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The Effect of Using Picture to Predict Information Towards Students' Reading Competence in Reading Descriptive Text

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A B S T R A C T

There are some problems in this research first, the students' lack of vocabulary makes the students difficult to comprehend the written form. This problem also produces another problem. Students do not even know the meaning of the title from a certain text. The next problem is they do not have a good strategy in reading and they were not motivated in learning English. This research used quantitative as the approach and experimental as the design of the research. Researcher chose the Pretest Posttest non-equivalent control Design. The population from this research is 117 students that are the total of the students in the 8th grade in SMPN 2 Kapur IX and the sample of this research will be determined by using purposive sampling which was VIII.A and VIII.D. Based on the finding of the research, it has proven that the using picture to predict information toward students' test result in reading descriptive text gave significant difference on students' test result. The mean of post-test of experimental class was 72 and control class was 65.

Keywords: *Picture strategy, Predicting Information, Reading Competence, and Descriptive Text*

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INTRODUCTION

(Harmer, 1989) Reading is one of the receptive skills. According to Harmer listening and reading involve receiving message, so they are regarded as receptive skills. It means beside listening, reading is a skill to receive information. That makes receptive skill like reading and listening are really important because in order to have more information and knowledge someone should be able to read and listen.

In reading, the studentsnot only need to be able to read but also to understand the context of the text. They should have an ability to comprehend the text in order to get information from the written texts. In reading comprehension, the students have to be able to determine the content, main idea, detail information and vocabulary. As Anderson said in Nunan's book, the aim of reading is comprehension. It means the goal of reading is understanding the passage (Nunan, 2005).

(Nunan, 2003) Reading Comprehension is a basic essential skill which students need to get in touch and engage with the text, so that students can not only catch the main information, but also understand the reading text. Thus, Nunan said that reading is a set of skills that involves making senses and deriving meaning from printed word. It clearly means that by mastery reading and comprehended the text, students can get the main information of the text.

One of the monolog is descriptive text.It is a kind of textto describe something. It is usually used to describe a thing, person, place or event to give explanation for someone. According to Dirgeyesa, description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described (Dirgeyasa,2014). It means by reading descriptive text, the reader is expected to have visual appearance of the object that is described. Descriptive text is a text which says what a person or thing is like**.**

One of the important things in reading descriptive text is an ability to predict the information. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story. According to Trio, when making predictions, students envision what will come next in the text. Predicting encourages students to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text (https://readingstrategiesmsu.weebly.com/predicting.html). One of the components in the text that help students to predict is picture.

Pictures perfectly fit on beginner students, because they do not like abstract thing, and pictures is the opposite of abstracts thing. In pictures strategy, students provide some pictures related to the reading text that they text, provide them in predicting the story, they guess what will happen in the future. In line with Hawkswell, When readers predict, they use information in the text and their background knowledge to make smart guesses about what they may encounter in the text. Readers use this strategy to prepare to read and monitor their comprehension during a reading experience (https://sherwoodss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Comprehension%20strategies/part-6-making-predictions.pdf). In short pictures help students to be better in reading comprehension. This is because pictures can activate students' background knowledge, so if they do not know the vocabulary in the text, they could look to the picture and guess which will be the right meaning of the certain vocabulary that they do not know. Furthermore, the reading comprehension of the students will improve. According to Andrew Wright picture is the most known the language. Pictures contribute; interest and motivation, a sense of the context of language, and specific references point and stimulus(Andrew, 1989). Pictures are good visual aid to present what the text about and to give the stimulus for the student in teaching learning activities. It is stimulate the imagination of the students to explore their mind out from the class. It is important for the teacher to be creative to help the students understand the text better.

Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story. When making predictions, students envision what will come next in the text, based on their prior knowledge. Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text (https://readingstrategiesmsu.weebly.com/predicting.html).

Based on preliminary research on 7th December 2017 and 14th August 2019 in SMPN 2 Kapur IX by collecting the students reading test and by interviewing the teacher. It was found several problems. First, the students lack of vocabulary makes the students difficult to comprehend the written form. This problem also produces another problem. Students do not even know the meaning of the title from a certain text, how come they understand the rest of it if title already gives them trouble. In order to overcome these problems, the teacher improved the way she teaches by repeat the task. However, the problems are still there. There are no bad strategies, using videos and power point are good, maybe those strategies are not fit with the students or the teacher not too good in using them.

The next problem is they do not have a good strategy in reading and they were not motivated in learning English. The teacher said they do not know the meaning of some words which makes them feel difficult in reading she also said the students tend to be sleepy

and bored in the classroom. The students' reading test is not too good, most of them need to take remedial to pass the test.

The researcher assumes that using picture might have different outcome, because if videos are too much for them maybe the teacher should use a little lighter strategy like using picture. That is the reason the researcher want to conduct a research with the title THE EFFECT OF USING PICTURE TO PREDICT INFORMATION TOWARDS STUDENTS READING COMPETENCE IN READING DESCRIPTIVE TEXT.

METHOD

(Sugiono 2009) The researcher used the quantitative research. The quantitative research was a kind of research that collects the data in the form of number. According to Sugiono, a research is called as quantitative because of the data of the research is use numeric and using statistical analysis. The design of this research was experimental research. (Emzir,2012) Gay states in Emzirs' book that experimental research is the one of research method that can truly test the hypothesis concerning cause and effect relationship. There were two major classes of experimental designs, single-variable designs, which involved one independent variable, and factorial designs, which involve two or more independent variables. researcher chose the Pre-test Post-test non-equivalent control Design, which in this design there were two groups in this research. Experimental group was treated by using picture to predict information and the control group was treated without using picture to predict information between pre-test and post-test.

Table1. The Design of the Research

Class	Pretest	Treatment	Posttest
Experimental class	T1E	X	T2E
Control class	T2C	-	T2C

The population was all students at the eighth grade of SMPN 2 Kapur IX. The samples of this research were the students from two class of eighth grade of SMPN 2 Kapur IX. Researcher chose VIII.A and VIII.D because they have the same teacher and the same learning strategies. Thus, one of two classes was chosen to be a control class and one class was considered as experimental class. The instrument use in this research was test that was given as pre-test and post-test. The test consisted of 30 items, which were formulated in multiple choice item with four alternatives. This research used the pre-test to determine a student's baseline knowledge or preparedness for an educational experience or course of study. Then, the data was collected after the post-test of students. The researcher gave post-test to both experimental and control groups. The post-test was given in order to know the significant effect of students' reading competence after giving the treatment to the experimental group. This research was done by using the t-test in analyzing the data.

FINDINGS AND DISCUSSION

In this section, researcher would like to describe the finding from pre-test and post-test.

a. Data from the Pre-test of Experimental and Control Group

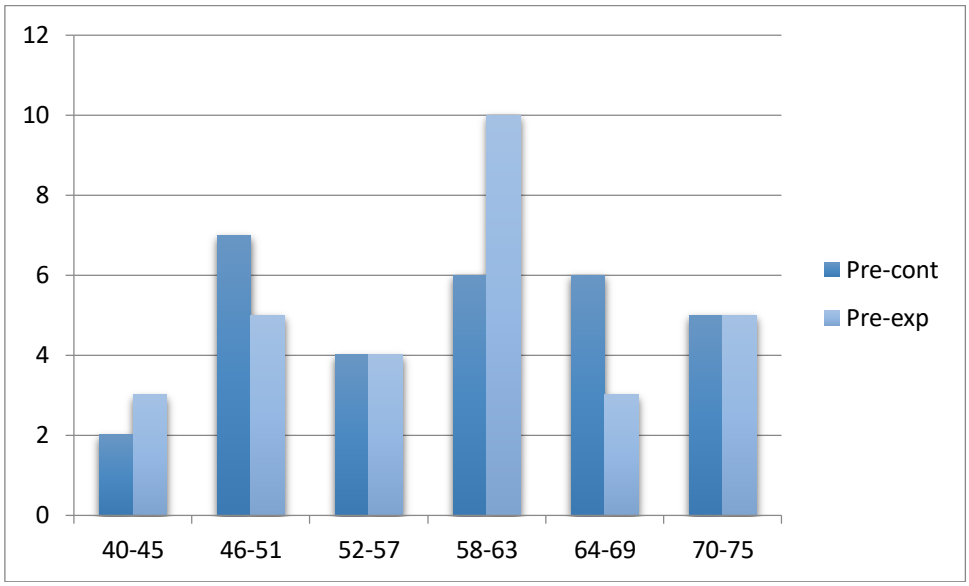
Pre-test was data analysis that had been given by the researcher at the first meeting before conducting the treatment for experimental class by using picture to predict information and treatment for control class without using picture to predict information.

The analysis of raw pre-test scores attained by the experimental group was as follows:

Table 2. **Pre-test Score of the Control and Experiment Class**

Score Range	Control (f)	Experiment(f)
40-45	2	3
46-51	7	5
52-57	4	4
58-63	6	10
64-69	6	3
70-75	5	5
Total	30	30

Based on table 4.1, in control class there were 2 students in score range 40-45, 7 students in score range 46-51, 4 students in score range 52-57, 6 students in score range 58-63, 6 students in score range 64-69, 5 students in score range 70-75. Meanwhile in experimental class, there 3 students in score range 40-45, 5 students in score range 46-51, 4 students in score range 52-57, 10 students in score range 58-63, 3 students in score range 64-69, and 5 students in score range 70-75. The graphic of pre-test scores attained by the control and experiment class was as follows:



Picture 1. **Pre-test Score of the Control and Experiment Class**

Based on the calculation from the data that researcher got from pre-test, the lowest score of pre-test gained by the control class was 40 and the highest score was 73.The mean of the class was 59.03 the median was 60, standard deviation was 9.793, and the variance was 95.895. For the experiment class, the lowest score of pre-test gained by the control class was 43 and the highest score was 73. The mean of the class was 59.00, the median was 60, standard deviation was 9.229 and the variance was 85.172.

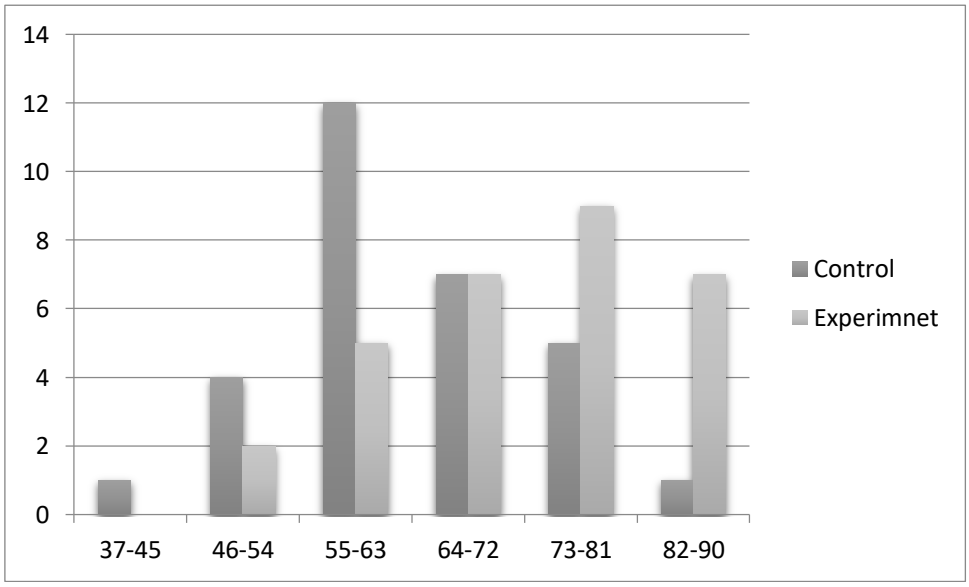
b. Data from the Post-test of the Experimental and Control Group

The post-test was conducted at the end of the treatment in order to find out the effect of picture to predict information toward students' test result in reading descriptive text. The post-test was given to the experiment and control group after treatment. Both group were given the same test material and time allocation. The data from the post-test score of the control and experimental class were as follows:

Table 3. **Post-test Score of the Control and Experiment Class**

Range	Control	Experiment
37-45	1	0
46-54	4	2
55-63	12	5
64-72	7	7
73-81	5	9
82-90	1	9
Total	30	30

Based on table, in control class there were 1 student in score range 37-45, 4 students in score range 46-54, 12 students in score range 55-63, 7 students in score range 73-81, 5 students in score range 73-81, there were a student in score range 82-90. While in experiment class, there were no student in score range 37-45, 2 students in score range 46-54, 5 students in score range 55-63, 7 students in score range 73-81, and 9 students in score range 82-90. The graphic of post-test scores attained by the control and experiment class was as follows:



Picture 2. **Post-test Score of the Control and Experiment Class**

Based on the calculation from the data that researcher got from post-test, the lowest score of post-test gained by the control class was 43 and the highest score was 90. The mean of the class was 64.87, the median was 63, standard deviation was 10.753, and the variance was 115.637. For the experiment class, the lowest score of post-test gained by the control class was 50 and the highest score was 90. The mean of the class was 72.43, the median was 73, standard deviation was 10.566, and the variance was 111.633.

1. Analysis of the Data

In this section, the researcher would like to analyse the data from pre-test and post-test

a. Normality Test of Pre-test Score of Control and Experiment Class

By analysing pre-test score of both classes using SPSS 22, the result used to find out whether the instrument was distributed normally or not. The Data was normal if Sig. (p value) > 0.05 and was not normal if Sig. (p value) < 0.05. The output of normality test using SPSS 22 was shown in table below

Table 4. Normality Test Using SPSS 22

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
precont	.159	30	.052	.935	30	.068
preexp	.143	30	.119	.941	30	.099

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of both class was 0.052 and 0.119 which were bigger than 0.05, it means that the data distributed normally. On the table above there were Kolmogorov-Smirnov and Shapiro-Wilk, if the data was more than 50, it was better to use Kolmogorov-Smirnov. Since the data was more than 50, the researcher used Kolmogorov-Smirnov

The normality of pre-test data was used as the condition for the data can be analysed by using t test or not. This data were comparing with the post-test of experimental data for analyzing the hypothesis. So, by comparing both of the test, the hypothesis showed that there was significant different between experiment and control class.

b. Normality Test of Post-test Score of Control and Experiment Class.

By analyzing the data using SPSS 22, the result was used to find out whether the instrument was distributed normally or not. The Data was normal if Sig. (p value) > 0.05 and was not normal if Sig. (p value) < 0.05. The output of normality test using SPSS 22 was shown in table below

Table 5. Normality Test Using SPSS 22

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
postcont	.136	30	.167	.967	30	.467
postexp	.114	30	.200*	.961	30	.326

*. This was a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of post-test control was 0.167 which was bigger than 0.05, it means that the data distributed normally and the Sig. (p value) of post-test experiment was 0.2 which was bigger than 0.05, it means that the data also distributed normally.

The normality of the post-test data was used to test the hypothesis whether it was accepted or not. This data showed the improving of the students score after comparing with the pre-test. When the result from pre-test to post-test had improved, it proved that there was significant effect in this research.

c. Homogeneity Test of the Pre-test Score from Control and Experiment Class.

The data from the pre-test of the experimental and control class were homogeny as presented in the table 6

Table 6.**Test Homogenity test of Pre-testUsing SPSS 22**

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Df
Data	Equal variances assumed	,318	,575	,014	58
	Equal variances not assumed			,014	57.797

One of the ways to determine whether the data was homogenous or not, was by comparing the Sig.(p value) with the level of significance which was 0.05. Based on the table above Sig. (p value) was 0.575> 0.05, then the data was homogenous.

This sample was also used to test the hypothesis. Before testing the hypothesis by using t test, the sample had to homogenous. So, the hypothesis can be analyzed because both pre and post-test had been homogenous.

d. Homogeneity Test of the Post-test Score from the Experiment Class and the Control Class

The data from the post-test of the experimental and control class also homogenous, it can be seen in the table 7

Table 7. **Test Homogenity test of Post-test Using SPSS 22**

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Data	Equal variances assumed	,045	,833	2,749	58
	Equal variances not assumed			2,749	57.892

One of the ways to determine whether data was homogenous or not was by comparing the Sig.(p value) with the level of significance which was 0.05. The Sig. (p value) was 0.833> 0.05. Then it can be concluded that the data was homogenous.

This homogeneity of both post-test and control class had function to see between the two classes were homogenous or not. When they were homogenous, the t test as the formula to test the hypothesis can be analysed.

2. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested asfollow:

a. The first hypothesis

The first hypothesis in this research, there was any significant effect of picture to predict information toward students test result in reading descriptive text. To measure whether the researcher accepted or rejected the hypothesis, the researcher used theformula to find whether H_0 was accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the t obtained was the same or less than the value of the t_{table}

or $t_{obtained}$located between $-t_{table}$ and $+ t_{table}$, the null hypothesis (H_0) isaccepted.

The calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{X}2$) was 72. It was greater than the mean score of the pre-test $\bar{X}1$),59 It can be viewed in the table 8

Table 8
T test For Pre-test and Post-test Experimental Class

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Data	Equal variances assumed	.269	.606	5.245	58
	Equal variances not assumed			5.245	56.970

Then, the standard deviation of each class was obtained and they were analyzed by using SPSS to find the value of the t $_{obtained}$. It was found that t $_{obtained}$ was 5.245 and the t $_{table}$ for degrees of freedom was 58 with level of significance 0.05 was 1.667. Through comparing the t $_{obtained}$ (5.245) andt_{table}(1.667), it was found that the t $_{obtained}$ was bigger than the t_{table}.

From the data, it means that There was a significant effect of using picture to predict information towards students' reading descriptive text which was alternate hypothesis (H_a) was accepted or There was no significant effect of using picture to predict information towards students' reading descriptive text which was null hyphothesis (H_0) was rejected because the t $_{obtained}$ was bigger than the t table. So, it could be concluded that there was a significant effect of using picture to predict information toward students' test result in reading descriptive text especially in past tense.

b. The second hypothesis

There was a significant difference of the students' test result in reading descriptive text between the students who were taught by using picture to predict information and the students who were not taught by using picture to predict information or there was no significant difference of the students test result in reading descriptive text that were taught by using picture to predict information and the students who were not taught by using picture to predict information. To measure whether the hypothesis was accepted or rejected, the value of the t $_{obtained}$ was compared with the value of the t $_{table}$. If the value of the t $_{obtained}$ was the same or less than the value of the t $_{table}$, the null hypothesis (H_0) was accepted.

From the calculation of post-test scores of the both classes, the mean score of the post-test ($\bar{X}2$) of the experimental class was 72. It was higher than the mean score of post-test of the control class ($\bar{X}1$),65. It was shown in the table 9

Table 9. **T test For Post-test of Control and Experimental Class**

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Data	Equal variances assumed	.045	.833	2.749	58
	Equal variances not assumed			2.749	57.982

It was found that t $_{obtained}$ was 2.749 and the t $_{table}$ for degrees of freedom 58 with α =0.05 was 1.667. Through comparing the t $_{obtained}$ (2.749) and t $_{table}$ (1.667), it was found that the t $_{obtained}$ was bigger than the t_{table}.

From the data above, it shows that the descriptive hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected because the t $_{obtained}$ was greater than the t $_{table.}$ So, it can be said that there was a significant difference of the students' test result in reading descriptive text between the students who were taught by using picture to predict information and the students who were not taught by using picture to predict information.

Based on the finding above, it was found that ther was significance effect of using picture to predict inforamtion toward students' reading. which was alternate hypothesis (H_a) was accepted or There was no significant effect of using picture to predict information towards students' reading descriptive text which was null hyphothesis (H_0) was rejected because the t $_{obtained}$ was bigger than the t table. So, it could be concluded that there was a significant effect of using picture to predict information toward students' test result in reading descriptive text especially in past tense.

Furthermore, it has proven that the using picture to predict information toward students' test result in reading descriptive text gave significant difference on students' test result. It can be shown from the mean of post-test in experimental class and control class. The mean of post-test of experimental class was 72 and control class was 65. It means that the mean of post-test of experimental class was higher than the mean of post-test of control class. The t-test result was shown that the $t_{obtained}$ was higher than the t_{table}(2.749 >1.667). The difference of both classes was caused by the treatment given. The fact shows that picture to predict information has significant difference in influencing the students' test result in reading descriptive text especially in present tense.

This finding was supported by Bailey that said Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story. When making predictions, students envision what will come next in the text, based on their prior knowledge. Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text.[1] Making predictions is also a valuable strategy to improve reading comprehension. Students are able to make predictions about a story, based on what they have already heard, read, or seen. This in turn, will allow students to become actively involved in the reading process. To determine if their predictions are correct, students should be required to reread portions of the text to recall facts about the characters or events within the story

.In conclusion, using picture to predict information can increase the students' ability in reading descriptive text. Picture to predict information was almost appropriate for all level including weak students. This can be proven from the score of post-test in experimental class

[1]Janella Zamora Palacios, *Development of English Reading Skills in Students.* (Esmeralda: Universidad Catolica, 2019), p. 17

of this research.

CONCLUSIONS

As the conclusion, it was found that ther was significance effect of using picture to predict inforamtion toward students' reading. which was alternate hypothesis (H_a) was accepted because the $t_{obtained}$ was bigger than the t table. . Furthermore, it has proven that using picture to predict information toward students' test result in reading descriptive text gave significant difference on students' test result. It can be shown from the mean of post-test in experimental class and control class. The mean of post-test of experimental class was 72 and control class was 65. It means that the mean of post-test of experimental class was higher than the mean of post-test of control class. The t-test result was shown that the $t_{obtained}$ was higher than the t_{table}(2.749 >1.667). The difference of both classes was caused by the treatment given. The fact shows that picture to predict information has significant difference in influencing the students' test result in reading descriptive text

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