

THE EFFECTIVENESS OF USING PICTURE IN IMPROVING THE SECOND YEAR STUDENTS' ABILITY TO COMPREHEND FUNCTIONAL TEXT IN SMP N 3 PARIANGAN

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ABSTRACT

This research was aimed to find out the effectiveness of using picture in improving the second year students' ability to comprehend functional texts of reading at SMP N 3 Pariangan. The total number of the population was 68 students and the samples were two classes (VIII.2 as class control and VIII.3 as class experiment). The number of the samples members was 32 students. This research was done for one month. In collecting the data, the researcher used reading test and questionnaire. Before giving the post-test, the test was tried out to the students out of the sample. The reability of the test was 0.75 and it was categorized very high (see appendix 9). The post-test and questionnaire was given after doing teaching process for eight times. The data were analyzed by using t-test. The result of the analysis showed that t-calculated was 3,66 (see appendix 15). The value of t-table was 2,04 at the level of significance .05 and degree of freedom 30 (see appendix 15). It means the hypothesis that picture are effective to improve students' ability to comprehend functional texts is accepted. The researcher concluded that the use of picture in improve students' ability to comprehend functional texts gives a statistically significant effect to improve students' ability to comprehend functional texts.

Key words: Picture, Reading comprehension, Functional text

INTRODUCTION

The Background of the Problem

Reading is one of the language skills taught at junior high schools. Based on Competency – Based Curriculum 2004 (KTSP), the junior high school students are expected to be able to communicate their ideas and feelings in English and to extract messages communication in written and oral language. Since the implementation of new curriculum which is called Competence Curriculum (2013 Curriculum).

According to KTSP curriculum, students learn to read through many kinds of genre, and one of them is functional texts. Relating to this, Sutrisno (2011:01) states that functional texts is writing meant to help the reader accomplish everyday tasks. They consists of greeting cards, announcement, advertisement, short messages, notices, cautions, invitation cards, postcards, shopping lists, food labels. Functional text is very important to help readers solve their problem, to get

information, and to remind something what they do not know.

Nevertheless, based on the interview that the researcher did to English teachers of SMP N 3 Pariangan, it seems that many students still encountered difficulties in understanding what they read. Besides, based on the teacher's experience, many students could not answer questions on functional text correctly.

Based on the problem above, the researcher was interested in undertaking a study on the effectiveness of using picture in improving student's ability to comprehend the functional texts.

The Identification of the Problem

According to Moats and Tolman (2013:01) 10 to 15 percent of poor readers appear to be accurate but too slow in word recognition and text reading. They have specific weaknesses with *speed* of word recognition and automatic recall of word spellings, although they do relatively well on tests of phoneme awareness and other phonological skills.

Dexter (2013:01) states that picture can be more efficient than words, especially if you need to show how different concepts are related to one another. Whether you intend to use pictures dynamically during lectures or simply hang them on the walls of your

classroom, there are several creative approaches you can take.

According to Vassos (2013:01) the kind of picture are 1 dimensional (1D), 2 dimensional (2D) and 3 dimensional (3D). One dimensional pictures are those containing only one dimension, 2D is one type of picture you can come across in real life is the two-dimensional one, and Three-dimensional pictures contain yet another dimension: depth. This type is the most realistic one, as the depiction of objects or environments resembles the way we see them through our own eyes.

Limitation of the Problem

Concerning with the scope of problem in comprehending functional text, this study was limited on the use of picture in improving students' ability to comprehend functional text. In this study, she focused on the low level of questions, and the researcher used 2D picture in teaching functional text: announcement, greeting card, short messages, and invitation card.

Formulation of the Problem

In line with the limitation of this study as already discussed above, the problem of the study is formulated as follow: " How effective does the use of pictures improve students' ability to comprehend functional text ?"

Hypothesis

It is hypothesized that pictures are effective to improve students' ability to comprehend functional text.

Purposes of the Research

In general this research was to find out the effectiveness of using picture in improving students' ability to comprehend the functional text and the specific purposes of this research are :

1. To find out students' reading comprehension of functional text by using picture.
2. To identify students' opinion about implementation of using picture comprehending the functional text.

Significance of the Research

This study is expected to give meaningful information for the development of the process of teaching reading. This study is also expected to inform the English teacher appropriate method of teaching functional text to the students. Furthermore, this study is beneficial for the writer herself to enlarge her knowledge.

REVIEW OF RELATED LITERATURE

The Concept of Reading

According to Abidin, Ping, and Raman (2012:2), reading comprehension is a very challenging task especially in rural schools. The majority of students have

difficulties in understanding a text and they are not interested in reading comprehension lessons. Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.

According to Seyler (2008:36) what the reader brings to the reading context really matters. The more you know, the better you read. It's that simple – and that challenging, because the best way to know a great deal about many subject is to read. In reading activity, the reader should be active in interaction between content of the text and his background knowledge in getting the purpose of reading.

Pictures as Teaching Media

Williams (2013:01) states that teaching media in the classroom engage students in learning and provide a richer experience. Teaching media are useful tools for illustrating a lesson, allowing students to see examples of what they are learning.

Pictures play an important role in teaching and learning process. Dexter (2013:01) states that Pictures can help students achieve a better understanding of course

concepts. Different students learn in different ways. For the more visual learners in your classroom, the use of pictures to illustrate important concepts and lessons can be beneficial.

Functional Text

Carissa (2013:01) states that functional text is a kind of short text which contains a number of information for specific purposes for promotion or offer something, tell or remind someone, convey messages and etc. Functional text is used for everyday information. It is called functional because it helps you function in your day-to-day life.

The Kinds of Functional Text

According to Sutrisno (2011:1-8) there are many kinds of functional text :

1. Announcement

Announcement is an important or official statement that informs people about something.

2. Greeting card

Greeting card is a card, with a picture in front and a message inside, that you send to someone on their birthday or on a special occasion/holiday.

3. Short message

Short messages is a written piece of information that you send/leave to another person.

4. Invitation card

Invitation card is used to invite someone to attend the event like birthday party, wedding ceremony, informal dinner, etc.

RESEARCH METHOD

Research Design

This research was experiment design. The researcher used this design because she wanted to know the effect of using picture in improving students' reading on the functional text. In this research, the use of picture was independent variable and the students' achievement in reading comprehension was dependent variable. The experimental group is taught by using pictures and the control group was teach without using pictures.

The population of this research was the second year students of SMP N 3 Pariangan. They were distributed in four classes. Because, based on the interview that the writer did with the English teachers at SMP N 3 Pariangan, it was found that the students still got difficulties in understanding what they read. The number of the population was 68 students who are grouped into four classes.

In selecting samples, researcher used cluster sampling because the students have grouped into their classes. The

researcher just selected two classes to become sample randomly. The researcher wrote the names of each class (VIII.1, VIII.2, VIII.3, VIII.4) on small papers. The small papers were put into a box. Then, the researcher shook the box and took two of them. Then, researcher decided one of them as control group and the other class as experimental group.

Instrumentations

a. Reading Test

The first instruments for collecting the data in this research was reading comprehension test. The researcher used that test to find out the effect of using picture in improving the second year students' ability to comprehend functional text.

The criteria of good test are valid and reliable. Arikunto (2012:80) states that a test is valid if it measures what is supposed to be measured. Therefore, the researcher constructed the test based on the curriculum, syllabus and teaching materials. The specification of reading test is shown in Table 3.3 below :

a. Product-moment formula

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

where: r_{xy} = coefficient correlation of the test

n = number of the students

x = odd item test

y = even item test

$\sum xy$ = the total score of cross product

$\sum x$ = the sum of even item test

$\sum y$ = the sum of odd item test

$\sum x^2$ = the square of even item test

$\sum y^2$ = the square of odd item test

b. Sperman Brown formula, as follow:

$$r_{ii} = \frac{2r_{xy}}{(1+r_{xy})}$$

where : r_{ii} = the degree of reliability the test

r_{xy} = coefficient correlation of the test

Range of Correlation :

0,81 – 1,00 = very high correlation

0,61 – 0,80 = high correlation

0,41 – 0,60 = moderate correlation

0,21 – 0,40 = low correlation

0,00 – 0,20 = very low correlation

The result of the try out showed that the reliability index of the test was high, the coefficient of correlation was 0,75 (see Appendix 9). It mean that the test was reliable.

According to Arikunto (2012:212) ,
to see the item difficulty for multiple-
choice test the following formula can be
used.

$$P = \frac{B}{JS}$$

Where: P = item difficulties

B = number of students who
answer correctly

JS = number of students who are
tested

According to Arikunto (2012:225)
index for item difficulty commonly used is
as follows :

P = 0,00 – 0,30 is difficult

P = 0,31 – 0,70 is moderate

P = 0,71 – 1.00 is easy

The researcher used the item test
that has moderate level (P 0,031-0,70).

Arikunto (2012:215-219) gives the
formula to find out the item discrimination
as follows :

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

D = item discrimination

BA = the number of high score students
who answer correctly

JA = the number of high score students

BB = the number of low score students
who answer correctly

JB = the number of low score students

Range of Discrimination :

D = 0,10 – 0,20 = poor

D = 0,21 – 0,40 = satisfactory

D = 0,41 – 0,70 = good

D = 0,71 – 1.00 = excellent

Arikunto (2012:323) states that a
good item test is an item that has
discrimination index between 0,41-0,70,
however the discrimination index 0,21-
0,40 can be accepted. From the ranges of
item difficulty and discrimination above,
the researcher used the items that have D
0,41-1,00 as test items which are included
in the instrument in order to find a good
test item for the real test.

Based on result of analyzing item
difficulties and item discrimination the
researcher found that 10 items was
discarded (3,6,8,10,12,23,27,28,29,30) and
20 items was accepted (1,2,4,5,6,7,8,11,13
,14,15,16,17,18,19,20,21,22,24,25,26) (see
appendix 7) so, the total item of real test
was 20).

b. Questionnaire

The second instrument for
collecting the data in this research was
questionnaire. According to Arikunto
(2012:42) questionnaire is a list of questions
to be answered by respondents. The
questionnaire was used to find out
information about the respondents'
opinion or perception on the use of picture
in teaching reading. The questionnaire was
consisted of 15 items with five
alternatives. To analyze the validity of

questionnaire the researcher used construct validity. According to Sugiono (2011:177-182) Construct validity is determined by expert judgment.

Technique of Gathering Data

The first data of this study were the student's scores on reading test. The data were collected by giving one for correct answer and zero for wrong answer. Therefore, the maximum score that the students can obtain was 30 and the minimum one was 0. The second data was students' opinion on the use of picture. These data were collected by giving score to the students' respond.

Technique of Analyzing Data

First the researcher analyzed the data using t-test for independent samples. The students' scores on reading test were computed in order to see the significant difference of the result between control group and experimental group. The formula of the t-test is as follows (Gay, 1987:399) :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where :

\bar{x}_1 : Mean value of the experimental group

\bar{x}_2 : Mean value of the control group

SS_1 : Variance of the experimental group

SS_2 : Variance of the control group

n_2 : The number of students in the control group

n_1 : The number of students in the experimental group

Second, to analyze data on students' opinion, the researcher conducted the following formula. First, by using mean formula suggested by Arikunto (2012:299) as follow :

$$M = \frac{\sum x}{N}$$

Where :

M : mean

$\sum x$: total score of the students

N : number of the sample

Hypothesis

In case there are two hypothesis testing as follows :

H1=if t_{test} is bigger than t_{tables} . It means that using picture gives significant effect toward the improvement of students' ability to comprehend functional text.

H0 = if t_{test} is smaller than t_{tables} . It means that using picture does not give significant effect toward the improvement of students' ability to comprehend functional text.

FINDINGS

Students' reading comprehension of functional text as a result by using picture

The experiment was done for eight meetings. The scores of the students were collected after giving a post-test at the end of the research. The number of the students who were involved in the post-test was 32 students. Those students were divided into two classes. 16 students for control group and 16 students for experimental group. The result of data analysis on students' score of experimental group and control group described as follows :

Table 4.1
Description of post-test result

Class	High Score	Low score	M	SD
Experimental	18	15	15,8	1,85
Control	17	9	13,0	2,53

(see appendix 12, 13, 14)

The result of data analysis on students' score of experimental group the highest score was 18, the lowest score was 15, the mean was 15,8 and the standard

was 1,85. For control group the highest score was 17, the lowest score was 9, the mean was 13 and the standard deviation was 2,53.

Result of data analysis

The data obtained were analysed by using t-test formula. From the analysis of the t-test, t-calculated was 3,66 (see appendix 15), while the critical value of the t-table at the degree of freedom 30 and the level of significance α .05 was 2.04 (see appendix 15).

Hypothesis Testing

Since the value of the t – calculated was higher than critical value of the t – table, the null hypothesis cannot be accepted. It means the alternative hypothesis having the use of picture gives positive significant effect towards students' ability to comprehend functional texts at SMP N 3 Pariangan was accepted.

Students' opinion about implementation of using picture

To get the data, the researcher used questionnaire. For questionnaire, there were 16 items. Finally the researcher found that mean of the students' was 4,06 (see appendix 17). It means the students agreed that using picture give positive significant effect to the improvement of reading comprehension.

Discussion

As already discussed, this study found that the used of picture gave positive significant effect in improving the second year students' ability to comprehend functional text of reading. According Dexter (2013:01) picture can help students achieve a better understanding of course concepts. Picture can be more efficient than words, especially if you need to show how different concepts are related to one another.

As already discussed, this study found the students' opinion agree that using picture gave positive significant effect in improving the second year students ability to comprehend functional text. According to Michelich (2002:01), the addition of multimedia can actually improve the learning process if certain methods are employed.

CONCLUSION AND SUGGESTION

Conclusion

Based on data analysis, it was found that t-observation was 3,66 and t-table was 2.00 at degree of freedom 30 and the level of significant $\alpha : 0.05$. it means that the value of t-observation was bigger than the value of t-table. Therefore, that research hypothesis was accepted and the null hypothesis was rejected. Relating to

this, it can be concluded that using picture was effective to improve the students' reading comprehension.

Suggestion

From the conclusion stated above, the researcher proposes some suggestions to be taken as consideration. They are follows :

1. For the English teacher, the researcher suggested to uses picture in teaching reading functional text because the finding of this research has shown that this picture is effective in increasing the students' achievement in learning functional text.
2. For next researcher, you might consider to use picture to teach other English language skill.

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