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THE USE OF PICTURE SERIES TO IMPROVE STUDENTS' READING COMPREHENSION: A CASE STUDY AT 9TH GRADE OF SMP N 1 ROWOSARI-KENDAL

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ABSTRACT

The purpose of this research is to find out whether the use of picture series can improve reading comprehension of descriptive text material for grade 9 students of SMP N 1 Rowosari. This research aims to (1)To find out the implications of using picture series media in improving reading comprehension of students' descriptive texts in class. (2)To explain the benefits that students get in class related to the use of picture series media to improve reading comprehension in descriptive texts. In this study, researchers used a qualitative descriptive research method. The subjects involved in this research were 30 grade 9E students of SMP N 1 Rowosari. The research instruments used to collect data for data analysis were in the form of pre-tests, post-tests, and questionnaires. The results of the study revealed that the use of picture series to improve reading comprehension can help improve students' ability to understand reading in descriptive texts. The results obtained show that the average pre-test score is 63.67 and the post-test average is 81.33. It can be concluded that there is an increase in students' reading comprehension. This also implies that picture series can improve students' reading comprehension and contribute to increasing students' reading scores and comprehension. In addition, data from the questionnaire results show that students gave positive answers to the questions given in the questionnaire.

Keywords: Reading Comprehension, Picture Series, Descriptive Text.

A. Introduction

Since language is a tool for communication, it is important for everyone. In addition, as language is a tool for communicating what other people require, it may also be used to inform the public about people's opinions. It will be simpler for us to converse with others if we learn a lot about language. In that situation, a variety of languages, including Indonesian, Spanish, Mandarin, Arabic, English, and others, are used to communicate. Because of this, English is one of the languages that we as humans need to learn. Because English is the official language used and studied by many countries as a whole, it is the language of international communication that is utilized by many individuals. It also has a significant impact on English education since it helps students improve their spoken and written English communication abilities. According to (Abdullah & Yunus,

2019), English is a crucial language to master in the modern period since it gives pupils the skills they need to successfully navigate the globalization era.

Speaking, listening, writing, and reading are the four abilities that makeup English. While reading and listening are passive or receptive skills, writing and speaking are active or productive. Reading skills are the topic of research since writing and reading are language-based means of communication with variations. Reading, according to Duke and Cartwright (Duke & Cartwright, 2021), is the act of comprehending or interpreting the contents of a written work through speech or just through silence. According to (Simamora & Oktaviani, 2020) as kids gain reading comprehension skills, their vocabulary knowledge will also expand, adding to the benefits of reading. Understanding information from a text that has been read is the process of reading comprehension (Septiyana et al., 2021). The ability to analyze literature, understand the meaning of previously read material, and locate information within it in order to understand its contents and determine what the reader needs to know are all examples of reading comprehension. Given their importance, reading comprehension needs to be taught or addressed from an early age. Additionally, it is essential to employ strategies to aid in learning English.

Learning techniques must be used when learning English. Considering that it may aid in ongoing learning. A teacher must be able to select the best strategy for their class, including methodologies and instructional strategies. The researcher chooses to utilize image series in the belief that it will encourage students to participate more actively in class since in the schools that will be addressed, pupils do not comprehend reading and it is difficult to talk because there is just conventional teaching.

The author conducts research by discussing the following problems:

1. How are the Implementation of using picture series media to improve reading comprehension in the descriptive text?
2. What are the benefits that can be obtained by students in grade 9 of SMP N 1 Rowosari from using picture series media to improve reading comprehension?

To encourage pupils to participate more actively in class, the researcher

decided to employ a visual series. Additionally, students can collaborate in groups to gather and create descriptive writings using picture collections. The usage of serial images can draw attention and pique students' curiosity since they contain images or text that they can later attach or organize correctly, and by employing serial images, students will be actively engaged in educational activities.

Learning techniques are also necessary when learning English because they can aid in the continuing learning process. Picture series are a very powerful tool for promoting learning in the classroom. In this study, researchers will employ picture media, a type of instruction that uses text and images that must be paired or sorted in the right order. Students in the schools that will be addressed do not grasp reading, and discussions are challenging because only traditional methods of instruction are used.

B. Method

This study's methodology was qualitative. Research uses qualitative methodologies to highlight or elaborate on the collected facts. Qualitative approaches are used to describe data analysis and then explain it. The purpose of this study was to determine whether using picture books can enhance readers' comprehension of descriptive text. A student in class 9E at SMP N 1 Rowosari was the researcher's subject and the respondent in this study. Pre-tests, post-tests, and questionnaires were used to collect the data. Before instruction began, a pre-test was given to see how well the pupils knew the content that will be covered in class. The efficiency of employing picture series media in enhancing reading comprehension of descriptive text was evaluated using a post-test that was administered following the learning process using picture series. Its objective was to gauge students' comprehension of the information that had been presented and determine whether there had been any advancement from the results of the pre-test. the utility of image series media in enhancing reading comprehension was investigated using a questionnaire and the opinions expressed by students.

C. Finding and Discussion

Finding

1. **The use of a pre-test before learning to use picture series media.**

   The pre-test was given to students at the time before learning began. Students are given pre-test question sheets where 10 questions contain descriptive text. Students did the pre-test questions on the sheets that had been provided and given by the researchers, 30 children took part in the class. The pre-test was carried out in just 20 minutes for students to complete the 10 pre-test questions. The pre-test is carried out before learning starts with the use of picture series because with this it will be later to find out the purpose of implementing the use of picture series media to improve reading comprehension in descriptive text. The pre-test used in this test is in the form of multiple choice questions containing descriptive text which students will understand and read then answer the questions and choose the right answer.

   In conclussion the total average score of all 9E class students is 63.67. The minimum completeness criteria in English are determined that students must reach 70. From the results of the value data, it turns out that there are still many students who score below 70. It is explained that 2 students scored below 50, 15 students scored below 70, 7 students scored below 80, 4 students scored below 90, and 2 students scored below 100. From these data, it can be concluded that the reading comprehension ability of grade 9E students is still low and there are still many students who do not understand reading comprehension. Therefore, the researcher chose picture series media in teaching descriptive text which is used to improve students' reading comprehension. By using picture series media, students get an increase in their post-test scores.

2. **The use of the post-test after learning the use of picture series media.**

   Students were given a post-test to gauge their reading

comprehension and compare their results. This test to determine the improvement in grades and reading comprehension among students in grade 9E. Ten multiple-choice questions about the descriptive text were included on the post-test sheet that the researcher distributed to the students. The only variation between the post-test and pre-test questions was that the researcher added images to the question sheet. The post-test was administered on a sheet provided by the researcher, and students had 20 minutes to answer its 10 questions. Thirty students took the post-test.

The class 9E pupils scored a total of 81.33 on the post-test, which was administered after they had learned reading comprehension through image series. There was an increase in the total score of 17.67 between the 9E students' total pre-test score of 63.67 and their total post-test score of 81.33. Can be concluded that after learning descriptive text using picture media series to improve students' reading comprehension, 9E students experienced an increase in post-test scores, many students scored above the minimum completeness criteria, and students whose pre-test results scored below the minimum completeness criteria experienced an increase in post-test scores. 0 students receive a score of less than 50, 0 students receive a score of less than 70, 9 students receive a score of less than 80, 10 students receive a score of less than 90, and 11 students receive a score of less than 100. According to the value data, there are 9 children for students who receive grades that meet the minimal completeness threshold, and 21 children for students who receive scores that exceed the minimum completeness criteria. These findings suggest that picture series are becoming increasingly valuable for teaching descriptive text to kids to increase their reading comprehension.

3. **The results of the questionnaire conducted after the post-test**

Researchers used questionnaires to gather feedback from students on the usage of picture series in descriptive text to enhance reading comprehension. Thirty pupils each received a questionnaire form, which included five questions that needed to be addressed. The yes/no column on the questionnaire requires students to indicate it with a checkmark (√). Put a check in the yes column if the student concurs with the question. Mark the No column with a checkmark if the student disagrees with the question being asked.

According to the questionnaire's results, 30 children out of a possible 100 responded "yes" and 0 children responded "no." In response to the first query, all students are content with their use of media for education. Four students responded "yes," and 26 others "no" to the second question. The four students who responded yes or had difficulties on average did so because they were not very proficient in English, which made it a little difficult for them to grasp the second question. As a result, the students who answered no more to the second question felt they had no difficulty learning. The third question 30 students correctly responded "yes," whereas 0 students incorrectly responded "no." Consequently, by employing picture series media to enhance reading comprehension, all students feel more comfortable with the topic being taught. Regarding the fourth query, from the responses that 30 students indicated they were motivated to learn reading comprehension in descriptive texts using picture series media and 0 students indicated they were not. Last question, 30 children responded "yes," and there were no children who responded "no." It can be inferred from this that all students believe that picture-based media is suitable for teaching reading comprehension of descriptive text.

Discussion

1. **How is the application of the use of picture series media to**

improve reading comprehension in descriptive text?

The researcher described how visual series can be used to enhance reading comprehension. Planning-related applications or implementations are referred to as implementations. The use of image series media is the application that is in dispute. Serial picture media is an excellent form of learning media that aids in the learning process, claim (Defi et al., 2022). The attention of pupils can be attracted, and media picture series can be helpful as a teaching tool. Because there is little writing and plenty of images, students easily understand the subject. Additionally, picture books employ straightforward language that is easy for kids to pick up. The researcher contends that picture series media aids in the learning process for students, including aiding in the learning of reading comprehension in descriptive texts because with picture series media, students can comprehend text with pictures so they can easily understand the content contained in the text. In addition, picture series media can also increase students' enthusiasm for learning because the learning process becomes varied. The findings of this study have application to earlier work (Nggolaon & Sari, 2020). The purpose of the title is to increase students' reading comprehension by teaching descriptive text via picture series. According to the study, when students were taught through image series media, their reading comprehension and post-test scores improved.

Based on the results of the pre- and post-tests in this study, it was found that students' post-test scores improved after they were taught how to use picture series media. Additionally, the majority of students responded favorably to the questionnaire's questions about the use of picture series media to enhance reading comprehension.

The majority of students said that employing picture sequences to enhance reading comprehension of descriptive

text made studying more enjoyable and simple to understand; good responses were received from students on all five questions. Because of this, picture series are a very effective way to teach class 9E students at SMP N 1 Rowosari how to use image series media to improve reading comprehension in descriptive texts.

2. **What are the benefits that can be obtained by grade 9 students of SMP N 1 Rowosari from using picture series media to improve reading comprehension?**

   The researcher previously described how class 9E students at SMP N 1 Rowosari used image series more frequently to promote reading comprehension. Results from the pre-and post-tests show that students' reading comprehension has improved. The employment of picture series media in the classroom led to a rise in the student's test scores. Picture series are physical objects that instructors can use as teaching aids in the classroom (Ramadhanty et al., 2021). The materials in the form of words and pictures known as serial pictures are also used to describe historical events, fairy tales, and other things. Serial pictures can also encourage students' creativity and have several other positive effects. The learning process may be impacted by the utilization of the picture series.

   The results show that using picture series to aid in learning is a successful strategy. These findings demonstrate how employing picture-based media to enhance reading comprehension can assist grade 9 students at SMP N 1 Rowosari and help them improve their grades and reading comprehension. The findings of both studies are identical (Nggolaon & Sari, 2020).

3. **Impact of Research**

a. **Impact of Research on classroom learning?**

   According to the findings, research has a positive influence on classroom learning. According to prior research by (Firmansyah, 2019) based on observational

findings, the use of sequence of images can assist kids in developing their text-reading skills. Students can readily comprehend the subject matter. The use of media picture series in the classroom has a beneficial effect on students, and using picture series as a medium may also aid and give quality in the teaching and learning, according to the impact of research on classroom learning collected by researchers in this study. Additionally, the media utilized as research material can help clarify the topic so that students can absorb it and understand the message from the explanation of the material offered. This study can therefore assist students in understanding the material presented. It may be concluded that the usage of this picture series as a teaching tool in the classroom is appropriate since it can improve students' reading comprehension and that the results attained by students experience improvement as a consequence of the impact of research on classroom learning.

b. Impact of literature research?

The outcomes of research on literature, one of which is the model in this study, can help students more easily understand it by improving their reading comprehension of descriptive texts. This is especially true for 9E class kids. In addition, it teaches children the value of developing their reading comprehension. The findings of this study support (Nggolaon & Sari, 2020) statement that including visuals in descriptive text can significantly increase reading comprehension.

c. Impact on research methodology?

The results of this empirical study's research technique were obtained employing a qualitative method for data collection. Data reduction, data display, and conclusions are the three methods that each of the three qualitative analyses uses, according to (Miles & Huberman, 1994) pre-, post-, and questionnaire-based instruments are used. To portray the outcomes of the study findings, the data obtained

is first summarized, then described in the form of a narrative, and finally conclusions are formed from the data. This approach offers benefits, flexibility, and quickness. This research methodology is adaptable since it takes the field conditions into account. Additionally, it can offer a thorough and detailed overview of the study. Qualitative research is particularly ideal to be conducted because of its elaborative character, so qualitative research may readily enable researchers to delve deeper into information from a topic. This has a beneficial impact on this research approach. This study was successful in enhancing grade 9 SMP N 1 Rowosari students' reading comprehension of descriptive texts through the use of picture series. The fact that this study used observation sheets and pre- and post-existing tests (pre-test and post-test) makes it comparable to the study of (Sarianti et al., 2021).

D. Conclusion

The usage of serial image media was implemented following the pre-test; many students received low pre-test scores, and it was clear from the outcomes that kids' reading comprehension was still poor. Consequently, the employment of the picture sequence method is a teaching tool. According to the findings, picture books are a very effective tool for enhancing readers' comprehension of descriptive prose, and the statistics from the test show that this ability has grown. The pre-test average score was 63.67, and many students still fell short of meeting the minimal completion requirements. In contrast, the post-test average score after incorporating the use of media pictures was 81.33, and many students saw an improvement in their test scores. Students also provided thoughtful answers and responses to the questions. The majority of ninth-grade students concur that picture series are excellent learning tools and very successful.

In addition, picture series can be used to teach children how to read descriptive text, which has been shown to help students' reading comprehension. After the use of image series media, students see an

improvement in grades and can comprehend the text's contents. The post-test score is greater than the pre-test score, according to the test results. Thus, it can be said that using picture series as a teaching tool can help students understand descriptive texts more effectively. Students concur that image series can enhance reading comprehension in addition to teaching it. This was clarified throughout the educational process and in the answers to the distributed questionnaires. Students said that because image series were enjoyable and simple to understand, they preferred learning that way. Based on the results of the aforementioned study, teachers need to be aware of the requirements and skills of their students. One strategy is to use picture series media as a teaching tool. The use of picture media is particularly successful in keeping students engaged in the learning process because, in the picture series, students can create sentences using image capitals to help them visualize the imagination contained in the pictures and comprehend the information being read. Then, to increase their reading comprehension of descriptive texts and other types of texts, students must learn English, one of which is using picture-series media. Because mastering reading comprehension is a crucial component, students must learn English and be able to comprehend what they are reading.

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