**TEACHING DESCRIPTIVE TEXT USING PICTURES
TO IMPROVE STUDENTS' READING COMPREHENSION****Desriani Nggolaon¹, Puput Eka Sari²**¹PBI FKIP UM Luwuk, ²PBI FKIP UM LuwukEmail: desrianinggolaon12@gmail.com¹, ekasariuput@gmail.com²**Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan gambar dalam teks deskriptif dapat meningkatkan pemahaman membaca siswa kelas X di SMA Negeri 1 Luwuk atau tidak. Desain penelitian dalam penelitian ini adalah quasy-eksperimental dengan menggunakan non-equivalent control group design. Variabel bebas penelitian ini adalah gambar dan variabel terikatnya adalah kemampuan membaca siswa. Populasi penelitian ini adalah semua siswa IPA di SMA Negeri 1 Luwuk kelas X sebanyak 216 siswa, masing-masing kelas terdiri dari 36 siswa. Adapun sampel penelitiannya adalah X MIPA 1 dan X MIPA 2. Instrumen yang digunakan dalam penelitian ini adalah test. Penelitian ini memiliki dua kelas kelas eksperimen dan kelas kontrol. Data diambil dengan memberikan pre-test dan post-test kepada kedua kelas. Data menunjukkan bahwa, ada perbedaan yang signifikan antara pre-test dan post-test siswa di kelas eksperimen. Skor rata-rata pre-test siswa dari kelas eksperimen adalah (57.02) dan skor rata-rata post-test adalah (77.97). Dalam kelas eksperimen skor rata-rata post-test lebih tinggi daripada skor rata-rata pre-test. Hasil perhitungan uji hipotesis statistik yang menunjukkan nilai t_{hitung} lebih tinggi dari t_{tabel} ($6,618 \geq 1,667$) dengan tingkat signifikan $df=005$. Oleh karena itu, disimpulkan bahwa ada pengaruh yang signifikan menggunakan gambar untuk meningkatkan pemahaman membaca siswa dalam mengajar teks deskriptif di Kelas X SMA Negeri 1 Luwuk.

Kata kunci: Gambar; Kemampuan Membaca Siswa; Teks Deskriptif.

Abstract

The purpose of this research is to know whether the pictures in descriptive text can improve students' reading comprehension or not at the Tenth Grade Students in SMA Negeri 1 Luwuk. The research design in this research was quasi-experimental using non-equivalent control group design. The Independent variable of this research was pictures and the dependent variable was students' reading comprehension. The Population of this research all students of IPA in SMA Negeri 1 Luwuk of the Tenth Grade were about 216 students, each class consisted of 36 students and the sample of this research were X MIPA 1 and X MIPA 2. The instrument used of this research was test. This research has two classes, experimental class and was control class. The data were taken by giving pre-test and post-test both of classes. The data indicated that, there was a significant difference between students' pre-test and post-test in the experimental class. The mean score of students' pre-test of experimental class was (57.02) and the mean score of post-test was (77.97). In experimental class, mean score of post-test was higher than mean score of pre-test. The result of the calculation statistical hypothesis test showed t_{value} was higher than t_{table} ($6.618 \geq 1.667$) where the formula of significance level $df = 005$. Therefore, it was concluded that there was a significance effect of using pictures to improve student' reading comprehension in teaching descriptive text at the Tenth Grade of SMA Negeri 1 Luwuk.

Keywords: Pictures; Students' Reading Comprehension; Descriptive text.

Introduction

Four skills in English that must be mastered by the students included listening, speaking, reading and writing. Reading is about understanding written texts. Students first learn to read before writing. Reading is an activity or process carried out by the reader to get a message or information from the writer. Writers convey information or messages through writing or print media and readers can understand the information or messages conveyed by the writer. From this definition, it can be described that the purpose of the reading is to get meaning or to understand what the writer and we know what the writer wants.

Furthermore, Harmer (2007, p. 99) states that reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, they better they get it. Other expert defines reading is an activity in which the readers respond to make sense of a text being read connected to their prior knowledge (Spratt, M. Pulvernes, A. Williams, 2005: p. 21). In addition, Patel and Jain (2008, p. 113) state that reading is an important activity in life with which one can update his/her knowledge.

Reading is an activity carried out by the reader to perceive, analyse and interpret to obtain the message, information and knowledge conveyed by the author in the media writing. Then, reading is a way for us to know the world. Through reading the readers can know what happen in the world, go around the world without travelling. Such as when people read a newspaper, the newspaper contains news about natural disasters or cases that they have not yet known because they are far from their reach, with their newspaper being able to know news that is far from their reach.

Reading is the ability to understand written text. The students can understand the word and sentences in the text the readers must comprehend the text first. Reading activities are not just reading but students are required to be able to understand the meaning of a reading or text. That way students will get information or knowledge from a reading or text. In English subjects at the junior until senior high school level, students are required to be able to understand and create various short functional and monologue and essays in the form of procedure, descriptive, recount, narrative and report.

Descriptive text is a text which used to describe something like a particular place, certain person or thing from physical condition. According to Anderson & Anderson (2003), descriptive text describes particular person, place, or things. They also stated descriptive text is a text to tell about subject by describing its features without including personal opinions.

Descriptive text is a text which has social purpose to give an account of imagined or factual events (Hyland, 2004: p. 214). Descriptive text or description describes a person, place or thing. The purpose of descriptive text is to describe or explain an object. The objects are person, thing or place. In this study, by describing something, students can imagine the object based on reading.

Even though reading must be mastered, there were still some difficulties faced by the students in reading especially reading comprehension. The difficulties are: First, they had difficulties to understand the context and get the information of the text, so the students failed to understand longer reading material. Second, the students were lack of motivation or students not interested in reading English text. Consequently, they spent much time to answer the comprehension questions related to the text and copy their friends' work.

To solve those problem, it is needed a media in teaching. Brown (2000, p. 7) define that teaching is the activities to show or help someone to learn how to do something, give instruction, guide in the study of something, provide with the knowledge, cause to know, understand knowledge or give new knowledge. Media in the teaching process is one

important part, so that students can understand the material provided by the teacher. There are some media usually used in teaching learning process. They consist of visual media, audio media and audio-visual media. Picture is a good media for teaching reading. It is one of the visual media because it can be seen and performs a meaningful description. Harmer (2001, p. 135) states picture is extremely useful for a variety of communication activity, such as describe and draw activities. Celce-Murcia & Hilles (1998, p. 73) said that that pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills. Wright (1989, pp. 2–10) stated in his book that there is essential contribution of picture such interest and motivation, a sense of the context of the language, and specific reference point and stimulus. He also deeply discussed that picture play an important role in helping to discipline some class activities, making the subject which students are dealing with become clearer, and even illustrating the main idea not forms of an object or action which are particular to a culture.

Research Method

This research was conducted in SMA Negeri 1 Luwuk. The researcher chosen first grade students of SMA Negeri 1 Luwuk as the population in this research. The researcher used X MIPA1 as the experimental class and X MIPA2 as the control class. The total sample was 72 students, 36 students were in experimental class and 36 in control class. The objectives of the research are finding out whether the pictures can improve students' reading comprehension in descriptive text or not, and then describing the improvement of the students' reading comprehension in descriptive text using pictures.

In this research, researcher used Quasi experimental design using *non-equivalent control group design*. The experimental group was giving some treatments while the control group was not giving treatment. Those two groups were giving the same materials and the same test measure the difference of mean score of these two groups in reading comprehension.

Test was used as the main instrument in getting data in this research. According to Sugiyono (2010, p. 148), research instrument is a tool that used measuring natural and social phenomena are observed. There were two kinds of test in this research, pre-test and post-test. Pre-test was a preliminary test administered to determine a student's baseline knowledge and conduct before treatment (using picture in descriptive text). While post-test was a test gave to students after conducting the treatment by researchers.

Findings and Discussion

In this section presents the findings and discussion. It can be supplemented by tables, graphs (figures), and/or chart. In the discussion presents the result of the data that establishing at the finding, and linking with relevant sources.

There was some previous study conducted in line with this research, three of them were conducted by Kurotun (2015), Subekti (2014), and Kamalia (2016). All the study above successes in their research by using pictures as a media. Wherewith, the researcher hopes that by using pictures in descriptive text teaching can improve students' reading comprehension.

Before applying treatment to experimental class, the researcher gave pre-test to both classes: experimental class and control class. then, after giving treatment to the experimental class, the researcher gave post-test to both classes. The result computation in pre-test and post-test indicates that there was significant improvement in experimental class.

The mean score of pre-test in experimental class (57.02) raised into post-test after giving treatment (77.97). The improvement is also showed in control class, but it is not too significant. The mean score of pre-test in control class (60.68) changed into post-test (69.5). this improvement is also supported by the computation of testing hypothesis. Based on testing hypothesis, with significance 0.05, it showed that $t_{\text{table}} (6.618) \geq t_{\text{table}} (1.667)$.

In achieving this improvement, there were some process was done by the researcher. After getting the data on pre-test, the researcher applied treatment using pictures in teaching descriptive text in experimental class. Treatment applied in six meetings. While in control class without using pictures or used conventional method in teaching descriptive text. The total meetings in this research was eight meetings the first meetings is pre-test and the last meetings was post-test. The researcher applied the treatment starting from the second meeting. To conduct treatment in this research, researcher provided 3 learning materials or 3 descriptive text material. At meetings 1 and 2 researcher gave descriptive text about Borobudur Temple, 3 and 4 descriptive text meetings about TajMahal and meetings 5 and 6 descriptive text about Tanjung Puting National Park.

In this research, the process of first treatment is presented as follows: first, open the lesson and introduction. The second was the researcher ask the students about descriptive text it aims to students' knowledge about descriptive text. After that, teaching the students about descriptive text such as the definition of descriptive text, the purpose, the schematic structure of descriptive text and language features of descriptive text. And the next the researcher prepared the pictures as the media in teaching descriptive text. The pictures must relate with the material. The first treatment the researcher gave descriptive text about Borobudur Temple. And then show the students the pictures about Borobudur Temple in front of the class and the last closed the lesson. The second treatment still with the same material. Open the lesson and that researcher remind the students about what they learned last week. After teaching the students using pictures to improve students' reading comprehension, the researcher gave test based on the text and discuss about the material. And the last was close the lesson.

The third treatment. The process of second treatment was presented as follows: first was open the lesson. After the researcher open the lesson, she reminded students the previous meeting the evaluation and discussion of descriptive text and the researcher ask the students one by one about what is the definition, language structure and language features of descriptive text. And the next was prepared the pictures as a media in teaching descriptive text. The pictures must relate with the second material. View the students the pictures in front of class. The fourth treatment still with the same material in the third meeting. In this meeting the researcher gave students test or evaluate and discuss about the material. And the last way was close the lesson.

Teaching learning activities in the fifth treatment same as in the third treatment. The process fifth treatment was presented as follows: first, the researcher opens the lesson. After that she reminded students the previous meeting the evaluation and discussion of descriptive text. And the next was prepared the pictures as a media in teaching descriptive text. The pictures must relate with the fifth material the martial was Tanjung Puting National Park. View the students the pictures in front of class. The sixth meeting, after the researcher taught them using pictures in teaching descriptive text to improve their reading comprehension. To know their reading comprehension, improve the researcher gave evaluate and discussed about the material. And the last way was close the lesson.

All the computation result showed that there was a significant effect of using pictures as a treatment in the experimental class on students' reading comprehension in

teaching descriptive text. It means that the use of pictures in teaching descriptive text to improve students' reading comprehension is successful.

To make it detail, the following table shows the mean score of pre-test and post-test and the deviation of pre-test and post-test, in experimental class (table 4.1) and scores of pre-test and post-test in control class (table 4.2).

Table 1 Scores of Experimental Class

No	Initial	Pre-test 01	Post-test 02	Deviation (X1) (02-01)	Squared Deviation (X1) ²
1.	AIS	29	70	41	1681
2.	ARR	38	62	24	576
3.	APA	21	65	44	1936
4.	CAB	84	88	4	16
5.	DTI	71	78	7	49
6.	DZS	77	82	5	25
7.	DMH	36	52	16	256
8.	EAP	74	76	2	4
9.	FAL	79	80	1	1
10.	FAM	79	80	1	1
11.	FLL	47	77	30	900
12.	FGS	83	90	7	49
13.	FFK	83	89	6	36
14.	FNK	27	63	36	1296
15.	FRN	26	76	50	2500
16.	GAC	46	60	14	196
17.	IKK	82	84	2	4
18.	IAS	61	78	17	289
19.	JOA	33	77	44	1936
20.	KLN	73	78	5	25
21.	MRS	76	80	4	16
22.	MAA	33	82	49	2401
23.	MDS	66	80	14	196
24.	MFF	90	94	4	16
25.	MNA	44	79	35	1225
26.	NLI	37	88	51	2601
27.	NSM	44	90	46	2116
28.	NAP	75	90	15	225
29.	PDR	57	89	32	1024
30.	RMO	49	67	18	324
31.	RAQ	56	68	12	144
32.	SSA	59	77	18	324
33.	SAA	46	78	32	1024
34.	SNS	78	78	0	0
35.	WAN	31	82	51	2601
36.	WNC	63	80	17	289
Total Score		2053	2807	754	26302
Average		57.02	77.97	20.94	730.61

From above data, it shows that the mean deviation for experimental class was 20.94. To know the variance in experimental class the researcher used the following formula:

$$SD = \sqrt{\frac{SS}{N}},$$

Where,

$$SS1 = \sum x^2 - \frac{(\sum X)^2}{n1}$$

$$SS1 = 26302 - \frac{(754)^2}{36}$$

$$= 26302 - \frac{(568516)}{36} = 26302 - 15792.11$$

$$= 10509.89$$

$$SD = \sqrt{\frac{SS1}{n-1}}$$

$$= \sqrt{\frac{10509,89}{36-1}}$$

$$= \sqrt{\frac{10509,89}{35}}$$

$$= \sqrt{300.28}$$

$$= 17.32$$

Table 2. Scores of the Control Class

No	Initial	Pre-test 01	Post-test 02	Deviation (X1) (02-01)	Squared Deviation (X1)2
1.	AEN	32	56	24	576
2.	ACS	68	78	10	100
3.	AYI	72	79	7	49
4.	ABM	82	86	4	16
5.	DFY	76	78	2	4
6.	DNM	62	66	4	16
7.	FBS	46	76	30	900
8.	GDN	68	70	2	4
9.	GBB	37	45	8	64
10.	JIL	50	56	6	36
11.	JZD	80	89	9	81
12.	MRA	76	79	3	9
13.	MGS	34	52	18	324
14.	MKA	42	54	12	144
15.	MTI	42	54	12	144
16.	MCN	76	80	4	16
17.	MPM	68	70	2	4
18.	MDR	71	76	5	25
19.	MRL	34	43	9	81
20.	MRA	42	50	8	64
21.	MNA	40	54	14	196
22.	MZM	54	57	3	9
23.	MFS	59	76	17	289
24.	MRY	67	70	3	9
25.	NTA	78	80	2	4
26.	NMP	74	81	7	49

27.	NMW	73	87	14	196
28.	NWI	57	77	20	400
29.	NCI	77	79	2	4
30.	NHH	47	52	5	25
31.	PPA	68	70	2	4
32.	PFA	69	70	1	1
33.	PHN	80	90	10	100
34.	SDA	62	82	20	400
35.	TISO	80	87	7	49
36.	ZYH	48	53	5	25
Total Score		2191	2502	311	4417
Average		60.68	69.5	8.63	122.69

From above data, it shows that the mean deviation for control class was 8.63. Then, the researcher calculating variance in control class. The formula same with in experimental class. The researcher uses the following formula:

$$SD = \sqrt{\frac{SS}{N}},$$

Where,

$$Ss2 = \sum x^2 - \frac{(\sum X)^2}{n1}$$

$$Ss2 = 4417 - \frac{(311)^2}{36}$$

$$= 4417 - \frac{96721}{36} = 4417 - 2686.69$$

$$= 1730.31$$

$$SD = \sqrt{\frac{SS1}{n-1}}$$

$$= \sqrt{\frac{1730,31}{36-1}}$$

$$= \sqrt{\frac{1730,31}{35}}$$

$$= \sqrt{49.43}$$

$$= 7.03$$

Then, to know the result of t-test value the researcher used following formula:

$$\bar{X1} - \bar{X2}$$

$$t = \sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right) \left(\frac{1+1}{n1+n2}\right)}$$

$$20,94 - 8,63$$

$$= \sqrt{\left(\frac{10509,89+1730,31}{36+36-2}\right) \left(\frac{1+1}{36+36}\right)}$$

$$20,94 - 8,63$$

$$= \sqrt{\left(\frac{12240,2}{70}\right) \left(\frac{2}{72}\right)}$$

$$12.31$$

$$= \sqrt{(174.86)(0,02)}$$

$$12.31$$

$$= \sqrt{3.49}$$

$$= \frac{12,31}{1,86} = 6.618$$

Then, in last calculation of the data, the researcher test the hypothesis of this research. The t-table with the level of significance of 0.05 is 1.667 or degree of freedom (*df*) ($N_1 + N_2 - 2$) $+(36+36)-2= 70$, t-table (70, 0.05) = 1.66691. Based on the table distribution the value of t-test and t-table the researcher concluded that, $t_{\text{value}} (6.618) \geq t_{\text{table}} (1.667)$ or H_0 is rejected and H_a is accepted. Therefore, there was a significant effect of using pictures.

Conclusion

Based on the result and discussion, it can be concluded that the use of in descriptive text can improve students' reading comprehension. The experimental class, which is getting the treatment with using picture, shows the great improvement score in their pre-test to post-test than control class. There is also different from students' after using pictures in teaching descriptive text. The score of post-test is higher than score of pre-test.

Both the experimental and control class have been calculated and the result shows that the total post-test score of the experimental class is 2807 whereas the total post-test control of the control group is 2502. The mean of experimental class's score is 77.97, while the mean of the control class's score is 77.97. The calculation of the t-test shows that the t-test value was (6.618) was higher than t-table value was (1.667). It means that hypothesis is accepted. In order word, using pictures in teaching descriptive text can improve students' reading comprehension.

Based on this research that has been conducted by the researcher at first grade students of SMA Negeri 1 Luwuk, there are some suggestions that can be given in relation to the researcher's conclusion. 1) The English teacher should be creative and innovative in developing teaching-learning process in classroom to make students be motivated and interested in learning English. It can be done by using appropriate method, technique and media. Teacher can use pictures as a media in teaching English. 2) The students need more practices in improving their reading skill so that they can comprehend English texts better. They should find an environment that can support their learning process. When they find difficulties, they can share with their friends or teacher freely. They should also motivate themselves to study hard so they can reach better achievement. 3) The other researcher, this research can be a reference to conduct the same research in order to find more variation of actions and find more advantages to improve students' reading comprehension using pictures. It may also be beneficial for other researcher to conduct the research in other school that faced same problem.

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