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The Effect of Picture Series on Students' Reading Comprehension of The Eighth Grade Students at UPTD SMP Negeri 3 Pematangsiantar

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Abstrak

Penelitian ini bertujuan untuk menilai pengaruh gambar berseri terhadap pemahaman membaca di kalangan siswa kelas delapan di UPTD SMP Negeri 3 Pematangsiantar, berdasarkan teori dari King dan Stainley. Metodologi kuantitatif digunakan, dengan fokus pada populasi kelas delapan untuk tahun ajaran 2024/2025. Sampel terdiri dari dua kelas: VIII-5 sebagai kelompok eksperimen, yang terdiri dari 31 siswa yang diajar dengan menggunakan Gambar Seri, dan VIII-6 sebagai kelompok kontrol, juga dengan 31 siswa, yang diajar dengan menggunakan strategi Monothone. Data dikumpulkan melalui pre-test dan post-test. Kelompok eksperimen memiliki nilai rata-rata pre-test sebesar 66,93, yang meningkat menjadi 82,74 pada post-test, sedangkan kelompok kontrol meningkat dari 63,70 menjadi 72,09. Hasil uji-t adalah 4,535, melebihi nilai t-tabel 1,671 pada tingkat signifikansi 5%. Hal ini menyebabkan diterimanya hipotesis alternatif (Ha) dan ditolaknya hipotesis nol (Ho), yang mengindikasikan bahwa gambar berseri secara signifikan meningkatkan pemahaman membaca di antara siswa kelas delapan di UPTD SMP Negeri 3 Pematangsiantar.

Kata Kunci: *Efek, Gambar Seri, Pemahaman Membaca*

Abstract

This research aimed to assess the effect of Picture Series on reading comprehension among eighth-grade students at UPTD SMP Negeri 3 Pematangsiantar, based on the theory by King and Stainley. A quantitative methodology was employed, focusing on the eighth-grade population for the academic year 2024/2025. The sample consisted of two classes: VIII-5 as the experimental group, which included 31 students taught using Picture Series, and VIII-6 as the control group, also with 31 students, who were taught using the Monothone strategy. Data were collected through pre-tests and post-tests. The experimental group had a mean pre-test score of 66.93, which increased to 82.74 in the post-test, while the control group improved from 63.70 to 72.09. The t-test result was 4.535, exceeding the t-table value of 1.671 at a 5% significance level. This led to the acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_o), indicating that Picture Series significantly enhances reading comprehension among eighth-grade students at UPTD SMP Negeri 3 Pematangsiantar.

Keywords: Effect, Picture Series, Reading Comprehension

INTRODUCTION

Language serves as a crucial medium for human communication, and one of the essential languages to learn is English, Taufiq (2016). English plays a significant role in enabling effective communication, both verbally and in writing. Furthermore, as noted by Handayani (2017, cited in Himawati 2018:1), English is a vital communication tool in the globalization era and is key to achieving future career success.

When learning English, students must master four fundamental skills: listening, reading, writing, and speaking. Among these, reading is particularly important for Indonesian students, as it is the skill most frequently utilized compared to the others. Murcia (2001, p. 153) asserts that reading is a crucial source of language input, especially for students learning English as a foreign language, given that they have limited opportunities to interact with fluent speakers who can offer different types of language input.

Reading comprehension involves the interaction between readers and text to derive meaning and information. It can be seen as a dialogue between the author and the reader, as noted by Ivantara, Herman, and Manalu (2020). This process requires the ability to effectively communicate with the author. According to Westwood (2008), difficulties in reading comprehension can arise from factors such as limited vocabulary, lack of fluency, insufficient familiarity with the subject matter, inadequate reading strategies, challenges in processing information, and difficulties in recalling information after reading.

Students at SMP often face a common issue with reading English due to a lack of interest and motivation, resulting in limited vocabulary and low scores in reading comprehension. Reading comprehension, as previously mentioned, is characterized by the interaction between readers and text to extract meaning and information, serving as a dialogue between the author and the reader (Ivantara, Herman, and Manalu, 2020).

During the researcher's teaching internship at UPTD SMP N 3 Pematangsiantar, in North Sumatra Province, specific issues related to reading comprehension were identified. First, students expressed that reading is challenging for them. They find reading English texts particularly difficult, as English is not their first language, and most of them only study English in school, which makes it hard for them to read clearly. Sometimes, they read without understanding the correct pronunciation. Second, many students lack vocabulary; some do not have an extensive vocabulary, which hinders their comprehension. Additionally, they sometimes encounter the same words with different meanings and pronunciations. Third, students struggle to grasp the main idea and supporting details in the text because they face numerous foreign words. Some of them perceive English as unimportant, leading to a lack of motivation to learn.

To address the challenges students face in reading comprehension, the researcher plans to use pictures as a medium for teaching. The monotonous nature of the teaching and learning process can be alleviated by incorporating picture series. This is because the visual elements of picture series can motivate students to engage more actively in the classroom. Picture series are more appealing and entertaining compared to traditional textbooks, which most teachers typically use for instruction.

According to Kemp (1997, as cited in Novita and Kristiawan, 2017, p. 93), a picture series consists of a sequence of images, each connected to the one preceding it. This means that picture series depict events or scenes through a series of related images. They can enhance the teaching of reading comprehension for recount texts by helping students improve their understanding of the material. This is supported by Arsad (1997, as cited in Novita and Kristiawan, 2017, p. 93), who states that pictures play a crucial role in the teaching and learning process. According to Rohman (2016, p. 14), emphasizes that images are a powerful tool for facilitating learning. These images can be created on a whiteboard, used on poster boards, or made as cutouts.

Based on the background above, the researcher tries to conduct a research with the title "The Effect of Using Picture Series on Students' Reading Comprehension of the Eighth grade Students at UPTD SMP Negeri 3 Pematangsiantar".

RESEARCH METHOD

The method employed in this study is a quantitative approach, and the research design is quasi-experimental. The quantitative method utilizes statistical techniques to collect detailed information (Creswell, 2012). As noted by Ary (2010:301), an experimental design serves as a general framework for conducting a study that involves an active independent variable. The researcher has chosen a quasi-experimental design to examine the impact of picture series on the reading comprehension of eighth-grade students at SMP Negeri 3 Pematangsiantar.

In this experimental research, the sample was divided into two groups: a control group and an experimental group. The study was conducted with the eighth-grade students of UPTD SMP Negeri 3 Siantar, located on Jl. Laguboti, Martimbang, Kec. Siantar Sel., Kota Pematang Siantar, Sumatera Utara 21125. The research took place during the academic year 2024/2025.

The population for this research consisted of all eighth-grade students at UPTD SMP Negeri 3 Pematangsiantar. The sample was divided into two groups: class VIII-5 served as the experimental group with 31 students, while class VIII-6 acted as the control group, also comprising 31 students.

The researcher employed a multiple-choice technique consisting of 20 items. In the treatment, the researcher introduced the picture series media to the experimental group, while the control group utilized a monotone method. The purpose of the post-test was to determine the mean scores of both the experimental and control groups after the treatment and to evaluate the effect of the picture series on students' reading comprehension abilities, particularly regarding recount texts.

RESULT AND DISCUSSION

Data Description

Five criteria were utilized to assess students' reading comprehension of recount texts: main idea, detailed information, vocabulary, references, and inference (King and Stainley, 1989). The experimental class for this research consisted of thirty-two students from grade VIII-5 at UPTD SMP Negeri 3 Pematangsiantar. The results, presented in the table below offer essential insights into the students' reading abilities.

Table 1. Students scores of the Experimental Class

No	Student's Initial Name	Pre Test	Post Test
1.	AP	75	95
2.	A	70	85
3.	CHS	70	85
4.	CS	65	80
5.	DL	45	75
6.	DS	45	70
7.	ES	55	75
8.	FM	70	80
9.	FS	80	90
10.	FEM	85	95
11.	FES	80	95
12.	FA	65	80
13.	GD	70	85
14.	GA	65	80
15.	HW	80	90
16.	HP	75	85
17.	HN	70	90
18.	HS	65	75
19.	JM	55	75
20.	JS	70	90
21.	JBB	55	75
22.	MS	70	90
23.	MR	55	65
24.	MT	75	85
25.	NLS	80	95
26.	PR	80	90
27.	RS	70	85
28.	SS	60	70
29.	SR	50	75
30.	VS	40	65
31.	WN	85	95
	Σ	2075	2565

In the experimental class, the highest pre-test score recorded was 85, while the lowest score was 40. After implementing the Picture Series as a teaching medium, the

post-test results showed a significant improvement, with the highest score reaching 95 and the lowest score at 65. The total score for the pre-test in the experimental group was 2075 points, resulting in an average pre-test score of 66.93. Following the instructional intervention, the experimental group achieved a total of 2565 points in the post-test, leading to an improved average score of 82.74.

This data illustrates a clear positive trend in student performance, emphasizing the effectiveness of the Picture Series in enhancing reading comprehension skills. The increase in both the highest and average scores from the pre-test to the post-test indicates that the teaching strategies employed had a significant impact on the students' ability to read recount texts. These findings highlight the importance of innovative teaching methods in promoting student engagement and improving educational outcomes in reading comprehension.

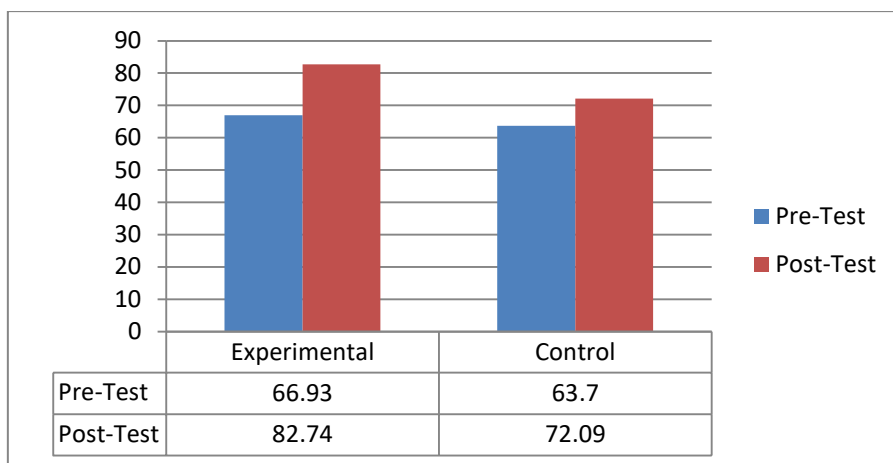


Figure 1. Improvement in Experimental and Control Class

After calculating the mean scores for pre-tests and post-tests of both the experimental and control groups, the researcher presented the data in a graph, highlighting an improvement in student performance following the intervention. The experimental group, which used Picture Series as a teaching tool, saw a significant increase in mean scores from 66.93 in the pre-test to 82.74 in the post-test. In contrast, the control group, which relied on traditional teaching methods, had a more modest increase from 63.70 to 72.09.

This resulted in an improvement of 15.81 points for the experimental class compared to an increase of only 8.39 points for the control class. These findings indicate that using Picture Series significantly enhances students' reading comprehension, especially in understanding recount texts. The greater improvement in the experimental class suggests

that engaging teaching methods can effectively develop reading skills and improve educational outcomes.

Testing Hypothesis

After conducting the data analysis, the researcher found that the t-test value was 4.535. The distribution table and t-test value were then calculated for various degrees of freedom (df). In this study, the degrees of freedom were determined to be 60, and at a significance level of 0.05, the t-table value was also 4.535. Based on these calculations, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected, as the t-test value surpassed the t-table value at the 0.05 significance level, specifically $4.535 > 1.671$.

Research Findings

Based on the data analysis, the researcher determined that the Picture Series effect students' ability to read recount text.

1. Experimental Class

- a. The highest pre-test score recorded in the experimental class was 85, while the lowest score was 40.
- b. After implementing the Picture Series as a teaching media, the post-test results showed a significant improvement, with the highest score reaching 95 and the lowest score at 65.
- c. The total score for the pre-test in this class was 2075 points, resulting in an average pre-test score of 66.93.
- d. Following the instructional intervention, the experimental class achieved a total of 2565 points in the post-test, leading to an improved average score of 82.74.

2. Control Class

- a. In the pre-test, the lowest score for the control class was 50, while the highest score was 90.
- b. In the post-test, the control class scored as low as 55 and as high as 95. The total score for the pre-test in this class was 1975 points, resulting in an average pre-test score of 63.70. Following the instructional intervention, the control class achieved a total of 2235 points in the post-test, leading to an improved average score of 72.09.

3. Statistical Analysis

The t-test value calculated was 4.535, which was greater than the t-table value of 1.671 at a significance level of 0.05. This indicates that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.

This data highlights the positive impact of using engaging media on student engagement and educational outcomes in reading comprehension.

Discussion

The purpose of this research was to examine the effects of picture series on the reading comprehension of recount texts among eighth-grade students at UPTD SMP Negeri 3. The study involved two classes: one class (VIII-6) served as the control group, while the other class (VIII-5) acted as the experimental group. Both groups underwent the same pre- and post-tests. However, after the pre-test, the experimental group received instruction using the Picture Series, whereas the control group continued with traditional teaching methods or received no specific treatment.

The findings revealed that the use of picture series positively impacted students' abilities to read recount texts. The Picture Series influenced students' reading skills for several reasons. To assess the effectiveness of the Picture Series, pre- and post-tests were administered to both the experimental and control groups. The data analysis indicated that the pre-test mean score for the experimental group was 66.93, which was below the minimum achievement criterion of 70, suggesting that the students' proficiency in writing recount texts was low. After the treatment, the post-test mean score for the experimental group increased to 82.74.

CONCLUSION

Based on the data analysis, the researcher concluded that the Picture Series significantly impacted students' reading abilities. This is evident from the pre-test score of 66.93, which was initially low compared to the control class, but after the treatment, the score increased to 82.74. In contrast, the control class had a pre-test score of 63.70, which improved to 72.09. This indicates that the use of picture series facilitated students' reading comprehension. The hypothesis testing revealed that the t-count of 4.535 was greater than the t-table value of 1.671. As a result, the Alternative Hypothesis (H_a) was accepted, and the Null Hypothesis (H_0) was rejected. Therefore, the researcher concludes that the implementation of the Picture Series positively influenced the reading

comprehension skills of eighth-grade students at UPTD SMP Negeri 3 Pematangsiantar.

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