

Teaching Reading by Using Picture For Junior High School

Rini Yanti ¹⁾Fitrina Harmaini ²⁾ Lailatul Husna ²⁾

¹⁾The Student of English Department, The Faculty of Teacher Training and Education,
Bung Hatta University

Email: riniyanti69@yahoo.com

²⁾The Lecturers of English Department, The Faculty of Teacher Training
and Education, Bung Hatta University

Abstract

This paper aims to give explanation about teaching reading by using picture, especially for junior high school students. Students are usually boring when they read. They are not motivated in reading because of the material and method are not interesting. Reading is a process of getting meaning and information or ideas in a written text. Picture is a media that can attract students attention. So that, the teachers can use picture to teach reading and motivate students to read . At first, the teacher shows the picture that is related to the text, then the teacher gives some questions about the picture. It can be useful to make students comprehend the text easily.

Keywords: Teaching reading, picture

A. INTRODUCTION

English is a foreign language for Indonesia, so that English is one of the subjects that should be taught to all students from elementary until university level. There are four skills in English, they are : listening, speaking, reading, and writing. All of them are very important. In reading skill, readers have to comprehend about the text in the written text such as: magazine, books, letters, newspaper, etc. Many students are difficult to comprehend reading

materials. As the result, their motivation becomes low.

There are several factors which cause students have difficulty in reading. They are teaching method, reading materials, media used and so on. Unfortunately many English teachers nowadays still use traditional media, such as whiteboard and worksheet. They rarely use the interesting and stimulating variation or innovation to the teaching learning process in the classroom so that students often being bored or uninterested to the teaching and learning

process in classroom. As the result, they are not motivated to learn English seriously and that effects to their potency to require reading or others English skill. So that, English teacher should be able to find the appropriate media in teaching and learning process, especially in teaching reading. In teaching reading teachers have to use appropriate media with reading material presented.

One of the interesting appropriate media in teaching reading is picture. Bond in Putra (2013) suggests that students can comprehend the reading text through picture. It also can improve students' reading skill. In addition, Sadiman in Putra (2013) says that appropriate and variation pictures can make students active and more interested in reading.

1. Concepts of Reading

According to Anderson (1999), reading is interactive, consists of interaction of top-down processing (making meaning from ideas to text) and bottom-up processing (making meaning from letters, through words, . . . to text).

Dorothy U. Seyler (2004, pp.3-4) states that reading is the process of constructing or derive meaning from a word or phrase.

Harmer (1998, p.70) says that reading is an amazing active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words paint, understand the arguments, and work out if we agree with them.

2. The Reading Process

According to Seyler (2004, pp. 4-6) there are three common process of reading. They are:

- 1) Having enough vocabulary
- 2) Connecting and predicting in reading
- 3) The reading context

In additon, Templeton in Putra (2013, p.6) said that there are three processes of reading. They are : (1) top down model. (2) bottom up model. (3) interactive model.

3 Reading Strategy

Based on Seyler (2004, pp. 26-47) a good strategy will guide us to prepare before reading, to read in ways that will improve comprehension, and then to response in ways that will help to complete our reading purpose. We will become a better reader if we go through this following reading strategy:

- 1) Preparation

Before students start to read, at first most readers prepare in some way. Readers should know the purpose of the writer and the genre of the text, then

make prediction of the text and their purpose in reading. After that, readers preread the material to know the content of the text. Furthermore, Kawabata (2007) and Antoni (2010) called this stage with pre-reading activities. This stage helps readers to understand what they are going to read.

2) Reading

During reading the written text, readers annotate or underline the important informations in the text. Then they write or make a note the crucial things from their reading text. It helps them to be an active reader. In addition, Kawabata (2007) named this step with during reading activities. In this activities readers try to find the main idea and identify the signal words and the key words. Antoni (2010) named this stage with while-reading activities. He said that reading aloud and silent reading are the common ways in reading.

3) Responding: reflect and review

Reflect and review are the best responses. The first response is reflect their reading. Some readers prefer to reflect as they read, stopping from time to time to ask themselves about the significance of the material. Others like to complete reading an article, a chapter, or a poem and then reflect them as a whole.

And the second response is reviewing what they have read and they are wise to review several times or periodically.

On the other hand, both reflect and review in this stage are similar with activities in post-reading activities. They confirm their reading by using questions. they can ask their friend to compare and discuss what they have read. (Kawabata, 2007).

3. Concepts of Picture

There are some definition of picture that given by experts. According to Oxford Dictionary (2011, p.330), picture is painting, drawing, etc that shows a scene, a person or thing. Pictures can describe what something is like.

Werf (2003) said that pictures are photographs, drawings, collages, maps or other illustrations that are cut from a magazine, newspapers or other sources.

In addition, Shores in Orianda (2013) reminds us that picture is an image like drawing, painting, and photography of person, place, thing, or idea on flat surface.

1. Advantages of Pictures

According to Klassek in Yarti (2012), picture have many advantages. They are :

- a. Picture is an inexpensive and popular device of communication.

- b. They can be organized in a series and take to some object while rarely in a good series.
- c. Picture can help in the prevention of correction of misconception.
- d. Pictures can transfer meaning from symbol, record events, explain procedure, expand experiences, make comparison, show contrast, show continuity focus attention and increase critical judgement.
- e. Picture also can enrich and stimulate reading, review materials and learning.

B. PROCEDURE OF TEACHING READING BY USING PICTURE FOR JUNIOR HIGH SCHOOL

1) Pre-Teaching Activities

In the pre teaching activities, the teacher greets, checks attendance and show some famous actress pictures, then the teacher asks some questions that are related to the picture.

2) Whilst-Teaching Activities

a. Exploration

The teacher opens the lesson by showing a picture of famous actress that they are going to discuss and asking some questions about the picture.

b. Elaboration

The teacher gives students the descriptive text of the famous actress. The picture assists students to understand the text easily.

c. Confirmation

In this activity, the teacher asks students to do exercise to check their understanding. The teacher asks students to answer some questions based on the text.

3) Post-Teaching Activities

This phase is to conclude the lesson and giving home work. The teacher leads students to conclude the teaching material by giving questions.

C. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the previous discussion, it can be concluded that reading is a process of getting meaning and information or ideas in a written text. The reader will through some steps to get the meaning or understand the text, such as : the process of reading, reading strategy and the procedure of reading. In teaching reading, picture is one of interesting media. Picture is an unexpensive media, so that teachers will find it easily. Through pictures students will be interested in reading, they will not bored to read and they will understand the text easily.

2. Suggestion

At the end of the paper, the writer would like to give some suggestions for teachers. They are :

1. In teaching reading, the teacher may use picture to attract students' attention.
2. Teachers should improve their students' ability in reading through interesting media, for example is picture.
3. The teacher should use picture as media to teach reading because it is an unexpensive media and easy to find.

Acknowledgement

Alhamdulillahirabbil'alamin, First of all, the writer would like to express her great thanks to Allah SWT, the most gracious and the most merciful, for blessing and giving her inspiration and health during conducting the writer until accomplishing this paper entitled "Teaching Reading by Using Picture For Junior High School Students". Moreover, she would like to extend shalawat and salam to the Prophet Muhammad SAW, who has guided human being to the straightway and correctness. This paper was intended to fulfill one of the requirements in order to complete S1 degree at the English Department, the Faculty of Teacher Training and Education of Bung Hatta University.

Then, the deep regard and gratitude are expressed to her advisors: Fitrina, S.S, M.A and Lailatul Husna, S.Pd., M.Pd. who

has given time, constructive comments and suggestions for completing this paper. Furthermore, the writer would like to express her sincere gratitude to Drs. Khairul Harha, M.Sc. as the Dean of Faculty of Teacher Training and Education of Bung Hatta University, Drs. Yusrizal, M.Si as the Vice Dean of FKIP Bung Hatta, Dra. Ernati M.Pd. as the Chairman of English Department, and also for Dra. Lisa Tavriyanti, M.Pd. as the secretary of English Department. Then, the writer thanks to all lecturers completely appreciate all their sincere intention and kindness to help her having many worthy inputs to all staff of English Department of FKIP Bung Hatta University.

The writer also wants to express her thanks to her beloved family, especially to her beloved parents Ali Akbar and Nurbaiti, brothers, sisters and friends who have been supporting and giving spirit, motivation, and always praying for her.

Finally, the writer hopes this paper can be useful for the better process of teaching and learning English in the future.

Bibliography

Anderson, N. (1999). Exploring Second Language Reading: Issues and Strategies. *Journal TESL-EJ*, 4 (1): 3

- <http://www.tesl-ej.org/wordpress/issues/volume4/ej13/ej13r7/>. Accessed on January 15th, 2014
- Antoni, N. (2010). Exploring Efl Teachers' Strategies in Teaching Reading Comprehension. *Jurnal Penelitian Pendidikan.*, 11(2): 42-43
http://jurnal.upi.edu/file/5-Nurman_Antoni.pdf. accessed on January 25th, 2014
- BSNP. (2007). *Permendiknas RI No. 41 Tahun 2007 Tentang Standar Proses Untuk Satuan Pendidikan Dasar Dan Menengah*. Jakarta
- Harmer, J. (1998). *How to Teach English*. Kuala Lumpur. Malaysia: Longman
- Kawabata, T. (2007). Teaching Second Language Reading Strategies. *The Internet TESL Journal*, 13(2): 2-8
<http://iteslj.org/Techniques/Kawabata-ReadingStrategies.html>. Accessed on January 24th, 2014
- Margaretha. (2013). Peningkatan Kemampuan Membaca Pemahaman Isi Cerita Menggunakan Media Gambar. *Jurnal pendidikan dan pembelajaran*, 2 (6): 5
<http://jurnal.untan.ac.id/index.php/jpdpb/>
<http://ejournal.unp.ac.id/view/2318/2240>. Accessed on January 22nd, 2014
- Maulida, S. (2013). *Improving Junior High School Students' Writing Ability Through Pictures*. Unpublished S1 Paper. Padang: Bung Hatta University.
- Mikuleoky, B. S. (2004). *More Reading Power*. USA: Longman
- Noveta, R. (2012). Teachers And Students' Perception On The Use Of Pictures In Teaching Reading At Sman 9 Barabai Academic Year 2011/2012. *English Department of FKIP Unlam Journal: 5*
<http://jurnal.englishdept.fkipunlam.ac.id/?p=45>. Accessed on January 20th, 2014
- Orianda, P. (2013). Teaching Writing a Spoof Text by Using Series of Series of Pictures to Senior High School Students. *Journal of english language teaching*, 1 (2): 342
<http://ejournal.unp.ac.id/index.php/jelt/article/view/1981/1696>. accessed on January 20th, 2014
- Bull, V. (2011). *Oxford Learner's Pocket Dictionary*. China : Oxford University Press
- Putra, N. M. 2013. *The Usage of Picture as Media in Teaching Reading Comprehension at Senior High School*.

Unpublished S1 Paper. Padang: Bung Hatta University.

Seyler, D. U. (2004). *The Reading Context*. Virginia. USA : Pearson Longman

Yarti, M. (2012). *Teaching English to Students at Kindergarten by Using Pictures*. Unpublished S1 Paper. Padang: Bung Hatta University.

Werff, J. V. D. (2003). Using Pictures from Magazines. *The Internet TESL Journal*, 9 (7): 2 <http://iteslj.org/Techniques/Werff-Pictures.html>. Accessed on february 10th, 2014