used in this research; they are independent and dependent variables. Independent variable is picture series media and dependent variable is reading skill in Basic Reading course.This study conducted with two groups, which was an experimental group taught by using picture series media and control group by conventional way (without picture series media). Both groups were giving pre-test and post-test with the same item.

1. Population and Sample

The population is students in D3. English Programs Universitas Merdeka Malang and sampling is students in Semester II 38 students in Group A 15 students and Group B 23 students. In collecting the data, the author gave the test to the students, the test administered both after treatment was completed. In the study, the author used three step activities to collect the data: pretest, treatment, post test. Pre-test is an observation that is done before treatment. Pre-test was conducted on experimental and control groups. It was used to know the ability of the students in reading skill before they got the treatment and was conducted after the pre-test in both experimental and control groups. The treatment in the experimental group was applied by using picture series, while in the control group by conventional way (without picture series). After teaching the students about reading skill of recount text and without picture series media in pre-test, the author gave the post-test to find out whether the media can improve students' reading skill or not. Picture series is an instrument that is used in collecting data of this research, the data

was collected by using a test . Tests consist of pre-test and post-test and the test that is used by the author in collecting data is reading in the Basic Reading Course. Pre-test and post-test were aimed to obtain the data of students' reading skill before and after treatment (Afriana et al., 2022).

2. **Technique of Analysis Data**

In this study the data was obtained from an experimental and control group. There are three kinds of data gathered in the study. The first data are those concerning the result of the students' active involvement during the class. The second data are concerned with the result of the students' category in writing recount texts; the third data are those concerning the result of the students' response toward the process of learning using picture series technique. If the data were obtained, then it was analyzed by using statistical calculation of t-test to find out if the difference score between the experiment and control group was significant or not. Here, the researcher used formula according to (Apuke, 2017)

The researcher used to analyze the significant difference scores both groups :

$$t = \frac{Mx - My}{\sqrt{\frac{dx^2 + dy^2}{nx + ny - 2} - \frac{1}{Nx} + \frac{1}{Ny}}}$$

Where:

Mx   : mean score of experiment group

My   : mean score of control group

dx^2 : the sum of deviation square of experimental group

dy^2 : the sum of deviation square of control group

df = Nx + Ny – 2

FINDINGS

The study was conducted by applying experimental research. There were two groups in this research, namely experimental and control groups. The data were collected by administering the pre-test and post-test. A transcription of the students' test scores can be found and analyzed in the following table the analysis of the students' score in the test. This study provided an objective test called an arranged test. The following table discussed the data that was gained.

The student' ability to learn by using picture series is very good. It means the picture series raises the students' motivation to get ideas, taught, feeling and express them into reading. Through picture series that the researcher used in the experimental group and conventional way in the control group, it can be known the score of each student in improving reading skill by using picture series. It can be seen from the score of pre-test and post-test follows :

Table 1. The Experimental Group

No	Student's Name	Score of pre-test	Score of post-test
1	Andika Arif	55	65
2	April Yani	66	80
3	Ayu Anisah Zebua	65	80
4	Bagas Satria Syahputra	58	78
5	Christy H.E.Tambunan	70	85
6	Dinda Septia	70	78
7	Dola Mompo Uli Sirait	68	75
8	Fani Ramadhani	70	85
9	Fauzan Abdillah	57	65
10	Fidelia B Simarmata	58	78
11	Hazim Halim	63	75
12	Ilham Hidayah	68	80
13	Irpan Stinky purba	45	65
14	Kelvin Alberto Simbolon	57	65
15	Leo Prayogi Chandra	65	75
	TOTAL ($\sum$)	1964	2401
	MEAN	61,37	75,03

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Table 2. The Control Group

No	Student's Name	Score of pre-test	Score of post-test
1	Agung Wahyu Ramadan	47	60
2	Amelia Putri	70	75
3	Annisa Syarani	65	70
4	Arisna Giawa	60	70
5	Arvika Salvitri	60	70
6	Dini Apriani	55	58
7	Farhan Abdillah	50	65
8	Gabriel Renhot	45	58
9	Herdiansyah	45	60
10	Iqbal Firmansyah	55	70
11	Irvan Syahputra	60	65
12	M. Iqbal Rahman	65	75
13	Kiki Riski	45	58
14	M. Wahyu	65	70
15	Masita Hamidah	63	70
16	Mayriska Pitaloka	55	60
17	M. Nizam Sinaga	62	70
18	M. Rasyid	67	73

19	Nadia Fadillah	60	70
20	Nurul Fadillah	54	65
21	Putri Ramadanti	70	80
22	Rahma Chairunisa	68	75
23	Rani Wahyuni	65	70
	TOTAL (∑)	1872	2157
	MEAN	58,5	67.40

The data shows that in the experimental group, the total score of pre-test is 1964, where the highest score is 70, and the lowest score is 45. In post- post-test of the experimental group, the total is 2401, where the highest score is 85, and the lowest score 65. Moreover, the total score of pre- test in the control group is 1872, the highest score is 70, and the lowest is 45. In the post-test of the control group, the total score was 2157, the highest score was 80, and the lowest was 55. The students' score in the experimental group is higher than in the control group.

DISCUSSION

Based on the observation of this research, there were the challenges that students' face in the Basic Reading Course . First, the students find it difficult to compose the text. The second, the students find it difficult to find the ideas of the text, the third, the students find it difficult to determine the generic structure of text because of unfamiliar vocabularies. Teaching reading in text by using picture series helped students to solve the challenges that faced by students in terms of building and developing their knowledge, ideas, content and information of the text.

The result of this research shows that there is a difference of output between both groups. Based on the calculation, t-test (5.76) is higher than the t-table (2.00) for the degree of freedom (62) at the level of significance (0.05). This difference took place because of different treatment in both groups. The experimental group was taught by using picture series while the control group was taught without using picture series. Therefore, it can be concluded that using picture series as media can be effectives to students learning reading skill in Basic Reading Course.

CONCLUSION

After analyzing the whole data, it was found that the students' Basic Reading Course test score improved from the pre test until post test. The conclusion are shown as follows:

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1. The students' Basic Reading Course effectives by using picture media is higher than the students' taught without picture media.
2. Teaching reading by using pictures helped students to solve the challenges that faced by students in terms of building and developing their knowledge reading text.

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