

The Effectiveness of *Picture And Picture* Method On Secondary Students' Reading Comprehension In Procedure Text

Alifia Salsabila Ramo¹, Praditya Putri Utami², Yuna Tresna Wahyuna³

^{1,2,3}English Education Department, University of Singaperbangsa Karawang

Email: alifiasalsabila2001@gmail.com¹, praditya.putri@fkip.unsika.ac.id²

yuna.tresna@fkip.unsika.ac.id³

Abstrak

Penelitian ini bertujuan untuk (1) mengetahui bagaimana keefektifan penggunaan metode *Picture and Picture* pada membaca pemahaman teks prosedur siswa. (2) mengetahui tanggapan siswa tentang metode *Picture and Picture* dalam pembelajaran membaca pemahaman teks prosedur. Penelitian ini merupakan penelitian kuantitatif dengan metode *pre-experimental* menggunakan *one group pretest-posttest* design. Penelitian ini dilaksanakan di SMP Negeri 3 Karawang Barat dengan mengambil kelas VIII K sebagai sampel penelitian yang berjumlah 35 siswa. Ada tiga tahapan dalam penelitian ini, yaitu: *pre-test*, *treatment*, dan *post-test* beserta angket. Hasil temuan menunjukkan nilai rata-rata *pre-test* ke *post-test* kelas eksperimen (dari 43,40 ke 89,71). Analisis penelitian menggunakan *uji t sampel berpasangan*. Besarnya peningkatan hasil penelitian dihitung dengan menggunakan uji *N-Gain Score* diperoleh 0,80 atau 80% dengan kriteria tinggi. Hasil penelitian menunjukkan bahwa metode *Picture and Picture* berpengaruh terhadap kemampuan membaca pemahaman teks prosedur siswa kelas VIII SMP Negeri 3 Karawang Barat dengan hasil perhitungan nilai signifikansi (Sig. 2 tailed) pada taraf sebesar $(=0,000) < \alpha (0,05)$. Respon siswa mengenai penggunaan metode *Picture and Picture* dalam pembelajaran membaca pemahaman teks prosedur sudah baik pada sepuluh pernyataan angket, hasilnya terlihat dari rata-rata jumlah siswa yang menjawab angket dengan pendapat sangat baik dan baik adalah 60%. Kesimpulan yang diperoleh adalah terdapat peningkatan hasil belajar siswa yang menggunakan metode *Picture and Picture* pada membaca pemahaman teks prosedur.

Kata Kunci: metode *Picture and Picture*, Kemampuan Membaca Pemahaman Teks Prosedur Siswa.

Abstract

This research aims to (1) know how the effectiveness of using the *Picture and Picture* method on students' reading comprehension procedure text. (2) find out the students' responses regarding the *Picture and Picture* method in learning reading comprehension procedure text. This research is a quantitative approach with *pre-experimental* method using *one group pretest-posttest* design. This research was conducted at SMP Negeri 3 Karawang Barat by taking class VIII K as the research sample, amounting to 35 students. There are three stages in this research, namely: *pre-test*, *treatment*, and *post-test* along with a questionnaire. The analysis of research using *paired sample t-test*. As the finding result shows in *pre-test* to *post-test* mean of experimental class (43.40 to 89.71). The magnitude of the increase in the result of the research were calculated using the *N-Gain Score* test obtained 0.80 or 80% with high criteria. The results of the research showed that the *Picture and Picture* method had an influence on the reading comprehension procedure text ability of class VIII students of SMP Negeri 3 Karawang Barat with the results of the calculation of the significance value (Sig. 2 tailed) at the level of $(=0,000) < \alpha (0,05)$. Student responses regarding the use of the *Picture and Picture* method in learning reading comprehension procedure text comprehension were good in the ten questionnaire statements, the results were seen from the average number of students who answered the questionnaire with very good and good opinions, which was 60%. The conclusion obtained is that there is an improvement in students' learning outcomes using the *Picture and Picture* method on reading comprehension procedure text.

Keywords: *Picture And Picture Method*, The Ability Of Reading Comprehension Procedure Text.

INTRODUCTION

Reading is beneficial for language acquisition and teaching students to read is important to help them develop their knowledge. By reading, students can improve their understanding and can also get a lot of information from the text they have just read, so they can tell what they have just read to others. In addition, reading can be interpreted as an act or knowledge of the reader in understanding and understanding an information (Harmer, 2007). According to (Snow, 2002) students who have good understanding use reading strategies to learn new concepts, engage deeply with what they read. However, many students fail to do these things. One problem is that class material is often so difficult to understand or uninteresting that many students don't want to read it. The teacher must make the class material as interesting as possible so that students are interested in reading the English text. Most of them get low scores in reading comprehension exercises, because they do not have a meaningful reading method. Furthermore (Snow, 2002) states that reading comprehension is a process of extracting and constructing simultaneously to emphasize the importance and shortcomings of text as a determinant of reading comprehension. Teachers must be able to provide teaching and learning methods that can generate motivation and focus students' attention to be able to actively participate in the learning process.

In learning reading comprehension, English students can use various learning methods in reading. One way to help students learn to read well is to use the *Picture and Picture* method. According to (Suprijono, 2009) *Picture and Picture* is one of the cooperative learning methods used by teachers in conveying messages or content of learning materials. This *Picture and Picture* method uses pictures as learning media that are paired or sorted into a systematic arrangement, such as arranging pictures in sequence, displaying pictures, providing information on pictures and explaining the pictures displayed by the teacher in the classroom. The hallmark of the *Picture and Picture* method is active, creative, innovative and fun learning.

Based on the observations that have been made, it is found that the teacher has used picture as a learning medium in the learning process, but the teacher has never used the *Picture and Picture* method. Meanwhile, English is one of the lessons that already exist in secondary students and is quite interesting to understand. With the use of the *Picture and Picture* method, it will improve students' learning outcomes for the material, especially on the topic of procedure text. Procedure text is a piece of text that provides information in the form of instructions to the reader about how to do something, make something, play something, or get somewhere (Anderson, 2003). Text with pictures can help students to understand the text. Combining the importance of English reading comprehension skills with the *Picture and Picture* method will be the basic core background of this research. This will emphasize the role of pictures to create a better understanding of English reading material by starting a more enjoyable and enjoyable experience by having imagination and illustrations while reading.

The use of the *Picture and Picture* method will make learning more varied so that students will be more enthusiastic and interested. The use of the *Picture and Picture* method in the learning process is expected to help students understand the text. Learning conditions that still use conventional methods certainly make students passive. So that the role of the *Picture and Picture* method in the context of improving students' learning outcomes for the material is more effective when used. The thing that can be caused by using this method is that the process of remembering is easier to do, not only presenting text but also pictures that can increase students' interest and learning outcomes, are able to develop students' thoughts and opinions, and are able to develop students' imaginations (Sarifah & Apsari, 2020).

Based on research conducted by (Solihah & Rustandi, 2020) the use of *Picture Walk* in reading comprehension procedure text is very effective in the learning process in the classroom, this is evidenced by the results of The mean score in the first cycle was (67) and (94,3) in the second cycle. In cycle I to cycle II has improved (27,3). That's mean the mastery of reading in class VII A Putra Juang Middle School increased by using the *Reading Picture Walk*. Based on the description of the background, one of the efforts that can be applied in learning activities in the classroom is the use of the *Picture and Picture* Method which can support and help students in the process of learning outcomes *Picture and Picture* Method. The reasons that encourage researchers to choose this topic. First, reading is one of the components of English taught in schools. Second, according to the author, this method can be used to increase reading activities. In addition,

the *Picture and Picture* method discussed in this study is expected to help teachers and students. By using this method students will more easily understand the text because they are interested in reading activities so that their reading comprehension will increase.

METHODS

A. Research Design

This research used pre-experimental research design aimed to measure the effectiveness of *Picture and Picture* method on secondary students' reading comprehension in procedure text. In the the pre-experimental research design, the researchers will specify their research on *one group pretest-posttest* design. (Sugiyono, 2018) explains that the pre-test on *one group pretest-posttest* design would allow the researcher to determine the treatment more accurately.

Table 1. The Design of *One Group Pretest-Posttest* Design

| Group | Pre-test | Treatment | Post-test |
|--------------|----------------|-----------|----------------|
| Experimental | O ₁ | X | O ₂ |

- O₁ = *pre-test* scores before being given treatment
- X = the process of treatment, which namely in this research is the use of *Picture and Picture* method in learning reading comprehension procedure text.
- O₂ = *post-test* scores after being given treatment

According to the table, the *one group pretest-posttest* design involved three steps: (1) conducting pre-test to measure the dependent variable; (2) applying experimental treatment to the participants; (3) administering post-test to measure the dependent variable after receiving treatment. The differences attributed to application of the experimental treatment were evaluated by comparing the pre-test and post-test result.

B. Population and Sample

The population in this study were eighth grade students at SMP Negeri 3 Karawang Barat academic year 2022/2023. The participants were selected purposively. (Sugiyono, 2018) explains that purposive sampling is a sampling technique chosen based on certain consideration. The students from class VIII K were involved as the sample of this research since they still has difficulties on reading comprehension. There are 35 number of students in the class VIII K.

C. Instrument of Data Collection

To collect the data, the researchers used the multiple-choice reading comprehension tests: pre-test and post-test to the students. The pre-test was aimed to determine the students' prior reading skill before and after the implementation of *Picture and Picture* method. Besides, a questionnaire containing ten statements were also distributed to find out the responses regarding the use of the *Picture and Picture* method.

D. Procedure of Data Collection

The procedure of collecting the data in this study were: (1) giving pre-test to measure the students' prior competence; (2) applying experimental treatment (*Picture and Picture* method) to the students, it was done in four meetings; (3) administering post-test to measure the dependent variable after receiving treatment (*Picture and Picture* method); (4) distributing and analysing the questionnaire to know the students' opinion.

E. Techniques of Analysing the Data

The collected data; pre-test and post-test result was analyzed quantitatively by using SPSS 26.0 version. Then type of the test was paired sample t-test. This paired sample t-test was used to compare the result

of pre-test and post-test from the experimental group in this research in order to determine the effectiveness of *Picture and Picture* method. Then for the questionnaire analyzed with descriptive statistics and frequency distribution (presented in percentage form).

RESULT AND DISCUSSION

There were some important findings based on the collected data which are presented as follows:

A. The extent to which *Picture and Picture* method affect students' reading comprehension procedure text

The research findings showed that the students pre-test was low. Furthermore, the post-test result showed that the students mean score improved from 43.40 in the pre-test to 89.71 in the post-test. This indicated that *Picture and Picture* method improved the students' reading comprehension in procedure text score. The result can be clearly seen in the following table 2.

Table 2. Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|---|-------|----|----------------|-----------------|
| Pair 1 | pretest reading comprehension procedure text | 43.40 | 35 | 12.246 | 2.070 |
| | posttest reading comprehension procedure text | 89.71 | 35 | 8.162 | 1.380 |

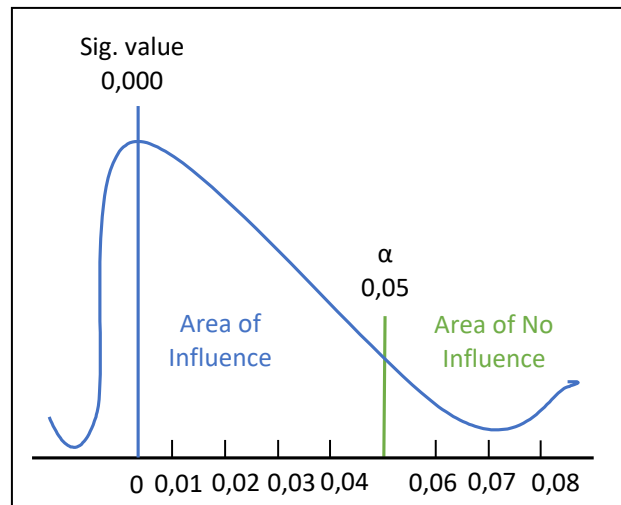
Moreover, paired sample t-test was to measure improvement of students' reading comprehension procedure text by comparing the result of the pre-test and post-test of one experimental group. The result of paired sample t-test was significant at the level Sig. (2 – tailed) (=0.000) < α (0.05) meaning that H_0 was rejected and H_1 was accepted which meant that there was significant improvement of the students' score after receiving the treatment.

Table 3. Paired Samples Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|--|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | pretest reading comprehension procedure text - posttest reading comprehension procedure text | -46.314 | 15.241 | 2.576 | -51.550 | -41.079 | -17.978 | 34 | .000 |

From the table 3 above explains students' reading comprehension procedure text score improved significantly after using *Picture and Picture* method. The reading comprehension procedure text improvement was obviously described at their score. This *Picture and Picture* method consisted some main indicators which were used in teaching the students. The indicators covered some important indicators namely kinds of procedure text, social function of procedure text, generic structures of procedure text, and language features of procedure text.

Chart 1. Curve of Paired Sample T-Test Result



B. The students' respond about the using of *Picture and Picture* method in learning reading comprehension procedure text

In this questionnaire instrument, the participants who filled out the questionnaire were 35 students from class VIII K of SMP Negeri 3 Karawang Barat. There are ten number of statements in the questionnaire aimed to finding out the opinion of students regarding the implementation of *Picture and Picture* method in learning reading comprehension procedure text. The questionnaire is presented in the form of percentage. The questionnaire relating to main aspects namely design of learning, operational, and visual communication. The ten number of statements are presented in detail as follow:

Aspect 1: Design of Learning (statement number 1, 2, 3, 4)

[1] Ease of understanding the material using the *Picture and Picture* method. In this first statement showed that 71,5% of the total good response that the use of the *Picture and Picture* method made it easier for students to understand the material. [2] The suitability of practice questions in the *Picture and Picture* method with the material presented. In this second statement more than 65% of students respond with a good opinion that the *Picture and Picture* method with the material presented is in accordance with the practice questions given by the teacher. [3] Independent learning of students with the help of the *Picture and Picture* method. In this third statement showed that 60% of the total good response that with the help of the *Picture and Picture* method students became independent in learning activities. [4] Interest in learning with the help of the *Picture and Picture* method. In this fourth statement more than 45% of students respond with a good opinion that learning with the help of the *Picture and Picture* method is interesting.

Aspect 2: Operational (statement number 5, 7, 9)

[5] Ease of starting the *Picture and Picture* method. In this fifth statement showed that 62,9% of the total good response that in starting learning with *Picture and Picture* method was easy. [7] Availability and clarity of instructions for using the *Picture and Picture* method. In this seventh statement more than 62% of students respond with a good opinion that the instructions for using the *Picture and Picture* method are available and clear.[9] Adjustment of picture size, color, and resolution in the *Picture and Picture* method. In this ninth statement showed that 60% of the total good response that the size, color, and resolution of the image in the *Picture and Picture* method were correct.

Aspect 3: Visual Communication (statement number 6, 8, 10)

[6] The use of pictures with examples of text in the *Picture and Picture* method is very relevant and can help understanding reading procedure text. In this sixth statement more than 62% of students responded with a good opinion that the use of pictures with examples of text in the *Picture and Picture* method is very relevant and can help understanding reading procedure text. [8] Use of typefaces in an

easy-to-read method. In this eighth statement showed that 48,6% of the total good response that the use of typeface in *Picture and Picture* method is easy to read. [10] The language used in the *Picture and Picture* method is easy to understand. In this last statement 60% of students respond with a good opinion that the *Picture and Picture* method uses language that is easy to understand.

Table 4. The Result of Questionnaire Data

| Statement Number | the number of students who responded (%) | | Total (%) |
|--------------------|--|-------|-----------|
| | Strongly Good | Good | |
| 1 | 48,6% | 22,9% | 71,5 |
| 2 | 17,1% | 48,6% | 65,7 |
| 3 | 37,1% | 22,9% | 60 |
| 4 | 20% | 25,7% | 45,7 |
| 5 | 40% | 22,9% | 62,9 |
| 6 | 40% | 22,9% | 62,9 |
| 7 | 20% | 42,9% | 62,9 |
| 8 | 20% | 28,6% | 48,6 |
| 9 | 34,3% | 25,7% | 60 |
| 10 | 20% | 40% | 60 |
| Average (%) | | | 60,02 |

Based on the table 4 above, it can be concluded that the average number of students who responded to the questionnaire about the use of the *Picture and Picture* method in learning reading comprehension procedure text with a strongly good and good opinion was 60%. That's mean the students' opinion were good on the ten statements of questionnaire.

CONCLUSION

The conclusion obtained from the results of this research are as follows: (1) the use of the *Picture and Picture* method is effective in reading comprehension procedure text which is used to improve the ability of reading comprehension procedure text in class VIII students of SMP Negeri 3 Karawang Barat. The effectiveness of using the *Picture and Picture* method in learning reading comprehension procedure text is in the high category, namely (0,80) or 80%. (2) Student responses regarding the use of the *Picture and Picture* method in learning reading comprehension procedure text comprehension were good in the ten questionnaire statements, the results were seen from the average number of students who answered the questionnaire with very good and good opinions, which was 60%.

REFERENCES

- Anderson, M. (2003). *Text types in English*. South Yarra: Macmillan Education Australia.
- Harmer, J. (2007). *How to Teach English*. England: Longman.
- Sarifah, N. T., & Apsari, Y. (2020). the Use of Picture and Picture Technique in Improving Student Writing Skill. *PROJECT (Professional Journal of English Education)*, 3(6), 664. <https://doi.org/10.22460/project.v3i6.p664-669>
- Snow, C. (2002). *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. Santa Monica: RAND's Publications.
- Solihah, A., & Rustandi, A. (2020). Improving Reading Skill of Procedure Text Trough Picture Walk. *PROJECT (Professional Journal of English Education)*, 3(2), 195. <https://doi.org/10.22460/project.v3i2.p195-201>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif* (Setiyawami (ed.)). ALFABETA.
- Suprijono, A. (2009). *Cooperative Learning*. Pustaka Pelajar.