

USING PICTORIAL CONTEXT IN PRE READING IN READING ACTIVITY TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI AIR SATAN

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ABSTRACT

The problem of this study was “Is it effective to improve Student reading achievement by using Pictorial Context to the Eighth Grade Students of SMP Negeri Air Satan in the academic year of 2013/2014?” Therefore, the objective of this study was to find out whether or not it was significantly effective to use Pictorial Context In Teaching Reading Comprehension to the eighth grade students of SMP Negeri Air Satan in the academic year of 2013/2014. The writer proposed two hypotheses in this research. They were null hypotheses (H_0) and alternative hypothesis (H_a). The method applied was pre-experimental with one group pre-test post-test design. The population of this study was all of the eighth grade students of SMP Negeri Air Satan in the academic year of 2013/2014 which consisted of 147 students. The sample was taken through cluster random sampling. The number of the sample was 35 students. The data were collected through test that consisted of 20 items of multiple choices. The data obtained were analyzed through three techniques: 1) Individual Score, 2) Minimum Mastery Criteria, 3) Matched t-test. The results of this study show that: (1) The mean students' score in the pre-test was 62.57, and the mean score of post-test was 69.42, (2) Comparing to the KKM the mean score of pre-test was 62.57 that was still in “failed” qualification and the mean score of post-test was 69.42, that considered in “mastered” qualification. And (3) The result of matched t-test was 2.8152, which was higher than 1.684 value of the t-table of 35 with 95% significant level for one-tailed test. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that it was significantly effective to use Pictorial Context In Teaching reading Comprehension to the eighth grade students of SMP Negeri Air Satan in the academic year of 2013/2014.

Keyword: Teaching, Reading Comprehension, Pictorial Context

A. INTRODUCTION

1. Background

English is an important language to communicate widely in the world. In Indonesia, English is the first foreign language used to develop science, culture, and tight bilateral relationship. It needs various ways to introduce and use the language to the

learners, young and adult one (Yulianti and Musarokah, 2011:812).

In addition, because of the global era the needs of English to communicate with other people in the world, the use of English is getting crucial. English is also used for some formal events, such as in school, office, or hotel. However, the students need to

develop four language skills when they want to master English, the skills are reading, speaking, reading, and writing. Reading is one of four language skills, which must be mastered as well as the other skills.

There were some factors that might affect students comprehension. According to Cheek, et.,al. (1989:150-151), there are a number of factor that directly affect student's ability to comprehend various materials that they are assigned to read. These factors include cognitive experience, socio-cultural factors, experience, and reading rate, reading strategy, media techniques and interest. Among these factors, the technique is the focus in this study as the factor that influences students' English reading comprehension achievement.

However, many students often have many difficulties in reading to English text, especially for the eighth grade students of SMP Negeri Air Satan. Since, their reading ability was low. The problems that faced by the student were: (1) It was difficult for them to find the main idea and determine the points of each paragraph, (2) The student also got

problem in identifying the detailed information of a text.

Based on the phenomenon above, the writer tried to improve the students' reading by using Pictorial Context. The writer hoped that was beneficial and effective in helping student improve their reading and have a better English scores. Therefore, the writer was interested in doing a research entitled "Using Pictorial Context as Pre Reading Activity on Reading Comprehension to the Students at SMP Negeri Air Satan in the academic year of 2013/2014"

2. Formulation of the Problem

The formulation of the problem was stated in the following question: "Is it effective to Improve Student reading achievement by Using Pictorial Context as Pre Reading Activity on Reading Comprehension to the Students at SMP Negeri Air Satan in the academic year of 2013/2014?"

3. Objective of the Study

The objective of this study was to find out whether or not it was significantly effective to use Pictorial Context in Using Reading to the Eighth Grade Students of SMP

Negeri Air Satan in the academic year of 2013/2014.

4. Operational Definition

These were three terms that need explanation in the study. These three terms words must be operationally defined to avoid misunderstanding. They were: using, reading comprehension and Pictorial Context.

a. Teaching

Teaching means some activities that are giving information about a particular subject or helping someone to learn something. In this study, using refers to helping the students to learn reading comprehension by using Pictorial Context.

b. Reading Comprehension

Reading comprehension means the understanding, evaluating, utilizing of information and giving the idea through and interaction between reader and author.

c. Pictorial Context

Pictorial Context is a media that is used in using reading through picture, illustration, or diagram based on the context that is going to described during reading.

B. Theoretical Description

1. The Concept of Teaching

Teaching language to students means the ways how to establish set of skills and characteristics of the students and them to learn another language (Halliwell, 1997:11). Equally basic things in teaching refers to the following four need: (a) the need to be active in exploring and to move about freely, using the sense in experimenting with a variety of subjects and materials, (b) the need to develop various means of communication: language, art, music, and other media, (c) the need to feel pride in their own achievements, to gain indolence, to develop self confidence, to handle problems with increasing competence, and to deal with human relationship, (d) the need to play, to have adequate recreation, to pursue interest, and to enjoy spontaneous laughter, joy and humor.

2. The Concept of Reading Comprehension

Fin (1985:2), reading involves print, language, and comprehension. Learning to read is perceiving print and processing that perception in such way as to lead to

comprehension. It means that reading is a process and students use skills and strategies in order to decode words and comprehend what they are reading. Students vary the way they read according to their purpose. They read for pleasure differently than they read to locate and remember information.

Based on the definition above, we can define that reading is a very important activity for people to get various information and a process of delivering information from a text.

3. The Concept of Pictorial Context

According to Cassanve (2003:9), Pictorial Context is a media used in using reading by providing pictures, illustration, and imagination that support the students to comprehend text based on the context. The students will use the pictures of the context to tell the procedures in making something and in doing something. In addition it proposes the theory proposes that learners can construct three types of connections when they are presented with verbal and visual material conducted a research to find out the extent to which pictures can enhance recall of

textually presented information, particularly item specific (detailed) information and relational information. They concluded that providing readers with the requisite comprehension abilities to begin with pictures enable the extraction and under ordinary circumstances do not encode effectively.

According to Adam (In Rizani, 2003; 9), there are two values of pictorial context for the students. (1) Picture may provide cues for identifying words that are otherwise hard to recognize; and (2) Picture may stimulate interest in reading a text and promote a better understanding of the information in the text. In addition, Wilson (1986:12) states that Pictorial Context refers to visual support for the avoidance of problems in the comprehension. She also suggested that visual aids may be exploited as a kind of elicitation strategy. Furthermore, she favored a classroom in which students use illustrations a specific task.

Based on the above explanation, it can be concluded that the Pictorial Context is a media used to enable students to see the pictures and

balance the context based on the procedure text used. Shortly, it can be summarized that the media in reading, lead the students to learn procedure text, help the students confirm and enhance their knowledge, and help the students develop their reading skills.

4. The Procedure of Teaching Reading Comprehension by Using Pictorial Context

The following were the procedures or teaching Reading comprehension by using Pictorial Context developed by Nation (2008:33).

- a. The teacher prepares and presents the material in the class.
- b. The students hear a talk about a procedure text
- c. The teacher divides the students into pairs and write questions on the content of the material they are about to hear.
- d. The teacher writes the names of the topic on the board and begins to talk about procedure text prepared some notes for reading test

C. Hypotheses

According to Arikunto (2006:17), hypotheses is the temporary answer of study problem, till realized

through the data has collected. Based on the problem and the objective above, the research hypothesis in this study is “ it is significantly effective to use Pictorial Context in Using Reading to the Eighth Grade Students of SMP Negeri Air Satan in the academic year of 2013/2014?”

According to Richards, et. al, (1985:132), hypothesis is a speculations concerning other observed of expected relationship among phenomena. In this study, the writer formulates two hypotheses namely the null hypothesis (Ho) and the alternative hypothesis (Ha).

D. METHOD OF THE RESEARCH

1. Research Design

In doing this research, the writer applied a pre-experimental method, Tuckman (1987:128) states that a pre-experiment design is an experiment that does not meet all the requirements necessary for controlling the influence of extraneous variables.

2. Population and sample

The population is any set of items, individual which share some common and observable characterized from a sample

(Richards, et.,al, 1985:223). It means to compare test score across a sample of a population of the students. The population of this study was the Eight Grade Students of SMP Negeri Air Satan in the academic year of 2013/2014. the total number of the population are 106 students.

Sample is a group of which information is obtained. It is selected in such a way that it represents the larger group (population) from which it is obtained (Fraenkel and Wallen, 1993:79). The sample of this study was taken from the population by using cluster random sampling method. Fraenkel and Wallen (1993:84) state that cluster random sampling is the selection of individual rather than group. All individuals in a cluster are included in the sample. From this technique the writer got class VIII. 1. as a sample of this study that consists of 28 students.

3. Techniques for collecting the Data

To collect the data for this study, the written test was used. The pre-test was given before and the post-test was given after the experiment is done.

In doing a research on teaching reading comprehension by using Pictorial Context technique the writer used multiple choice tests. In the test, the students were given 2 texts. The total amount of the test items in which the students were required to answer are 20 questions. The students answered the question in 45 minutes.

4. Technique for Analyzing the Data

There were three techniques that was used in analyzing the data obtained, they were (1) individual score, (2) the minimum mastery criteria, and (3) matched t-test.

E. Findings

In this research, the writer presented the result of statistical analyses of pre-test, post-test, matched t-test, normality, and homogeneity of the test. In addition, the writer also elaborated the discussion and the limitation of the research. Briefly, it was found out that teaching reading comprehension by using Pictorial Context to the Eleventh Grade Students was effective. It can be seen on the elaboration of the test and the calculation of the statistical analyses on the following description.

Furthermore, based on the statistical analyses (see appendix C) it was found out that students' average score in the pre-test was 58.03 and in the post-test was 70.17. It means that the average score in the post-test was higher than the students' average score in the pre-test. In other words, the students' comprehension on reading was in "failed" category in the pre-test became increase to "mastered" category in the post-test. The writer also found that the result of the matched t-test calculation was 7.05; mean while the t-critical value was 1.701.

It means that the H_0 was rejected and automatically the H_a was accepted, it means that it was significantly effective to teach reading comprehension by using Pictorial Context to the Eight Grade Students of SMP Negeri Air Satan in the academic year of 2013/2014.

F. CONCLUSION

Based on the result of the research on chapter IV the result of matched t-test or $t_{obtained}$ was 7.05 which was

higher than 1.701 as its t-table. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In other words, it was significantly effective to teach reading comprehension by using Pictorial Context to the Eight Grade Students of SMP Negeri Air Satan in the academic year of 2013/2014.

Furthermore, based on the result of matched t-test it can be concluded that it was significantly effective to teach reading comprehension by using Pictorial Context to the Eight Grade Students of SMP Negeri Air Satan in the academic year of 2013/2014.

It can be proved that in the pre-test, the average score was 58.03. while, the students' average score was 70.17, in the post test. The student's average score in the post-test was higher than the students average score in the pre-test. It means that the students can make the students improved their reading ability.

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