THE EFFECTIVENESS OF USING SCRAMBLED PICTURES IN INCREASING STUDENTS' READING ABILITY

Ria Silvita Tanum, Cucu Sutarsyah, Hartati Hasan
Email: Dedek_vita@yahoo.co.id

ABSTRACT

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat perbedaan yang signifikan dari pencapaian pemahaman membaca siswa sebelum dan setelah diajarkan menggunakan gambar-gambar acak dan mengetahui aspek yang manakah dari kemampuan membaca yang paling tinggi peningkatannya setelah penerapan dari pembelajaran ini. Sampel dari penelitian ini adalah kelas VIII D dari kelas delapan SMP tahun ajaran 2013/2014. Penelitian ini menggunakan satu kelompok desain *pretest posttest* dengan instrumen tes membaca. Hasil dari pembelajaran membaca dengan menggunakan gambar-gambar acak menunjukan bahwa terdapat perbedaan yang signifikan dalam pemahaman membaca siswa t-ratio > t-table (22,893 > 2,045). Nilai rata-rata posttest (63,23) lebih tinggi daripada nilai rata-rata pretest (53,33), dan memiliki peningkatan 9,9 dan aspek kemampuan membaca yang paling tinggi peningkatannya adalah ide pokok dengan persentasenya yaitu 32,22% (paling tinggi daripada aspek-aspek yang lain).

The aims of this research were to find out if there was significant difference of students' reading comprehension after being through scrambled pictures and to investigate which aspect of reading skill was the most increased after the implementation of this study. The sample of this research was class VIII D of the second grade of SMP in academic year 2013/2014. This research applied one group pre-test post-test design using reading test as the instrument. The result of study showed that there is a significant difference on students' reading comprehension since t-ratio > t-table (22.893 > 2.045). The average of post-test score (63.23) is higher than that of pre-test (53.33), and it has gain 9.9 and the most increased aspect of reading skills is the finding main idea since the percentage is 32.22% (higher than other aspects).

Keywords: effectiveness, reading ability, scrambled pictures.

INTRODUCTION

English is one of the important subjects learned from elementary school to university. There are four basic skills in the English learning, i.e. listening, reading, speaking, and writing. Transferring new modern science, technology, and information can be done through reading process. It is in line with Afflerbach (2007) states that reading is a dynamic and complex process that involves skills, strategies and prior knowledge. Reading comprehension is the ability to understand a written passage of text. It means that it allows the reader to interact with the text and try to interpret the text in a meaningful way. For many, Reading can provide some opportunities for the students to get the message and information given in form of written text. Clark and Silberstein (1987) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

For students who are learning a Second Language/Foreign Language, reading is very important. As stated by Grabe & Stoller (2001), that reading is ranked first among the academic skills that they wish to gain mastery over. Reading is the most crucial skill to master due to several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can quite accurately understand written materials that they could not discuss orally or in writing with equivalent accuracy or thoroughness. Second, reading needs very minimum requirements, different from speaking which requires opportunities to interact with sparring partner, or from writing which needs a lot of guidance and time to practice, reading necessitates only a text and motivation. Third, reading is

1

a service skill. It means that after learning how to read effectively, students will be able to learn effectively also by reading.

According to Nuttal (1982), there are five aspects of reading which the students should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary. Comprehension can be regarded as a condition where certainly exist. Beside a pleasure activity that can increase the reader's knowledge about the information from the text, in language class reading can also consolidate and extend the reader's knowledge and skill in language.

In learning, it is important to make the stages of teaching reading process, According to Cohen (1998), the effective reading process is divided into three stages: (a) pre-reading, in this stage the readers need to apply specific strategies, including scanning and guessing, to survey the type of the text they are going to read and recognize its difficulties. Then they read and relate it to their schemata, and predict the content. (b) while-reading, in this stage learners also need media to comprehend the text such as questioning. The teacher can ask the learners about question of the passage and the teacher also has to clarify the answer to the students. (c) Post-reading, in this stage teacher needs to evaluate the media that is used by students and the quality of their comprehension.

Teaching with scrambled pictures was the innovation of teaching with just using pictures. In the teaching learning process, the teacher asked the students to arrange the scrambled pictures based on the story in the text in order to make correct story. This media was aimed to make the students become more active because

2

between students and teachers could be able to create the more emotional relationship. Basically, this media means of communication to help transferring the message and give the power to the material presentation so it was understood easier and staying longer in the memory retention. According to Nuryanto (1998:11), scrambled pictures are puzzle pictures that turn pictures into puzzles. It devides a pictures into a specified number of pieces and then randomly places to pieces. The objective was to solve the puzzle by moving the pieces to the correct locations to form the image of the original picture. Scrambled pictures is the medium to teach by explaining based on the pictures which are display randomly. In teaching narrative, here student arranged the scrambled pictures into good or correct chronological order based on the accompanied text which explaining the picture.

In teaching reading activities, teachers do not usually teach the media how to comprehend the text, they let the students to read the text by themselves then answer the questions. This phenomenon does not stimulate their feelings to read and disturb students' concentration to comprehend the text. The use of scrambled pictures as the media in reading comprehension activity can be very potential and useful since there is a harmonious relationship that is found by the learners between word and picture from the text.

The effective teaching can be made by using media. This is in line with Canning-Wilson (2001), the effectiveness of visual media in teaching reading is considered important in a classroom instruction because it can improve acccuracy and give meaning to the text or to the delivered message. Student will understand the text

through visual media better because visual media especially images can bring out more detailed, well-informed, receptive, awareness to the situation in the text.

There are many media that can be used to teach reading comprehension, one of which is scrambled pictures. This teaching media is hoped to make the students interested to read in everytime. Therefore, the researcher tried to implement this media to make teaching reading activities become more fun, active and interactive. In accordance with the theories previously presented, the present study aims to investigate whether there was significant difference of students' reading comprehension before and after being taught through scrambled pictures and which aspect of reading skill increased through this media. From the cases, the researcher used scrambled pictures to increase students' reading comprehension at the second grade of SMP.

METHOD

The design of this quantitative research was one group pretest-posttest. The researcher took one class as the experimental class. The students were given pretest before treatment and at the end of the treatments the students were also given posttest (Setiyadi, 2006). Pretest was given to the students in order to measure the students' competence before they were given the treatment and posttest was given to measure how far the students' achievement after they were given the treatment.

The design of the research was illustrated as follow:

$$T1 \quad X \quad T2$$

Notes:

T1   : pre-test

T2   : post-test

X   : treatment

(Hatch and Farhady, 1982:20)

The treatment conducted into three meetings of activities and each meeting took 2 x 45 minutes.

The population of this research was all the second grade students at SMPN 3 Natar in the academic year of 2013/2014 which consisted of 8 classes and there were 30 students in each class. The researcher took one class as the try out class, it was VIII E and one class as the experimental class, it was VIII D. Both of classes were chosen randomly and lottery drawing was used to take the samples intended.

In collecting the data, pretest and post-test were implemented. Pretest was administered in order to find out the students' reading comprehension before the treatments, and posttest was administered in order to find out the increase of the treatments towards the students' reading comprehension after being given the treatments. Pretest and posttest were used to get the data to analyze the hypothesis.

RESULTS AND DISCUSSION

This research was primaly aimed to answer the questions whether there was a significant difference of students' reading comprehension between before and after being taught scrambled pictures and which aspect of reading skill is the most increased through scrambled Pictures. In order to find out the answer, several

research procedures had been done which consisted of establishing the research instruments for pre-test, treatment until conducting the post-test. The data were taken from every procedure had been computed and analyzed to draw the answer.

The result of the research indicates that the difference of students' reading comprehension score in the experimental class after treatments was significant. It can be seen for the mean of pre-test and post-test, the difference is 53.33 for pre-test and 63.23 for post-test. The gain is 9.9 and sig 2 tailed is .000 ($p < 0.005$) based on the hypotesis testing. It is proved that H_1 of this research is accepted. As mentioned before, there is significant difference after using scrambled pictures. This result was obtained by examining the hypotesis of the rsearch and the significant difference of students' average score in 53.33 for pre-test and increase to 63.23 in post-test. Beside that, the five aspects of reading from the test shows that there is significant difference between students' pre-test and their post-test score. For each aspect the number of correct answer increase from the pre-test to the post-test, the most increased aspect of reading skills is main idea (32.22%) because by using the pictures it stimulated the students' background knowledge and motivated their schemata which make them easier to find main topic from the text.

Based on the data of five aspects in reading, the correct answers of each aspect increase from pre-test to post-test. There was an increase of 32.22% from pre-test to post-test for determining main idea, 5.56% for finding specific information, 9.17% for inference, 8.33% for reference, and 5.33% for vocabulary. Furthermore, the highest increase is in main idea and the lowest increase is in vocabulary

aspects because the students got difficulties to got the meaning vocabulary in the text. But generally, the five aspects of reading increased from pre-test when they did not get treatment yet to post-test.

The use of scrambled pictures in reading activity can make the students curious about the correct arrangement of the text and how to arrange the picture and also it makes them more active in the class. The pictures can be used to determine the idea easily because that picture can stimulate the students to get the points of successful reading comprehension. And the pictures can make the students get information from the text. The pictures can help them to read what the texts were about and prepare their brain to construct the meaning conveyed by the text.

The use the scrambled pictures can also make the situation in English classroom more fun, therefore students' motivation increased. When the students look at the pictures which acctualy had relation one to each other they guess the story, but the students had to read the text first to know the real story so they could arrange the pictures which represented the story in the text. In line with Bannon and Pucket's statement (2007; 142) that one of the advantages of using media that media can make the material more interesting. In addition, Harmer (2001) says 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 help the students to grasp the material. While the students guess the scrambled after they looked at the picture, they could find the real story and

construct their imagination to arrange the picture. Moreover the teacher did not need to explain many things, just showed the pictures were easy to grasp, to remember in vocabulary and to be understood because one of the characteristic of student is their understanding comes not just from explanation, but also from what they see.

In treatment activities the researcher also found the students who cannot understand the text, when they were asked about the text they got confused. But when they have to make inferences based on the picture they could tell some inferences relate to the pictures. It showed that the pictures could say what the text could not say. After that the researcher asked the students to read again the text, and it succesed since they got more understanding after being taught to make main idea based on the picture and it could stimulate their imagination about the story of text, it proved by Canning-Wilson (2001) about the effectiveness of visual media in teaching reading that visual media is important in a classroom instruction because it can improve accurancy and give meaning to the text.

At the end of the research, it seemed that the students could understand how to solve the problems dealing with five aspects of reading. These facts accounted for why their scores increase in the post-test. The increase was not only caused by the fact that they were able to use their experience when they were taught using scrambled pictures to the next their reading comprehension, but they also knew how to determine main idea, find specific information, make inference, find reference, guess the meaning of difficult words because they used to face the

questions which asked about the five aspects of reading when they got the treatments.

CONCLUSION AND SUGGESTIONS

In relating to the result and discussion of the research the following conclusions are given as follows:

1. There was a difference of students' reading comprehension before and after being taught through scrambled pictures. This could be seen from the pretest and post test scores which showed that the students' mean score of post test in experimental class 63.23 was higher than pre test 53.33 with the gained score was 9.9. In which significance value of was determined by $p<0.05$. The t-test revealed that the result was significant ($p=000$). Thus, hypothesis was accepted.

2. This research was focused on five reading comprehension aspects of reading, the correct answer of five aspects increase from pre-test to post-test. The highest increase is in main idea aspect (32.22%) and the lowest increase is in vocabulary aspect (5.33%).

Regarding the conclusion states previously, the researcher would like to propose several suggestions as follows:

1. Since scrambled pictures can give better result, it is suggested that teacher of English apply scrambled pictures as a variation of media in teaching reading.

2. For the readers and further researchers who want to develop a research about scrambled pictures, it is suggested that the researcher should control the class activities while arrange the text with the pictures in order to make the students can more focus.

3. In this research, the researcher implemented scrambled pictures in teaching reading comprehension of narrative text at second grade students of Junior High School to investigate the effects in their reading comprehension achievement. Other researchers can conduct this media on different level of students (it can be Senior High School) and for the other texts such as narrative, recount, descriptive, spoof etc.

REFERENCES

Afflerbach, P. 2007. *Understanding and Using Reading Assessment K-12.* University of Maryland: College Rark.

Bannon, B. W. & Kathleen Pucket. 2007. *Preparing to Use Trchnology*. Pearson: USA

Canning - Wilson, C. 2001. *Visual and Language Learning. Is There a Connection? The Weekly Coloumn Article 48.* [Online]. Available at www.eltnewsletter.com. [25th November 2013].

Clark, M. And Silberstein, S. 1987. *Toward a Realization of Psyhcholinguistic Principle in the ESL Reading Class, in Methodology TESOL.* New York: New Bury House Publisher.

Cohen,A. D. 1998. *Strategies in Learning and Using a Second Language*. Essex: Longman.

Grabe, W. and Stoller, F. L. 2001. *Reading for Academic Purposes: Guidelines for the ESL/EFL Teachers.* In M. Celce-Murcia (Ed). Teaching English as a second or foreign language (3rd ed.). Boston: Heinle and Heinle.

Harmer, J. 2001. *The Practice of English Language Teaching*, 3rd ed. London: Longman, Inc.

Hatch, E. and Farhady. 1982. *Research Design and Statistics for Applied Linguistics.* London: New Bury House Production.

Nuttal, C. 1982. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.

Nuttal, C. 1982. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.

Setiyadi, Ag. B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif.* Yogyakarta: Graha Ilmu.