

**The Implementation of Using Scrambled Pictures as Media
in Increasing Student's Reading Comprehension Achievement
at Second Year of SMP Kristen 1 Kota Metro**

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Penelitian ini bertujuan untuk membuktikan adanya peningkatan pemahaman membaca siswa melalui teks naratif setelah diajari dengan menggunakan *scrambled pictures*. Penelitian ini telah dilaksanakan di SMP Kristen 1 Kota Metro. Populasi dari penelitian ini adalah murid kelas 2 SMP. Desain yang digunakan dalam penelitian ini adalah pre-test dan post-test satu kelompok. Dalam penelitian ini peneliti menggunakan satu kelas sebagai sampel. Penelitian ini menggunakan teks naratif dalam tes membaca untuk mengumpulkan data. Berdasarkan analisis data berupa nilai, hasil penelitian ini menunjukkan bahwa ada peningkatan yang signifikan dalam pemahaman membaca siswa setelah mereka diajari dengan menggunakan *scrambled pictures*. Hasil penelitian ini menunjukkan bahwa terdapat peningkatan yang signifikan dari pemahaman membaca siswa setelah diterapkan *scrambled pictures* dengan tingkat signifikansi ($0,00 < 0,05$). Oleh karena itu, penerapan *scrambled pictures* dalam mengajar pemahaman membaca dapat membantu siswa untuk memahami materi teks naratif dalam membaca.

This research was aimed at investigating whether there was a statistically significant improvement of students' reading comprehension achievement in a narrative text after the implementation of scrambled pictures. It was conducted at SMP Kristen 1 Kota Metro. The subjects of this study were the second grade students in one class. This study adopted a one group pre-test and post-test design. The data in form of score were collected by using narrative reading tests. The results showed that there was a statistically significant improvement of the students' reading comprehension achievement after the implementation of scrambled pictures with the significant level ($0.00 < 0.05$). This suggests that scrambled pictures in teaching reading comprehension help the students comprehend a narrative text.

Keywords: *reading comprehension, a narrative text, scrambled pictures.*

INTRODUCTION

Reading is one of complex language skills. This stands to reason for reading has a number of elements; such as: (1) finding main idea (2) identifying specific information (3) making inference (4) determining reference (5) understanding vocabulary. Therefore, it is not uncommon that SMP students experience some serious problem in mastering this skill. Thus, it can now be generally said that no reading if the students lack of knowledge such as vocabulary, grammar and meaning. Transferring science, technology, and information can be done through reading process; it is in line with previous clarification. Theoretically, Harmer (2002: 199) states that reading is called receptive skill and this skills basically is the ways in which people extract meaning.

In relation to the objectives above, Mahfood (2007:1) points out that having a good reading proficiency means that reader has abilities to understand written statements or any type of written texts accurately and efficiently. Naturally, reading skills are very complex as stated earlier, it involves: (1) determining main idea i.e. how to determine important information of a paragraph, (2) identifying specific information i.e. how to identify particular piece of information in the text, such as place, time and characters, (3) reference i.e. how to interpret and determine one linguistic expression to another, (4) making inference i.e. how to guess something from the information which we have read or know, (5) vocabulary i.e. how to determine the meaning of vocabulary items from the context; consisting of (1) content words (2) function words. Whereas, in the guidelines of school-based curriculum, it its stated that one of the objectives of teaching and learning process in reading skill for junior high school is that the students are able to construct meaning from the text.

As it is stated in school-based curriculum of junior high school for the eighth grade, one type of texts that students should achieve is narrative text. This type of text is story with complication or problematic events and it tries to find resolutions to solve the problem. An important part of narrative text is mode, the set of method used to communicate the narrative through a process narration. However, the ability of junior high school students in comprehending the narrative text is still far from the objective stated in the curriculum, since students' reading comprehension achievement is poor.

During pre-observation in SMP Kristen 1 Kota Metro, it was found that the students had difficulty in comprehending an English reading text, especially narrative text. It can be seen from their examination scores. Many students had score under the KKM (Kriteria Ketuntasan Minimal) of their school, that is 70. To be more specific, the students had difficulty in finding the main idea of the passage with long sentences. In addition, to find the main idea, they had difficulty to understand the specific information, to make inference, to identify reference and to identify the meaning of the vocabulary in the narrative text.

Moving ahead, it was also observed that the classroom activity was mostly teacher-centered. The teacher was not creative to teach them by using fun media to make the students interested in the teaching learning process. The teacher only taught them by

using students' textbook given by the school. In other words, it was monotonous activity in students' sight. In general, less interactive classroom and the use of conventional teaching media only make the students become uninterested in becoming active participants in learning process. At last, it may become the biggest obstacle for the students to read. The teacher may also face difficulty to know whether the students have fully understood the text or not.

To solve the problem above, the researcher conducted this research to find the alternative way for solving the problems. In point of fact, many media that can be used by the teacher to make the students understand and concentrate in reading. Especially in learning narrative reading text in junior high school, they can follow what teacher instructs and means if the media used are reliable to them. This kind of medium naturally consists of (1) games, such as word puzzle and role playing, (2) visual media, such as picture, chart, photo, poster, globe, graphs and cartoon, (3) audio media, such as radio and recorder in cassette, (4) audio-visual media, such as television, video, film that produces sounds and picture. By using one of the media above, they will know that reading is joyful and easy, easy to do and easy to understand.

Evidently, there is a previous study concerning problems dealing with reading skills in junior high school. A study conducted by Agustiar (2014) at SMPN 13 Bandar Lampung found that the students still faced some difficulties in answering the questions in English especially in reading comprehension achievement. It indicated that junior high school students had problems in some aspects of reading, for examples identify main idea, identify specific information, finding reference, inference, and understanding vocabulary. So that, the junior high school students are not able to acquire reading comprehension yet.

In relation to the previous ideas, there are actually many media that can be used to teach reading comprehension. One of the media is scrambled pictures. Theoretically, this typical medium is the medium used to teach by means of explaining stories based on the scrambled pictures.

Based on the problems and the reasons, the researcher was interested in investigating whether there was any significant difference on junior high school students' reading comprehension achievement of narrative text after being taught by using scrambled pictures and investigating which aspect of reading comprehension achievement significantly improved after the implementation of scrambled pictures at second grade of SMP Kristen 1 Kota Metro.

METHODS.

The subjects of this research were second grade students of SMP Kristen 1 Kota Metro which consisted of 33 students who had problems in reading class and the researcher implemented scrambled pictures aiming at improving the students' reading comprehension achievement and their active participation toward the reading class. In

this study the material was intended to using the narrative text and the test of reading comprehension.

In order to collect the data after implementing the scrambled pictures; reading text was used as the instrument. The design in this research was one group pre-test and post-test. The researcher used two classes, for tryout was class VII C and experiment was class VII A. For the data collection instruments, the researcher used pretest and posttest for reading tests. The pretest was applied after conducting a try out test. The test was in written form of multiple choice consisted of 30 questions in 60 minutes. The posttest was administered after the treatments which the questions were re-arranged in pre-test. In SPSS, a paired simple t-test was used to determine the difference between pretest and posttest.

RESULT

The researcher used Scrambled Pictures to find out there was an improvement in teaching reading comprehension. In the beginning whether of this activity, the pre-test was administered to investigate the reading comprehension achievement before being given treatments. The total score of pre-test was 1710; the mean score of pretest was 51.97; the highest score was 83.00; the lowest score was 33.0. From the result of the test, the students' score were various. It can be seen that students who had 30-40 score were 7 students, those who had 41-50 score were 9 students, those who had 51-60 score were 9 students, and those who had 61-70 score were 6 students, and those who had 71-80 score were 1 student, and those who had 81-90 score were 1 student. The result showed that most of the students' scores were lower than minimal mastery criterion (KKM) in SMP Kristen 1 Kota Metro which required the students to get 70. It indicated that the students' reading comprehension achievement was poor.

After the treatments in three meetings using scrambled pictures, the researcher administered post-test to know whether there is the significant improvement of students reading comprehension achievement or not. The results showed that from the total score of post-test was 2197; the mean score was 66.58; the highest score was 93.00; and the lowest score was 50.00.

Table 1. The Analysis of the Hypothesis Testing

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 POSTTEST - PRETEST		1.4606	4.7561	.8279	12.9195	16.2925	17.641	32	.000	

Based on Table 1. it can be seen that the result of t-test shows that t-value is 17.641 which is higher than t-table 2.042 and the two tail significant shows that $p < 0.05$ ($p = 0.000$). It can be inferred that H_0 is rejected and H_1 is accepted since $0.000 < 0.05$. In conclusion, there is a significant difference of students' reading comprehension ability of narrative text before using the scrambled pictures and after using the scrambled pictures. Thus, the hypothesis is accepted.

From the result of reading test in a pre-test and a post-test, it can be inferred that there was an improvement on students reading comprehension achievement after the implementation of scrambled pictures. It could be seen from the increase of the means in which mean score of pre test is 51.97 and mean score of post test is 66.57. Moreover the researcher found out the improvement of each aspect, it could be seen in table below:

Table 2. The Comparison of Aspects of Reading Improvement

No.	Aspects	Total Correct	Percentage
		Answer	
1	Identifying the Main Idea	143	72.2%
2	Finding Specific Information	164	71.0%
3	Making Inference	115	58.1%
4	Determining Reference	117	70.9%
5	Understanding Vocabulary	120	60.6%

According to Table 2. each of the aspects of reading comprehension achievement gained from the pretest and posttest. It could be said that scrambled pictures improved the students reading comprehension achievement in all aspects of reading, such as identifying the main idea achieves the highest percentage of students' total answers among other aspects; that was 72.2%. Next, the aspect of finding specific information reached 71.0% of total answers of students. Then, determining reference gained 70.9% of total answers of students and understanding vocabulary attained 60.6% of total answers of students. Last, the aspect of making inference achieved the lowest percentage that only reached 58.1% of students' total answers.

DISCUSSION

The results of the research indicates that there is a significant improvement of students' reading comprehension achievement after the implementation of scrambled pictures. The finding also confirmed the result of the research that was conducted by Amer (1992:716). He compared the means of posttest between experimental and control group of his research and drew a conclusion that scrambled pictures gave significant difference in students' reading comprehension of narrative text. Amer (1992:716) also confirmed that scrambled pictures helped the students review the

sequence of the story and the metastructure of the story. In other words, students developed a mind representation of the story, which helped them focus on main ideas and remove unnecessary details. This is in line with the finding result that the aspect mostly increased was main idea. This could be because by filling scrambled pictures sheet, the students were taught to be focus in identifying the main idea of each paragraph.

It was found that as the students were taught using scrambled pictures, it also makes the situation in English classroom more fun, therefore students' motivation increased. When the students looked at the pictures which actually had relation one to each other, they guessed the story, but the students had to read the text first to know the real story so they could arrange those pictures which representative the story in the text. One of the advantages of using media that media can make the material more interesting way. In addition, Harmer, Jeremy (2001) said that pictures can appeal students. Therefore, students have extra visualization about what they are reading. Thus, those pictures help them to pay attention to the relevant information.

Pictures helped the students to grasp the reading material. While the students guess the scrambled pictures after they looked at them, they could find the real story and construct their imagination to arrange the picture. Moreover the teacher did not need to explain many things, she showed the pictures that is easy to grasp, to remember in vocabulary and to be understood because one of the characteristics of student is their understanding comes not just from explanation, but also from what they see.

The use of scrambled pictures in reading activity could make the students curious about the correct text and how to arrange the pictures, it also made them more active in the class. That picture helped the students to find main idea more easily. Picture could stimulate the students to get points of a communication, which is fundamental to successful reading comprehension. And those pictures could make the students get easily the information from the text. Those pictures could help them to read what the texts were about and prepare their brain to construct the meaning conveyed by the text.

CONCLUSION

Based on the results of the research, the implementation of scrambled pictures can improve students in reading comprehension achievement of narrative text. It is proven by the increase of students' reading score after the implementation of scrambled pictures at the second-grade students of SMP Kristen 1 Kota Metro. Identifying main idea is the aspect that improves the most among the other aspects since students could develop a mind representation of the story by determining the main information of each paragraph.

SUGGESTIONS

Based on the analysis of the result, some suggestions can be made, there are for the teacher and for future research.

1. For the teacher

English teacher who intends to teach reading comprehension through scrambled pictures should be aware of the level of difficulty of the text. As it can be seen from the result of the research, there are vocabulary and inference aspect which still need to be improved. This is due to the fact that the post test scores of these two aspects only increased 3.33 points (inference) and 3.67 points (vocabulary). The teacher can, for example, in terms of inference provide exercises, such as (1) creating crossword puzzle using the statements and the inferred meaning as questions and answers or (2) matching the statement card to the emotion card, and in terms of vocabulary, the teacher can provide exercises, such as (1) creating riddle using the antonym or the synonym of word as questions and answers or (2) guessing words by using pictures.

2. For future research

Since the researcher conducted the scrambled pictures in term of macro skills of reading (main idea, specific information, inference, reference, and vocabulary), the further researcher can try to utilize this strategy in different terms of reading, for example, in term of level of comprehension in reading (literal comprehension, inferential comprehension and critical comprehension). Moreover, the other researcher can conduct other kinds of text, such as recount text which has similar elements like narrative text.

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