THE APPLICATION OF THE PICTURES IN COMPREHENDING READING TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 2 GELUMBANG

SherlyMarliasari
UniversitasMuhammadiyah Palembang
sherlymarliasari@ymail.com

Abstract: The objective of this study is to find out whether or not it is effective to use pictures in comprehending reading text to the eighth grade students of SMPN 2 Gelumbang. The methodology of the research used quasi experimental method. The populations of this study consisted of three classes of eighth grade students. The result of t-test formula in pre-test of experimental group and control group was 1.314 and the result of independent t-test formula in posttest of experimental group and control group was 5.151. The critical value in the t-table is 2.000, so that 5.151 > 2.000. It means that (H_o) was rejected and the alternative hypothesis (H_a) was accepted, because $t_{obt} > t_{tab}$ where t_{obt} = 5.151 and t_{tab}= 2.000. It can be concluded, using pictures in comprehending reading text to the eighth grade students of SMPN 2 Gelumbang was effective.

Key words: Application, picture, and reading comprehending.

The purpose of teaching English at the Junior High School (SLTP) is to ask the students to have reading, listening, speaking and writing skills in English. So the teachers are able to develop the students' skills in English which includes the teaching of the elements of linguistics that is needed.

In 1994 curriculum Sekolah Menengah Umum (1993: 1), it also said that: "English is the first foreign language that very important to reserve develop knowledge, technology, culture".

The objective of teaching English in Indonesia according to the competence based curriculum (CBC) for EFL teaching to SMA/SMP in 2013/2014 is to develop the communication abilities, namely reading, listening, speaking and writing along related components such as grammar, vocabulary, spelling, and pronunciation.

English has become one of the important subjects in Indonesia. It is started for the students from kindergarten to university level. To make students master English there is four language skills that are important to develop the student's knowledge. There are namely four language skills; listening, speaking, reading, and writing. These skills are interrelated: one skill develops another skill. Writing is one of the four skills to be taught to the students in learning English.

English language, which is mostly used in internationalcommunication, is the most important language in the world. In many countries, there are many EFL students who have never had the opportunity toconverse with any native speakers even though they have access to different types of materials written in theEnglish language. Therefore, the need for reading and extracting information from these texts seems to be vital. Richards and Renandya(2002 cited in Mepherson, 2003) argue that the reason for the special focus on reading in EFL situations is that the reading skill is one of the most important goals for many students and, in fact in most EFL situations, theability to read in a foreign language is all that students ever want to acquire. Anderson (cited in Mepherson, 2003: 19) believed "that reading is an essential skill for EFL/ESL students and the most important skill to master". Anderson also stated that with strengthened reading skills, EFL/ESL readers will make greater development in allacademic areas.

Teaching reading is important skill in learning English as a foreign language beside speaking, listening and writing. All of students must learn this skill well. In English teaching and learning process sometimes the students have a lot problem in comprehending reading text. And also for understanding the materials given from their teacher, the students often faced the problem. One method can be considered effective to teach reading to the students is by picture. Picture are believed to be an effective technique in teaching English, it means that picture may help the students understand the contents of material reading. Based on the explanation above the researcher is attempting to findout how effective is using pictures in teaching reading for students. Especially for the students at SMPN 2 Gelumbang.

LITERATURE REVIEW

The Concept of Picture

The picture is a visual can be used to learning process because picture can make the students more interested for study. It can be defined that a pictures are painting, drawing, and sketching of something, especially as a work of art.

The Types of Pictures

The picture may give the interesting for the students in the socio cultural communication expression, and structures.There is some types of picture. According to Finocchairo (1975:256), pictures are classified into three types:

1) Pictures of person and single objects, in this pictures the action is important only in telling us more about person or object.
2) Pictures of situation in which person are "doing something activity.
3) A series of six to ten picture mounted on one card. This picture talk about kinds of something (flowers, fruits).

Teaching Reading Comprehending

Teaching is professional conducted by using combination art, science and skill it is an art because it relies on the "teachers" in other word, teaching is not explaining by an all knowing teacher but asking probing question, giving the students' time to think and respond so that classroom interaction may become enlightening for all concerned (Maurice in Saleh, 1997:20)

Teaching reading comprehending through picture can help the teacher to teach the students easily because by picture the student will easy to catch the lesson and understand about what they read and try to answer the question. Delsa (2003), the procedures in teaching reading comprehending are as follows:

1) Showing the students the picture about flowers.
2) Asking the students to explain what the picture talking about relate the theme.
3) Asking the students to read the text.
4) Asking the students to find difficult words.
5) Asking the students to make summaries of the theme and answer some questions.

The Advantages of Using Picture

Kriedler (1972) says that a picture is a recognized representation convention for actual situation, here the advantages of using pictures:

1) Help the teachers in explain the lesson in English class because sometimes if the students just we give the test is will make them bored.
2) Make concrete what might other wise remain verbal observation students and avoid verbalism.
3) Are practical to correct new and unfamiliar terms with the ideas and concept symbolized by those terms.

Method of Research

The method of research would be used quasi experimental. A quasi experimental is design is most frequently use when it is not feasible for the researcher to use random assignment. In this study, it has three basic characteristics: a control group is presented the students are randomly selected, assigned to group and pre-test is administration to captur the initial difference between the group. Hatch and Fahrady (1982: 22)

One of the quasi-experiment designs uses pre-test and post-test group design.The design can be diagrammed as follow according to Dane (2010:105).

O_1 X O_2

O_3 O_4

Where :

O_1 : The pre-test (the best before experiment)

X   : The treatment

O_2 :The post-test (the test after experiment)

O_3 : The pre-test of control group

O_4 : The post-test of control group

The following are the steps in carrying out the research:

1) Identifying the research problem.
2) Narrowing the topic down as much as possible.
3) Reviewing the literature on the topic as completely as possible.
4) Stating the problem in a question form.
5) Doing the experiment.
6) Analyzing the data.
7) Making the report about finding.
8) Making conclusion.

Population

In this research the population was the eighth grade students of SMPN 2 Gelumbang. In academic year of 2012/2013 the total of number students were 97 students. The population of the students present on the following table 1.

Sample

The sample of this study was choosen through the cluster random sampling. Frenkel and wellen (1998:576)cluster random sampling is the selection of group individuals rather that

style individuals. All were selected randomly from population of the cluster in choosing the sample. Wrote each class on three pieces of paper and then put them into a glass. After that, took two classes and the result were class $VIII_3$ and $VIII_2$ the distribution of the students was show in table 2.

Technique for Collecting the Data

The technique to collecting the data used test a set of question or exercise and any devices or procedures for meaning skill, intelligence, knowledge or talent belong to individual or group. (Arikunto 2010: 127). As an instrument for collecting the data, two kinds of test would used. They were pre-test and post-test. Pre-test was given before the treatment, then at the end of the experiment, post-test was given in order to know the students' improvement in written a test they are 20 items in the form multiple-choice.

Validity

Validity means the degree to which the test measures what is supposed to measure, or can be used succesfully for this study is estimated through the content validity, (Richard, 1985: 304).   Content validity was used to know whether the test could be used as an instrument to measure any specific objective that has the same level as the material or the subject given or not. Table 3 shows the specification of the test item.

Specification of the Test Item

NO	BASIC COMPETENCY	INDICATOR	QUESTION NUMBER	KINDS OF TEST
5.2	Responding to the meaning simple short functional written text accurately, fluently and than relating to the environment	• The students able to identify the topic of the text	1. 7. 12. 13	Multiple choice of the test
		• The students able to identify the specific information	2. 3. 4. 8. 10. 11. 14. 15. 19. 20	
		• The students able to mention phrase from the text	5. 6. 16. 17. 18	

Reliability

Reliability is a concept used for testing or evaluating quantitative research, the idea is most often used in all kinds of research, Arikunto (2003: 601). The reliability of the test material is evaluating through the internal consistency reliability. It measured the degree to which the items or parts of the test are homogeneous or consistent with each other, Richard, et, al, (1985: 234). It means that stability of the scores in accordance with consistent with consistent result: in this investigation the internal consistency was estimated by a Kuder-Richardson reliability coefficient. It was statically formula used as one estimated of the reliability of the test based on the number of items in the test that the means scores and its standard deviation.

Technique for Analyzing the Data

To analyze the data collected, it could be applied independent t-test technique to find out whether or not pictures as teaching media effective in developing reading comprehending of the eighth grade students of SMP Negeri2 Gelumbang.

FINDINGS

From this chapter, it could be mentioned independent t-test to find out the calculated independent t-test, the variances, since (df) was (34+34-2). Experimental group and control group, with 5% significance level, critical value in the f-table is 2.000. If the result of the t-test in the same or less than 2.000 the variances can be called homogeny. The following table shown that the result of the pre-test in the experimental group and control group. Based on the data distribution pre-test in the experimental group and control group can be seen on the following table 10.

Table Calculation of the Result of Pre-test in Experimental Group and Control Group

Experimental Group	Control Group
$\sum X_1 = 151$	$\sum X_2 = 179$
$\overline{X_1} = 4.4$	$\overline{X_2} = 5.2$
$S_1^2 = 1.69$	$S_2^2 = 1.26$
N1 = 34	N2 = 34

To find out the variance of pre-test in the experimental group and control group was homogenous or not, it was used *F* formula (Sugiyono, 2009:136) the formula is;

formula: $F = \dfrac{Highest\,Variance}{Lowest\,Variance}$

$$= \dfrac{1.69}{1.26}$$

$$= 1.314$$

After the result above, it was found that the t-test was 1.314 df = 66 the critical value of the f-table is 2.000. Since the value of variance of two group in compare the value of f-table 1.314 $<$ 2.000, it means H_o was higher than H_a. So, it could made conclusion that H_o was accepted and H_a was rejected. It means that the variance was homogenous.

The Comparison between the Post-test of Experimental Group and Control Group

Finally, in order to know whether it is effective or not to use pictures in comprehending reading text, it was compared the result of post-test between experimental group and control group.

The Result of Post-test in Experimental Group and Control Group

Student Number	Experimental Group			Student Number	Control Group		
	X_1	$X_1 - \overline{X_1}$	$(X_1 - \overline{X_1})^2$		X_2	$X_2 - \overline{X_2}$	$(X_2 - \overline{X_2})^2$
1	10	-2.4	5.76	1	6	-0.2	0.04
2	7.5	0.1	0.01	2	6	-0.2	0.04
3	8	-0.4	0.16	3	5	0.8	0.64
4	7.5	0.1	0.01	4	4	1.8	3.24
5	7	0.6	0.36	5	4	1.8	3.24
6	8	-0.4	0.16	6	5.5	0.3	0.09
7	10	-2.4	5.76	7	6	-0.2	0.04
8	6.5	1.1	1.21	8	7.5	-1.7	2.89
9	10	-2.4	5.76	9	6	-0.2	0.04
10	9	-1.4	1.96	10	5	0.8	0.64
11	9	-1.4	1.96	11	7	-1.2	1.44
12	7.5	0.1	0.01	12	8	-2.2	4.84
13	6.5	1.1	1.21	13	5	-0.8	0.64
14	10	-2.4	5.76	14	2.5	3.3	10.89
15	6	1.6	2.56	15	8	-2.2	4.84
16	6.5	1.1	1.21	16	6	-0.2	0.04
17	10	-2.4	5.76	17	7	-1.2	1.44
18	7	0.6	0.36	18	8	-2.2	4.84
19	6.5	1.1	1.21	19	4.5	1.3	1.69
20	8	-0.4	0.16	20	5	0.8	0.64
21	6	1.6	2.56	21	5.5	0.3	0.09
22	7	0.6	0.36	22	4	1.8	3.24
23	6.5	1.1	1.21	23	6	-0.2	0.04
24	6	1.6	2.56	24	6	-0.2	0.04
25	6.5	1.1	1.21	25	7	-1.2	144
26	6	1.6	2.56	26	6.5	-0.7	0.49
27	10	-2.4	5.76	27	5	0.8	0.64
28	7	0.6	0.36	28	7	-1.2	1.44
29	6.5	1.1	1.21	29	7	-1.2	1.44
30	7.5	0.1	0.01	30	8	-2.2	4.84
31	6	1.6	2.56	31	2.5	3.3	10.89
32	6.5	1.1	1.21	32	5	0.8	0.64

33	9	-1.4	1.96	33	6.5	-0.7	0.49
34	7.5	0.1	0.01	34	6.5	-0.7	0.49
Total	258		64.89	Total	198		59.41
Mean	7.5			Mean	5.8		

It found that t-obtained which was gotten through t-test was 5.151 at the significant level of 0.05 for two tailed test and degree of freedom (df) 66, theoritical value of f-table is 2.000. It showed that t-obtained was higher that crirical value of f-table that was 5.151 >2.000, it could be stated that it was effective use pictures in comprehending reading text.

Intrepetation of the Study

Based on the study, it was concluded that the application of the pictures in comprehending reading text to the eighth grade students of SMPN 2 Gelumbang was effective because there were differences between students score of post-test in the experimental group and control group. In the experimental group the average score was 7.5, the highest score was 10 and the lowest score was 6, and the average of control group was 5.8, the highest score was 8 and the lowest score was 2.5. The value of post-test that was taken at the end of the experience and it can concluded that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted, because $t_{obt} > t_{tab}$ where $t_{obt} = 5.151$ and $t_{tab} = 2.000$. It means that the implementation of picture can be alternative media for the teacher of English to increase the student's ability in comprehending reading text. In fact, it proved the truth of alternative hypotheses. In this it proved the pictures was effective in comprehending reading text to the eighth grade students of SMPN 2 Gelumbang.

CONCLUSIONS

From the findings of the study, in the pre-test the average score of the students in that the students of experimental group was 4.4 and control group was 5.2. After being taught by using pictures in comprehending reading text, the students' average in the post-test of experimental group 7.5 and control group 5.8, in which we know that the control group didn't give treatment. It means their ability progressed.

The result of t-test formula in pre-test of experimental group and control group was 1.314. After that the reporter of research took the result of independent t-test formula in post-test of experimental group and control group was 5.151. This score exceeded 2.000 as its critical level. The value of post-test that was taken at the end of the experience and it can concluded that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted, because $t_{obt} > t_{tab}$ where $t_{obt} = 5.151$ and $t_{tab} = 2.000$. In the other words, use pictures in comprehending reading text was effective.

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