



PICTURES IN COLLABORATIVE LEARNING TO IMPROVE READING COMPREHENSION

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Abstract

This research aims to improve the students' reading comprehension using pictures in Collaborative Learning. The method used is descriptive quantitative. The data is taken from the results of pretest and post test to seventh grade students of SMP 267 Jakarta. Both the average results of pretest and post test and the statistical analysis using SPSS 17 shows that there is a significant improvement of the use of pictures in Collaborative Learning. Pictures as the media of teaching stimulates the students interest and also motivate them to read more; they become familiar with the expected reading text by relating it with the pictures and their previous knowledge. To get more better result, the Collaborative Learning as the teaching method is applicated to sharpen the students' collaboration in group learning, so they can share ideas and opinions to solve the problems they get in understanding and comprehending the reading text.

Key Words : *Pictures, Collaborative Learning, Reading Comprehension.*

Abstrak

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa menggunakan gambar dalam Pembelajaran Kolaboratif. Metode yang digunakan adalah deskriptif kuantitatif. Data diambil dari hasil pretest dan post test untuk siswa kelas tujuh SMP 267 Jakarta. Hasil rata-rata dari pretest dan post test dan analisis statistik menggunakan SPSS 17 menunjukkan bahwa ada peningkatan yang signifikan dari penggunaan gambar dalam Pembelajaran Kolaboratif. Gambar sebagai media pengajaran merangsang minat siswa dan juga memotivasi mereka untuk membaca lebih banyak; mereka menjadi terbiasa dengan teks bacaan yang diharapkan dengan menghubungkannya dengan gambar-gambar dan pengetahuan mereka sebelumnya. Untuk mendapatkan hasil yang lebih baik, Pembelajaran Kolaboratif sebagai metode pengajaran diterapkan untuk mempertajam kolaborasi siswa dalam pembelajaran kelompok, sehingga mereka dapat berbagi ide dan pendapat untuk memecahkan masalah yang mereka dapatkan dalam memahami dan memahami teks bacaan.

Kata Kunci: Gambar, Pembelajaran Kolaboratif, Pemahaman Membaca.

I. INTRODUCTION

Learning languages is easier through practices, not only verbal but also non verbal. One of the language skill that is considered important to improve language learners' skill is reading because reading is a form of language processing to derive meaning. Through reading readers can get information and ideas, and convey the authors' meaning towards the articles. The reading process require continuous practice, development and refinement. Though, in reality, students tend to dislike reading because according to them reading is a boring activity. They do not understand vocabularies and can not comprehend the text that they have to read. Moreover, the students feel lazy and have low interest in reading due to their lack of language abilities.

To increase the students' interest in reading, teachers should use an interactive process in teaching reading. (Lightbown, P., 2006) proposes, "Lesson that always consists of the same routines, patterns and formats have been shown to lead to decrease in attention and an increase in boredom." Teacher should have variety in teaching reading for varying the activities, tasks and materials to avoid students' boredom, and to

increase students' interest and motivation. Providing authentic and interesting materials are necessary for teachers to motivate and engage the students' curiosity.

Furthermore, the success of the teaching learning process can be gained also through the media in teaching learning. Picture is one of the media that can be used in teaching reading due to its functions to lead the students to one subject they are going to read, guide the students to know the vocabularies they will find in the reading text, and also give them clues to the steps of reading. As (Panchare, 2019) states that pictures can be valuable resources for new readers because they provide important clues about what is happening in the story. Teachers should encourage students to use the illustrations in books to help them decode through words, make predictions about what might happen next, understand the sequence of events in a story and make connections between the book and their own lives or other books they've read. Instruction should be explicit: Explain why and how children should use pictures for each of these purposes, and model these methods frequently. Eventually, students will learn how to use comprehension strategies without relying on illustrations.

Moreover, Novriza cited by (Sari, 2017) states that media have four general purposes; media can help to simplify the teaching process, and they can help to perfect it. Picture is one of the important media in teaching and learning picture has uniqueness because two things can combine into one. By using picture as a media, the students are able to understand two things for the same vocabulary. The use of the picture can help the students to understand the vocabulary because they have image and therefore they can remember the object directly.

Using picture as media can help students to increase their understanding about the material they learn easily. Picture can be a medium which can help students to understand the descriptive of people, places and things in details. By analyzing proper pictures students can decrease their weakness in the lack of vocabularies because it proposes a hint through its visual meaning. Picture is also the media of attraction to get the students attention and help them to improve their motivations in comprehending the reading text. Andrew Wright quoted by (Subekti, 2014) "Pictures are not just an aspect of method but through their representation of places, objects, and people. They are an

essential part of overall experiences. To increase the students' participation in learning, teacher also applies collaborative learning. According to (Laal, Marjan; Ghodsi, 2012) collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product.

In collaborative learning, students will have the opportunity to develop not only their academic but also their social competences. They can actively engage with their peer, converse with them, deliver and defend their opinions and ideas. As (Srinivas, 2011) said in the Collaborative Learning environment, the learners are challenged both emotionally and socially as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework.

During the observation in SMPN 267 SOUTH JAKARTA it found that the seventh grade students got difficulties to comprehend reading text, especially descriptive text so that they could not get the right and meaningful information of the text. They are not familiar

with the features of reading descriptive text such as the simple present tense, action verbs and noun phrases used in the text.

Therefore, the teacher tries to find the method to improve the students' comprehension in reading. The teacher applies collaborative learning and uses picture as the media of learning. The goals of using both of them are to increase the students' motivation, interest and participation in learning reading.

II. THEORETICAL REVIEW

Tarigan as cited by (Triyani, 2015) describes that reading is a process carried out and used by reader to acquire message that is conveyed by the writer through word symbols, and the meaning of the words could be seen and known by a reader. It means that reading is a thinking process which reader usually reacts physically, emotionally, or intellectually with what he reads, regarding about the students' language acquisition and their background experience in life.

Therefore, in teaching reading the process of transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself should be applied. (Grabe, 2009) explain the several types of

knowledge to effectively teaching reading, they are :

1. Understand the story to get the positive influence for the students.
2. Improve the knowledge of reading
3. Understand the vocabulary that you don't know of the meaning while reading.
4. Having the best way of ability to read fast or slow
5. Sharpen the working brain with reading.

Rohim as cited by (Triyani, 2015) proposes some steps in teaching reading started from teaching pre-reading to post-reading. Those steps should be considered by the teacher, and the steps are:

a. Pre-Reading

- 1) Preview the text by looking at the title and the print in order to evoke relevant thoughts and memories.
- 2) Build background by activating appropriate prior knowledge through self questioning about what they already know about the topic, the vocabulary, and the form in which the topic is presented.
- 3) Set purposes for reading by asking question about what they want to learn during the reading process.

b. While-Reading

- 1) Check understanding of the text by paraphrasing the author's word
- 2) Monitor comprehension and use fix-up strategies; use cueing system to figure out unknown words and imaging, imagining, inference, and predicting.
- 3) Integrate new concepts with existing knowledge; continually revise purposes for reading

c. Post-Reading

- 1) Summarize what they have read by retelling the news or the main idea of the text.
- 2) Interpret and evaluate the ideas contained in the text.
- 3) Make applications of the ideas in the text to unique situations, extending the ideas to broader perspectives.
- 4) Use study strategies for note taking, locating, and remembering to improve content-area learning.

One of the reading themes in junior high school is reading descriptive text. In teaching reading descriptive text the teacher should encourage the learners to understand the description of the living or non-living things so that the learners can get a significant point of view because it transforms our feeling and extends our experiences (Maghribi, 2017).

Using picture in teaching reading descriptive text will help the students gain more understanding of the text. The students will have visual description that give them think of the possible vocabularies they will read, and can get better imagination of what things they will read. These series of pictures will let the students explore the text before the reading process and it will lead them to a conclusion that will be their first clues of the description. Therefore, the process of reading can be more enjoyable and interesting for the students. Andrew Wright quoted by (subekti, 2014) stated that pictures are not just an aspect of method but through their representation of places, objects, and people. They are an essential part of overall experiences.

The use of pictures collaborated with the technique of collaborative learning will give chance the students to do pair or teamwork which have some valuable values to get the students involve in discussion. Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights

individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups' actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members (Laal, Marjan; Ghodsi, 2012).

As (Smith, Barbara Leigh; McGregor, 1993) said collaborative learning is the method to encourage the students in intellectually joining all activities in the class, not only among their classmates, but also with their teacher. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product.

Therefore, in implementing collaborative learning, it is important for teachers to activate the students' initiation to study and develop their eagerness in the process.

In the process of implementation of collaborative learning, teachers will divide the students into groups and give each group a reading text to be read and discussed. There are some activities in collaborative learning that can be used by the teacher. They are *Think-Pair-Share*, *Group Problem Solving*,

and *Team Based Learning*. This research focuses on finding out whether there is any significance improvement of the students' reading comprehension after they are taught by using collaborative learning.

III. METHOD

This research was quantitative research which used one group pretest and posttest design. The population was the second year of junior high school of SMP 267 Jakarta which consists of 6 classes. The classes are homogeneous because they were divided randomly. The sample was taken using lottery. The sample of this research is the second grade students of class 7-3 that consists of 35 students.

In this research, the researchers used several instruments in conducting her research. The instrument was the reading test that would be conducted in pre-test and post-test. The pre-test aims to know the students' ability in comprehending the reading text before the treatment by giving them a multiple choice test. Then, after the pre-test, the researcher started to teach the students using pictures and collaborative learning technique. The first treatment started by applying *Group Problem Solving* classroom activities where the researcher divided the students into group of

four and gave a series of pictures and a scrambled text to be reorganized by the students. After the organization of text based on the pictures, the students would answer questions related to the text and retold about the important information they found in the text.

At the second treatment, the researcher used Think Pair Share classroom activity where the students were given different pieces of pictures and they should analyse, evaluate or synthesis to choose the correct text they should read. After that, the students gathered in a small group (pairs) and shared their ideas and answered some questions based on the text provided.

The last activity given was *Team Based Learning* where the students ,worked in a team, should solve or analyze and give suggestion or opinion about the pictures and the text given. The researcher helped the students in analyzing the text together until they understood and finally could decide the finishing paragraph of the text and answer some questions based on the text. After all the activities finished, the researcher administered the post test to see the increasing of the students' reading comprehension skill after the implementation of using pictures and collabora-

tive learning technique. The form of the test is objective test by using multiple choice test.

The results of the students' pre test and post test were tabulated and calculated using repeated measures T-test of SPSS for windows version 17 to test whether there is a significance improvement of the students' reading comprehension or not.

IV. RESULTS AND DISCUSSION

The objective of this research was to find out the students' significant improvement in their reading comprehension skill after they were taught by using Collaborative Learning as the teaching method and pictures as the media. The research was conducted in five meetings; first, the researcher administered the pretest, second, third and fourth the researcher conducted the teaching and learning process using pictures as the media of teaching and collaborative learning as the teaching method; and the last, the researcher administered the post test.

The researcher used SPSS 17.00 to analyze the results of pre test and post test in the experimental class. The mean score for the pre test was 47, and showed that there were 25 students who got score in the range 30-60; 10 students who reached score in the range 61-80.. The total score of pre test is 1650. The

highest score is 80 and the lowest score is 30. The median score is 50 and the mode is 50, too. The researcher conducted three times treatments using pictures as the media and three techniques of collaborative learning, *think pair share*, *group problem solving* and *team based learning*. After the treatment, the researcher administered the post test. The result of the post test showed that there are 2 students who got scores in the range 30-60; 14 students reached scores in the range 61-80; and 19 students got scores in the range 81-100. It could be seen that the highest score is 100, and the lowest is 50. The total score of post test is 2720 and the average is 77.7; and the median score is 80 and the mode is 80.

The researcher also found that the students' improvement of reading comprehension from the pre test and post test influenced by some factors. They are:

1. In the pre test, students looked anxious in doing the test, so they had difficulties in comprehending the text.
2. In the pre test, students seemed afraid because they were unfamiliar with the researcher.
3. During the treatment, the students seemed shy at the first time due to the unfamiliar techniques applied by the researcher.

Although in the running time, they became familiar and closed to the researcher, so they could learn and interact better.

4. The students have lower abilities in understanding the vocabularies in the text.
5. The students also didn't have many familiar vocabularies, so they used dictionaries to find out the meaning of some words. The use of pictures gave the students an early guessing of what they were going to read and what vocabularies they would find in the texts.
6. The students also got confused in understanding their friends' sayings. Though the use of pictures gave lots of help for the students to comprehend the message of the reading texts.

From the statistical calculation formula by using SPSS 17, it was also found that the lower and upper values are negative. It means that the using of pictures in the implementation of Collaborative learning method gives significant differences towards the students' reading comprehension skill. The result of hypothesis testing showed that the significant one-tailed is $p = 0.000$; and the level of significant is if $p < 0.05$.

Table 1. The Result of SPSS

Correlations		PRETEST	POSTTEST
PRETEST	Pearson Correlation	1	,776**
	Sig. (1-tailed)		,000
	N	35	35
POSTTEST	Pearson Correlation	,776**	1
	Sig. (1-tailed)	,000	
	N	35	35

** . Correlation is significant at the 0.01 level (1-tailed).

It can be said that there is a significant improvement of students' reading comprehension after they were taught by using pictures as the teaching media and Collaborative Learning as the teaching method.

From the results of pretest and post test, it shows that there is significant increasing of the students' scores; therefore, it can be said that the use of pictures and collaborative learning are effective in teaching and learning process of reading skill.

In the pretest the students faced some mistakes when they answered the questions, mostly in inferential meaning where the students should determine what the text means; and evaluative meaning what the text is telling about the world outside the story. For the literal meaning, most students could answer them correctly.

After the treatment, it shows that the use of picture helps the students in taking the first image of the vocabularies that they are going to find and things in the reading they are going

to read. Then, the good cooperation among the students in their group helps them to solve the problems of comprehending the text by helping each other to understand the vocabularies, share information, correct each others, and give suggestions. As (Johnson, D; Johnson, 1994) suggests that Collaborative Learning can motivate students to learn English actively, learn the language not only with their teachers but also with another students in the group, and also make the teaching learning process in the classroom more naturally due to freedom in expressing and giving their ideas and opinions during the teaching learning process.

Indeed, it is concluded that using pictures and applying Collaborative Learning in teaching and learning process can give lots of help for the students to understand the content of the subject in their reading without feeling anxious and afraid of making mistakes. Therefore, the researcher concluded that by using both pictures as the teaching media and Collaborative Learning as the teaching method could improve the students' reading comprehension and make the students have more interest in expressing their opinions.

V. CONCLUSSION

The main objective of this classroom action study was to improve the students' reading comprehension skill of the seventh grade students of SMPN 267 Jakarta. The use of pictures and the application of Collaborative Learning become the media and method for improving the students' reading comprehension.

Based on the results of the data analysis and discussion, the researcher concludes that there is a significant improvement of the students' reading comprehension showed from the pretest and posttest after the use of pictures and application of Collaborative Learning. Pictures are used to improve students' interest and motivation in reading the text. The advantages of using pictures are easy to understand students. The picture is very simple and easy to use because images can create a relaxed atmosphere, so the students can enjoy the class, make students interested and active in answering questions; and the Collaborative Learning is applicable to encourage the students to improve their comprehension in reading.

Teaching and learning process using pictures in Collaborative Learning makes the students are able to share ideas and opinions

by discussing and having self-correction to understand the reading text. The students are freely discussing the reading text with their friends in groups, so all difficulties in comprehending new words and misunderstanding of the whole text can be decreased. As the result, the students can easily get the meaning of the whole text and comprehend the ideas of the text. As suggestions, the researcher recommends that the English teachers can use these pictures in Collaborative Learning to improve the students' reading comprehension because by using both the students can get more understanding of the reading text and answering the questions better. Though, the choosing of the topic of reading text should be real and close to the environment of the subjects in order to make the discussion run well. More over, the effectiveness of using images can be achieved because students are more attractive.

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