



**IMPROVING STUDENT'S READING COMPREHENSION IN PROCEDURE
TEXT BY USING PICTURE SERIES THROUGH INSTAGRAM
at SMA N 5 BANDA ACEH**

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Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan seri gambar melalui instagram untuk meningkatkan pemahaman membaca siswa terfokus pada prosedur teks di kelas dua belas SMA Negeri 5 Banda Aceh ajaran 2021/2022 dan untuk mengetahui apakah penggunaan seri gambar dapat meningkatkan pemahaman membaca siswa pada teks procedure di kelas dua belas SMA Negeri 5 Banda Aceh. Kelas ini terdiri dari 32 siswa, Penulis yakin bahwa penggunaan seri gambar dapat dipilih sebagai salah satu upaya efektif yang digunakan untuk mengatasi pemahaman membaca siswa dalam proses belajar mengajar. Dalam penelitian ini, penulis akan melihat apakah penggunaan seri gambar melalui instagram dapat meningkatkan pemahaman membaca siswa tentang prosedur teks. Dari penelitian, penulis menemukan bahwa ada pengaruh yang signifikan dari nilai siswa sebelum dan sesudah eksperimen. Hasil penelitian menunjukkan bahwa skor post-test siswa meningkat secara signifikan paling tinggi dibandingkan pre-test. Selain itu, analisis uji-t menunjukkan bahwa t-skore > table (2,91 < 1.697) dengan nilai signifikan 5% (0.05) dengan derajat kebebasan (df) adalah 31. Berdasarkan penjelasan diatas dapat disimpulkan bahwa H_a diterima dan H_0 di tolak menyatakan bahwa penggunaan seri gambar dapat meningkatkan nilai siswa dalam pemahaman membaca prosedur teks.

Kata Kunci: Seri Gambar melalui Instagram, Pemahaman Membaca, prosedur teks

Abstract

The research is aimed at knowing the use of picture series through instagram to improve students' reading comprehension focused at procedure text in the twelfth the grade of SMA Negeri 5 Banda Aceh in 2021/2022 academic year and to know whether the use of picture series can improve the students' reading comprehension on procedure text in the twelfth the grade SMA Negeri 5 Banda Aceh. This class consists of 32 students, The writer is convinced that picture series through instagram can be chosen as one of the effective efforts used to deal with the students' reading comprehension in the teaching and learning process. In this research, the writer is going to see whether the use of picture series through instagram can improve students' reading comprehension of procedure text. From the research, the writer found that there is significant influence of students' scores before and after the experiment. The findings show that the students' post-test scores are significantly improve highest that the pre-test scores. Moreover, the analysis of the t-test showed that t-score > -table (2,91 < 1.697) with significant value 5% (0.05) with degree of freedom (df) is 31. Based on the explanation above, it can be concluded that H_a is accepted and H_0 is

rejected which states that the use of Picture Series through instagram can improve the students' score in reading comprehension of procedure text.

Keyword: *Picture series through instagram, Reading comprehension, Procedure text*

INTRODUCTION

As an international language, English is It is very important for students in all stages from senior high school to college student to comprehend English for certain purposes. Through reading we can get more information, knowledge, enjoyment and solving the problem from what we see like symbol and text. According to Alyousef (2006:64), reading is a process between reader and text which leads to automaticity. In this process, the reader interacts dynamically with the text to get the meaning.

Furthermore Woolley (2011:15) also states that reading comprehension is the process of making meaning from the text in order to understand of what is described in the text. To comprehend the text, a reader must be able to construct the meaning internally from interacting with the material that is read. As a result, they are expected not only be able to read the text but also to master reading with comprehension. However, reading is not as easy as what people think because it is not only read a sentence and say it out to others but also we have to understand the content of the reading text and its purpose.

Based on preliminary study by researchers previously at SMA N 5 Banda Aceh that student reading comprehension is low therefore researcher want to improve your ability to reading comprehension through instagram. Based on preliminary study, which has been conducted at SMA N 5 Banda Aceh started from March 9th, 2022. Showed that the average score of reading comprehension achieved by twelfth grade students was still far below the KKM (KKM score was 75). Among 32 students, only 10 students scored above 75, while 12 other students scored between 22-75. This poor average score of reading comprehension showed that there should be a problem in the instructional process of reading skill at this school. Furthermore, from an interview with the researcher, some problems in reading were identified as the following: the first, students reading comprehension is low. Second, students felt difficulties in understanding sentences and finding the meaning of the sentences. The last, several of them still did not have sufficient motivation to learn English.

Based on the problem above, the researcher want to find out how to solve these problems. The researcher is convinced that picture series can be chosen as one of the

effective efforts used to deal with the students' reading comprehension in the teaching and learning process. Picture series through Instagram is one of the solutions to cope with the problems in teaching reading comprehension. A picture is an illustration of a picture that can be used as a two-dimensional representation of a person, place, or thing. It means that a picture is one of the media of communication that can show people, places, and things that are far from us.

Research Method

The research design in this research is experimental quantitative research. According to Williams (2007:66) "quantitative research involves data collection that is typically numeric and the writer tends to ensure alignment models at the inquiry methods to ensure alignment with statistical data collection methodology".

This research has two variables, namely; independent variable and dependent variable. The independent variable of this research is Picture Series and the dependent variable of this research is procedure text. For research design, the writer used one group pre-test-post-test design. Moreover, the design consists of a pre-test, treatment, and post-test.

Research Findings

This quantitative research was conducted at twelfth-grade students of SMA Negeri 5 Banda Aceh started from March 9th, 2022, and finished on March 22th, 2022. The sample of this research was the students of class XII IPA 1 which consisted of 32 students; 11 male and 21 female students. There are six findings about implementing activities process: (1) Downloading Instagram application, (2) Creating Instagram account, (3) Logging in to Instagram account, (4) follow account Instagram rikamutia2021, (5) Read the following text below and choose the correct answer by crossing (x) A, B, C, or D, (6) Send answers through direct message Instagram rikamutia2021.

When the writer conducted this research, she needed four meetings. Those meetings were divided into a pre-test (for one meeting), treatments (for two meetings), and the post-test (for one meeting). The students were given pre-test before the treatments, while the post-test was given after the treatments.

The data of the pre-test and the post-test were scored by using the analytical rubric of reading comprehension (see Appendix 1). After analyzing the data, the writer used the statistical formula to prove the hypothesis (gain of score, mean of difference, mean score and hypothesis testing (t-test) as suggested by Arikunto (2005 & 2006).

4.1.1 The Result of Students' Pre-test and Post-test Scores

The pre-test was conducted in the first meeting before the treatments were given. Meanwhile, the post-test was conducted in the last meeting after the treatments were given.

After the writer conducted the two tests, the writer tabulated the score of the pre-test and the score of the post-test, then she compared both score in the form of the table. The comparison between the pre-test and the post-test score can be seen in the following table:

following table:

Table 1. The Comparison between Pre-test and Post-test Score

No.	Name of Students	Pretest	Posttest	Gain (Posttest-Pretest)
1	Student 1	55	95	40
2	Student 2	40	80	40
3	Student 3	45	80	35
4	Student 4	55	85	30
5	Student 5	50	80	30
6	Student 6	60	80	20
7	Student 7	60	75	15
8	Student 8	50	85	15
9	Student 9	55	90	35
10	Student 10	60	80	20
11	Student 11	50	80	30
12	Student 12	45	65	40
13	Student 13	50	85	35
14	Student 14	60	80	20
15	Student 15	60	75	15
16	Student 16	45	80	35
17	Student 17	45	80	35
18	Student 18	55	90	35
19	Student 19	50	75	25
20	Student 20	65	75	10
21	Student 21	45	90	45
22	Student 22	70	95	25
23	Student 23	65	85	20
24	Student 24	80	80	0
25	Student 25	45	85	40
26	Student 26	55	80	25
27	Student 27	60	80	20
28	Student 28	45	80	35
29	Student 29	70	90	20
30	Student 30	40	75	35
31	Student 31	50	70	20
32	Student 32	50	70	20
TOTAL SCORE (Σ)		1.730	2.595	865

Based on the table above, it can be seen that the highest score of the pre-test was 80 which was achieved by only one student and the lowest of the pre-test was 40 which was also achieved by only two student.

4.1.2 Analysis Data of Pre-test Score

The pre-test was given to measure the students' reading comprehension towards the learning material that would be given to them during the treatments. Then, the result of the pre-test are presented in the following score of frequency distribution table:

Table 2. the Distribution Frequency of Pre-test Score

Class Interval (Students Score)	Frequency (Students)	Percentage of Student (%)
A (85 - 100)	0	34.3
B+ (75 - 84)	1	56.2
B (65 -74)	4	9.37
C+ (55 - 64)	11	0
C (45- 54)	14	0
D (35 - 44)	2	0
E (< 35)	0	0
Total	32	100

The table above shows that the students had low scores in their reading skill. The highest score was 80 and the lowest score was 40. The highest score obtained by only one students. It could be seen that no students achieved the passing grade (KMM) required by their school, which is 75. From the able above, it can be seen that, there were no student (0%) gained the score between 85-100 and 75-84; 1 students (3.12%) gained the score between 65-74; 4 (12.5%) of them gained the score between 55-46; 11 students (34.3%) gained the score between 45-54; 14 students (43.7%) gained 35-44; and 2 students (6.25%) gained the score < 35. It can be concluded that the students' reading comprehension is still low.

4.1.3 Analysis Data of Post-test Score

After the writer conducted the treatments, she gave a post-test to the students to measure their achievment in reading comprehension after the using Picture Series as media in teaching reading. Then, the post-test result was compared to the pre-test result. The result of frequency distribution of post-test could be seen as follows:

Table 3. The Distribution Frequency of Post-test Score

Class Interval (Students Score)	Frequency (Students)	Percentage of Student (%)
A (85 - 100)	12	40
B+ (75 - 84)	18	53.3
B (65 -74)	2	6.7
C+ (55 - 64)	0	0

Class Interval (Students Score)	Frequency (Students)	Percentage of Student (%)
C (35 - 44)	0	0
D (35 - 44)	0	0
E (< 35)	0	0
Total	32	100

The table above shows that the students had low scores in their reading skill. The highest score was 90 and the lowest score was 65. There were 12 students (40%) gained the score between 85-100; 16 students (53.3%) gained the score between 75-84; 2 (6.7%) of them gained the score between 65-74; no student (0%) gained the score between 55- <35. It can be concluded that the students' reading comprehension by using Picture Series as media improved at SMA Negeri 5 Banda Aceh.

1.1.4 Comparison of Students' Pre-test and Post-test Scores

After giving the pre-test and post-test to the students, the writer compared the mean score. Mean score is average score of the students. To find the mean score of both tests, the writer used the formula suggested by Arikunto (2006) as follows:

$$X = \frac{\sum X}{N}$$

Where;

X = Mean

$\sum x$ = Sum of the score

N = Number of students

$$\text{Mean Score of Pre-test (X1)} = \frac{1.730}{32} = 54$$

$$\text{Mean Score of Post-test (X2)} = \frac{2.595}{32} = 81$$

To make it easier the writer illustrated the mean score of pre-test and post-test of in following figure :

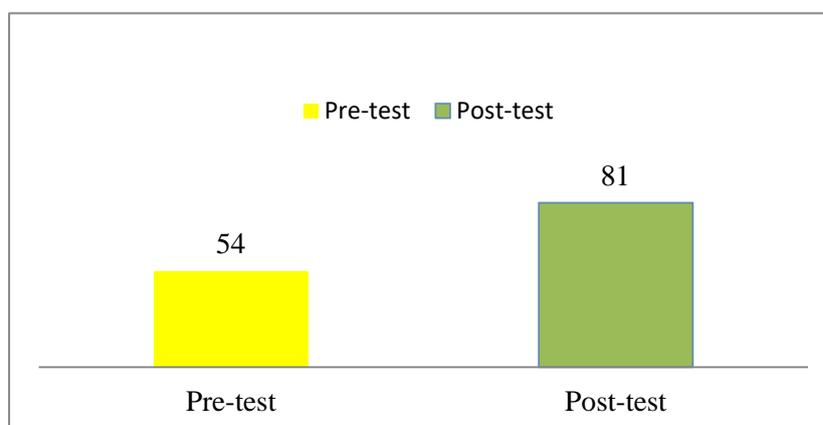


Figure 1. The Mean Score of Pre-test and Post-Test

Based on the data above, it can be seen that the mean score of the students in the post-test was higher than the students' mean score in the pre-test. In the pre-test the students' mean score is 54 and the students' mean score in the post-test is 81. It can be concluded that students' reading comprehension improved. From the figure above showed that there is the difference of score between before and after treatments were given

4.1.5 The Mean Scores of Each Aspects of Reading Comprehension

The figure below indicated the students' reading comprehension skill result by comparing the pre-test to post-test score. The writer focused on four aspects, they are inference, detail information, reference, and vocabulary.

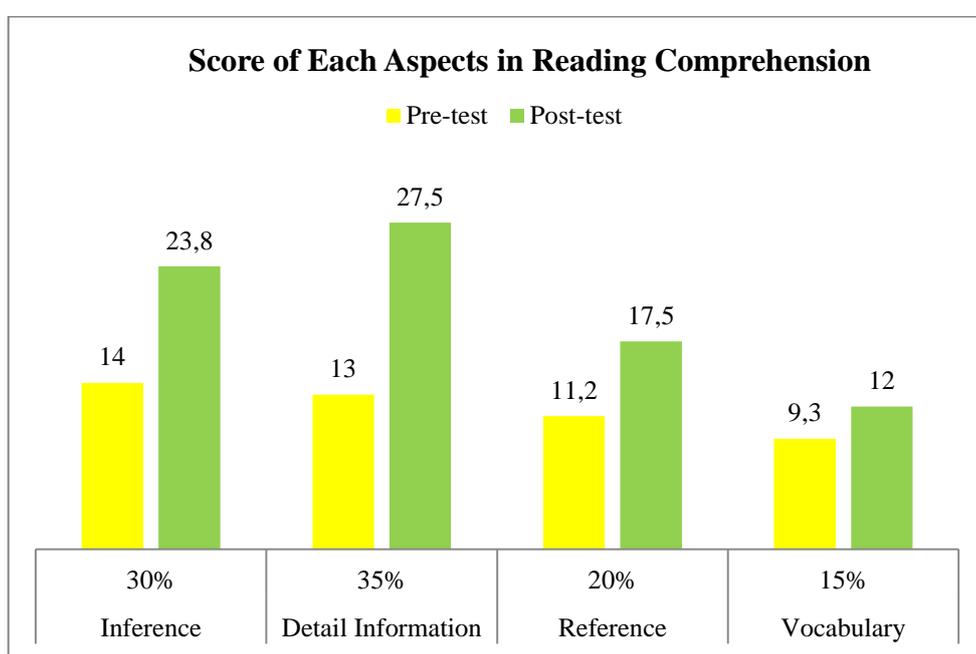


Figure 2. Score of Each Aspects in Reading Comprehension

Based on the diagram above, it showed that the highest increase was in the aspect of detail information and the lowest one was in the aspect of vocabulary. the mean of inference score increased 9,8 points from 14 to 23,8; the mean of the detail information score increased 14,5 points from 13 to 27,5; the mean of reference score increased 6,3 points from 11,2 to 17,5; the mean of vocabulary increased 2,7 points from 9,3 to 12. Based on the diagram above, it can be concluded that all of the reading comprehension aspects improved after the students were taught by using Picture Series as media in teaching reading comprehension.

4.1.6 Hypothesis Testing

The writer calculated the t-score that was suggested by Arikunto (2010:349). the level of significance had been determined before the writer conducted this experimental,

where level significance 5% ($\alpha=0,05$) set in this research. The specific aim of this level significance is to approve the hypothesis whether it is acceptance or rejection. In addition, participants of this study were 32 students. The degree of freedom (df) was $N-1 = 32-1 = 31$, where the t-table is 2.042 (see Appendix 12). Indeed, as has been noted above t-score was 10.30 so that, t-score was higher that t-table ($t_{\text{score}} = 2,91 > t_{\text{table}} = 2.042$). It can be concluded that alternative hypothesis (H_a) is accepted (Picture series can improve students' reading comprehension of procedure text). In conclusion, after gathering all of the data by using several statistical formulas, it indicated that this research supported the alternative hypothesis (H_a).

1.2 Discussion

As stated on the Chapter 1, the purpose of this research is to find out whether or not the use of Picture Series Through Instagram can improve students' reading comprehension. The result of this research showed that there was a significant improvement of students' reading comprehension after they were taught by using Picture Series Through Instagram. It is confirmed by the comparison of the results in previous section that the t-score of this research is higher that t-table. It means the alternate hypothesis (H_a) of this research is accepted while the null hypothesis (H_0) is rejected. Therefore, the use of Picture Series can improve students' reading comprehension.

Furthermore, from this research, the writer found that all of aspects in reading comprehension increased significantly namely detail information, reference, inference and vocabulary. The highest increased was detail information and inference. It can be seen on the figure 4.2 that the students' score in inference aspects was increasing from 14 to 23.8; for detail information aspects was increasing from 13 to 27.5; for reference aspects was increasing from 11.2 to 17.5 and for vocabulary aspects was increasing from 9.3 to 12. It can be concluded that the Picture Series can be improve students' reading comprehension of procedure text at twelfth grade in the SMA Negeri 5 Banda Aceh.

Based on the hypothesis testing, it was found that the value of t-test is higher than t-table. According to the formula proposed by Bugin (2005:195), if the $t\text{-test} > t\text{-table}$, the null hypothesis will be rejected. Contrarily, if the $t\text{-test} < t\text{-table}$, the null hypothesis will be accepted. In this study, the result of t-test is 2,91, while t-table at the level of significance 0.05 is 1,697. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, as stated in the research hypothesis section in the first chapter of this research, the Picture Series can improve students' ability in reading comprehension of Procedure Text Through Instagram.

To support this study, there are two previous studies about improving reading comprehension. One of them is a research with the title *Improving Students' Reading Comprehension in Procedure Text through Video Game based Instruction at X MM 1 class of SMK Pancasila 6 Jatisrono 2011/2012 Academic Year*. This research was conducted by Yoyok Ernowo from Islamic Education and Language Faculty The states Islamic Institute of Surakarta.

The purpose of the thesis by Yoyok Ernowo is to improve reading comprehension through video game. The research was applied at SMK Pancasila 6 Jatisrono at the X MM 1st Class. He used video game as a media to improve students' reading comprehension in the tenth grade student

Meanwhile, in this research, the writer used picture-series media for teaching and learning. The purpose of this research is to improve students' reading comprehension through picture-series in teaching reading. The research was applied at SMA N 5 Banda Aceh for students' of twelfth class. The second equation of this study is to use reading comprehension to measure the extent to which students are able to understand passages in English well.

Second research conducted by Gallis Nawang Ginusti. The thesis is *Teaching Speaking Skill Through Role Play To The Seventh Grade Students of SMP Negeri Payangan in Academic Year 2013/2014*.

The results of this research revealed the improvements contributed by the implementation of the pictures in the teaching and learning process of speaking in grade VII of SMP Negeri Payangan. First, pictures were believed to be effective to improve the students' motivation. They were able to engage the students' attentions and interests during the teaching and learning process of speaking. Besides, the pictures could provide the students illustrations and ideas in their minds. Second, the improvement could also be seen in the teaching and learning process. The absent of media was solved through the 102 implementation of pictures. In addition, the pictures could provide various fun learning activities so they decreased the students' boredom during their learning.

The students became more confident to speak and active in the classroom activities. Third, since the students were motivated and the speaking class ran well, the students' speaking skills, such as fluency, accuracy, pronunciation, and vocabulary were also improved. The use of pictures in the teaching and learning process, especially in the speaking practices, enabled the students to express their ideas into comprehensible

monologues. The implementation of pictures and the other supporting activities were believed to be effective to facilitate the students to improve their speaking skills.

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