

USING TEXT-RELATED PICTURE TO INCREASE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT

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***Abstract:** Reading as one of the language skills needs to be developed at various levels of education so that students are able to understand the contents of the reading well, especially texts that use the English language. This study aims to discuss one way to solve students' problem in reading descriptive text which is by using text-related picture. The text used is descriptive text. In this activity, the teacher shows the picture that is related to the text that will be given. The teacher asks the students about the pictures and brainstorms their knowledge about the picture. Therefore, it is expected to the English teachers to be able to develop the students' reading skill by using the right strategy so that the students can understand the English reading texts quickly and easily. Through this image media teachers can guide students to the text to be learned. Finally the authors hope this paper can be useful for English teachers as an alternative strategy applied in teaching reading.*

***Keywords:** Reading Comprehension, descriptive text, text-related picture*

INTRODUCTION

Reading English is learned from a basic level (first grade of high school) to a high level (university) of Indonesia students. The goal of teaching reading is to enable students to grasp the information as much as possible from the text, most commonly it can be reached by having good reading skills, such as by involving previous knowledge and experience about the content of text in comprehension. Teaching reading is meant to enable the students to read and to comprehend the text.

Based on the Competence – Based Curriculum of English at Junior High School students need to know various genre or kinds of texts (descriptive, narrative, report, procedure, and recount texts). Each kind of texts is developed by certain generic structures that make reader and writer understand and comprehend the purpose of the text.

The fact based on the writer's experiences the students face problems in comprehending various kind of descriptive text. It assumes that the problem is mainly caused by some

factors. The first factor is from the students. It is about student passiveness toward reading. The students do not have motivation in reading text. Most of the students are not interesting in studying reading. They feel bored in reading descriptive text comprehensively. It is accepted that motivation will influence the students' reading habit. It will make them passive in reading text. Therefore, the students usually ask permission and do something while the learning process in reading class that is going on. They are not curious to read and explore more details information from text. These facts could be seen in reading activities especially in reading descriptive text in the learning process. It means that their comprehension about the text in learning process is far from the expectation.

The second factor is about the students did not activate their background knowledge and try to relate them with the new information provided. Because of that, they are not able to comprehend the message from text well. During reading activities, some students said that they did not understand and comprehend the

content of descriptive text. In other words, the students' comprehension English reading skill in term of knowledge about structure. Many students are complaining or difficulty in understanding and comprehending the text because they have poor knowledge of structure of text. Since they do not have knowledge about the structure, they difficult to some information from the text such as topic, main idea, supporting details, and the conclusion of the content of the text. They did not know how to take the idea of the reading descriptive text. When the teacher asked them to read text and answer the questions following each, they could not answer those questions correctly. So, they do not know how to find the answers of the questions based on the text.

The third factor is related to teacher's techniques of teaching reading, which are not variation, monotonous activities, and lacked of aids to help students comprehend the text easier. Usually teacher asks the students to read the entire page by reading it. Then the teacher explain the difficult words if there any. They feel bored because the technique or

strategy that used by teacher in teaching reading is not interesting.

Based on the problem above, the teachers can use media. It is easy for the students to understand the texts by using media. There have been several common media that can be used. One of them is picture. The picture given by the teachers have to relate with the texts. The teachers show the picture and discuss it with the students. Text-related picture is considered to help students comprehend the descriptive text because in text-related picture that would help students find the generic structure of descriptive text and picture also presumed to attract students attention, motivation, and interest toward reading material as well as improve their reading comprehension.

Based on the explanation above, the teacher finds that picture to make students interesting and motivating to study English. In addition, it would be helpful for students to comprehend the content of the reading text.

REVIEW OF RELATED LITERATURE

1. Reading Comprehension

Getting meaning from the text that the readers read is not a passive process, but it is an active process that the readers do by using their background knowledge in reading text. Sheng (2000) states that reading is a process of communication from the writer to the reader. It is the process of recognition, interpretation, and perception of written or printed material. It involves the recognition of letters, words, phrases and clauses. It means that everybody who wants to be able to read fluently, have to develop their reading ability and over time that had a lot of exercises. Comprehension of anything can be highly individual. Each individual has different set of experience that affects his comprehension.

Furthermore, he also adds that comprehension has two common senses. The first narrow sense denotes the mental process by which the listener takes the sound uttered by a speaker and uses them to construct an interpretation of what they think. It is more complex psychological process, and includes linguistic factors, such as phonological, morphological, syntactic, and semantic element, in

addition to cognitive and emotional factors.

It means that comprehension is an interpretation that the readers, think when they are reading. By having reading comprehension from the text, the reader can get information from the text. It is also important to express again the content of the text what the readers have read.

Gunning in Casper (2007) identifies three main theories of reading comprehension. They are; (1) Schema Theory (It defines as the organized knowledge the one already has about people, places, things and events. It also involves an interaction between the reader's own knowledge and the text, which results in comprehension), (2) Mental Model Theory (This model can be thought of as a mind movie created in one's head, based on the reading content. It is constructed most often when a students in reading fiction), (3) Proposition Theory (This model involves the reader constructing a main idea or macrostructure as they process the text).

In addition, gunning in Casper (2007) also states four main types of comprehension strategies. They are:

(1) Preoperational (This strategy can activate prior knowledge about a particular topic. It is used to get students' thinking about the topic they are about to work on), (2) Organizational (This strategy is as the process of selecting important details and building relationships from them. It includes identifying the main idea, topic sentence, the purpose of the text, general information, detail information, generic structure and summarizing), (3) Elaboration (This strategy is as an additional processing of the text, by the reader, which may increase comprehension. It involves forming connections between the text and the reader's background knowledge of the subject), (4) Monitoring (This strategy is a being aware of one's own mental process when reading. It involves a great deal of the independent thinking).

Finally, related to all opinion above, it can be concluded that in reading comprehension there are some aspects that the readers should get from the text they have read. They are topic, main idea, and purpose of the text, general information, specific information, and generic structure.

2. Descriptive Text

Based on 2006 curriculum in Indonesia, one of type genre that is taught in junior high school is descriptive text. Those are person, place, and thing. The text that described person usually describes shape of body, attitude, habit, age, activity and family. Furthermore, place usually describes about location, size, and content. Then, thing usually describes shape, location, density, contents, size, weight, height, width, and so on.

So that, descriptive text is kind of text that gives illustration or to represent person, place or thing in detail, so the readers can visualize or imagine about the object is being described. In reading descriptive text, the writer tries to bring up imagination side of the readers. So when the readers read about a place that is being described in descriptive text, it seems as if they are on that place.

Moreover, Abisamra (2001), descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object is being described. By reading a descriptive text, the readers will create their sense of impression and get a

clear picture of the object which is described. In addition, description is used to describe an object and make it clear to the readers, so that they can imagine the object which is described clearly like the real one.

In conclusion, descriptive text is kind of text which states, portrays, or describes something, like a person, place and thing. The purpose of the description is simply, that is to describe to directly present things. Here, the writer has an image of something or someone in his/her mind and the readers as a person who involved in the object which is described by the writer. The generic structures of descriptive text are: identification (identifying phenomenon to be described) and description (describing parts, qualities and characteristics). While the lexicogrammatical features are: focus on specific participant, use of attributive and identifying process, use adjective to explain noun and use the simple present tense.

3. Text- Related Picture

Picture can build questioning stages to arise students' interest and curiosity. Pictures are visual materials

that can be used to motivate students in learning a language. Honey field in Felma (2007) states the picture are visual materials that can be used to motivate the students in learning language. Using language and picture are two ways of communicating the teaching and learning. By using pictures the students will write there composition based on the pictures that interest them. Through pictures students can be shown people, place, and things. Picture can also represent images from ancient times or in the future.

Therefore, pictures encourage students to read. The selection of picture is important to keep the students' motivation. Pictures to selected are not only relevant with the students interest and age but they should also be fun a truly self motivating and have much visual information.

The method that will be used in teaching reading comprehension of descriptive text is text- related picture. Text related picture will help the students to comprehend the descriptive text.

4. Teaching Reading Comprehension

The teacher plays the most determining role in the teaching learning process. In teaching learning process, especially for teaching reading, the teacher should do some stages. Brown (2004) suggests there should be three phases to the teaching of reading. The first phase is pre-reading. Pre-reading phase involves introducing the topic and preparing students for the text. At this stage students can bring their best of knowledge and skills to a text that they are going to read. The goals of pre-reading activity are to increase concentration, imagination, motivation and also give students a sense of purpose and a reason for ending before they gain the new information.

In addition, Stoller, (2005) suggests that various techniques used in pre reading activities are: (1) Brain Storming, (2) Semantic Mapping, (3) Study the Lay Out or Previewing, (4) Scanning, (5) Skimming, (6) Considering New Vocabulary.

In conclusion, there some techniques and activities can be use in pre reading activities. Each techniques and activities can help students in understanding and comprehending the text.

The second phase is whilst-reading. In whilst-reading phase students are provided with a set of instructions to give them a purpose for reading and to serve as a guide for them as they read. In addition, Stoller (2005) explains some technique in teaching reading to students to use at whilst reading stages. Some technique should be used in whilst reading activity such as: (1) Highlighting, (2) Finding Specific Information, (3) Predicting, (4) Taking Note, (5) Determining What Happen in the Text.

The third phase is post-reading. In post-reading phase students are given short comprehension questions, vocabulary work opportunity for discussion of the topic and the author's reasoning, and summary writing assignment. The purpose of this last phase is to help students develop and clarify their interpretation of the text they have already reading in printed text. In conclusion, there are three phase of reading, pre, whilst, and post phase. Each has some stages and activities should be done by the teacher. The teacher can choose one of the better

strategies in each phased based on the topic of the lesson.

METHOD OF THE RESEARCH

This study was literature study research. It was conducted by finding reference to the theory relevant with problems found.

Place of Study

This research was conducted at SMAN 2 Bengkalis, Riau Province.

Data Collection Method

In collecting the data, the author used primary data by doing observation. Secondary data was obtained from journals, documentation books, and internet.

Documentation

Documentation is a method to find documents or data through newspaper articles/ magazines, journals, libraries, brochures, documentation books as well as through the electronic media in the internet, which is related to this research.

Literature Study

This study used sources, journals, documentary books, internet and library for finding the data.

Observation

Direct observation was used at SMAN 2 Bengkalis. The process of studying English became one of the data of this research.

Data Analysis Method

The data were analyzed by using descriptive analysis method. Descriptive analysis method was done by describing the facts which followed analyzing, understanding and explaining the discussion related in the reference theory of the research.

DISCUSSION

1. Teaching Reading Descriptive Text by Using Text-Related Picture

In teaching reading comprehension to junior high school students, the teacher should give the picture to that is related to the text in order to make students easier in comprehending the text. There are several kinds of text that the students should be mastered by the students in this curriculum; they are descriptive, recount, report, procedure, and narrative text. Descriptive is one of the text types that are learnt in junior high school. Descriptive text is the text that is used to describe a particular person, place, or thing. In descriptive text,

especially describing person the teacher chooses a picture of a famous person such as, Agnes Monica. While, to describe place the teacher use the picture that is describing common room like, classroom, teacher room and etc. Then, in describing thing the teacher choose a picture of animal such as, cat, dog, etc.

a. Preparation

To improve the students' reading comprehension in understanding of the texts, it needs innovation and creation to motivate them while learning reading skill. Therefore, the teachers need to prepare the material and interesting media that can help them in teaching.

1. Material

Based on Tomlinson and Masuhara (2004) there are some criteria that can be used by the teachers to select the teaching material; the texts should engage most of the target learners cognitively and effectively, the texts should be comprehensible to the target learners, the students should be able to connect the texts to their lives, the students should be able to connect the texts to their knowledge of the world, the

emotional level of the texts should be suitable for the age and maturity of the target learners, the texts should give contributions to the personal development of the learners, and the texts should be appropriate with the curriculum.

The material that can be used in teaching is the appropriate materials that will be learned by the students. In selecting the material, the teachers have to see the syllabus first as a guide for them in teaching. Instead of that, the materials that will be taught by the teachers have to appropriate to the curriculum. Based on curriculum for junior high school, there are two kinds of monologue texts used for teaching English from the first grade. The texts are descriptive text, and procedure text.

In preparing the material, the teachers should know the types of texts that they are going to teach. In teaching descriptive text, the teachers have to have some interesting objects that will be described by the students. For example; places, animals, person, etc. The teachers should prepare

the material well when they want to teach the texts. Appropriate material will make the teaching process successful.

2. Media

Media is the essential and important parts that must be made in instructional design. As a tool for language learning/teaching, media have undoubtedly always facilitated for both instructed and no instructed learners. Gutschow in Novriza (2010) states that media have four general purposes; Media can help to simplify the teaching process, and they can help to perfect it, machines allow the teachers practice the principle of object teaching and illustration, by media the use of mother tongue of the students can be reduced, media are instruments of motivation if they are used in such away as to stimulate learning.

Besides preparing well material, the teachers also need the interesting media that will be used in the teaching process. In selecting the media, the teachers have to be creative. The media that will be used by the teachers have to be interesting for the

students. For example; picture. The teachers can use this picture to teach reading. Before they give a model of texts to the students, it is better for the teachers to show the picture that related to the texts first. For example; in teaching descriptive text, the teachers show the picture of person, thing, and place. So, it is not difficult for the students to comprehend the text that will be given in whilst-teaching activity by the teachers.

b. Teaching Procedures

Like the other teaching, this strategy has some steps in implementing the teaching learning process, which have to be obeyed by the teacher. Generally, the activities in teaching learning process are divided into three phase, pre-activity, whilst-activity, and post activity.

Example 1: Describing person

1. Pre- Teaching activity

The teacher will give pictures that are related to the text and ask the students to answer some questions and describe the pictures itself.

The steps are:

a. Greetings

- b. Reviews the previous lesson
- c. Checks homework
- d. Leads the students to the new topic
- e. Teacher shows person picture and give questions

Questions:

- 1) Who is she?
- 2) What come to your mind if you see this picture?
- 3) What does she look like?
- 4) What does her eye look like?
- 5) What does her nose look like?
- 6) What does her lips look like?

2. Whilst -Teaching Activity

In this step, the teacher will show one text to the student that is related to the picture that is given by the teacher. The teacher will ask the student to read and comprehend the text. Then, the teacher read the text and continues by the students. And teacher gives some questions that related to the text.

The steps are:

- a. The teacher shows another picture that is related to the text that will be given.

- b. Teacher shows the text about my Diva.

My Diva

Agnes Monica is a famous pop singer. Most people in Indonesia know her.

She certainly looks like an angel.

She is tall, slim and beautiful. Her hair is black. She has small eyes, pointed nose and thin lips. She wears fashionable clothes, its color is grey.

Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity.

- c. Teacher asks the student to read the text.
- d. Teacher points some of student to read aloud.
- e. Teacher asks students difficult word.
- f. Teacher explains about descriptive (generic structure; identification and description).
- g. Teacher gives the students some questions based on the text.

- 1) What is the title of the text?
- 2) What kind of the text?
- 3) What are the generic structures on the text?
- 4) Who is Agnes Monica?
- 5) Who is my diva?
- 6) What does she look like?
- 7) What about her body?
- 8) What does her nose look like?
- 9) What does her hair look like?
- 10) What does her eye look like?
- 11) What does her lips look like?
- 12) What does she wear?
- 13) What is the purpose of the text?

3. Post – Teaching Activity

- a. Teacher and students conclude the lesson.
- b. Teacher give homework to the students (try to read descriptive text about someone)
- c. Teacher closes the lesson.

Example 2: Describing Animal

1. Pre- Teaching activity

The teacher will give pictures that are related to the text

and ask the students to answer some questions and describe the pictures itself.

The steps are:

- a. Greetings
- b. Reviews the previous lesson
- c. Checks homework
- d. Leads the students to the new topic
- e. Teacher show the picture and give questions

Questions:

- 1) What picture is it?
- 2) What come to your mind if you see this picture?
- 3) What kinds of animal? Wild or pet?
- 4) Do you have pet in your house?
- 5) What does your pet look like?
- 6) What does its nose look like?
- 7) What does its ears look like?
- 8) What does its eyes look like?

2. Whilst - Teaching Activity

In this step, the teacher will show one text to the students that is related to the picture is given by the teacher. The teacher will ask

the student to read and comprehend the text. Then, the teacher read the text and continues by the students. And teacher gives some questions that related to the text.

The steps are:

- a. The teacher shows another picture that is related to the text that will be given.
- b. Teacher shows the text about my manizz

My Manizz

Manizz is one of my pet. It is a cat. It is a male cat. It likes to drink milk and eat fish. I always give it drink and food every day.

Manizz is a cute cat. It has two small ears, two blue eyes, and a flat nose. It has mustache under its nose. Manizz has nice black body. Its body is small, because it stills a baby cat. Manizz has four legs. It has special color in its legs. It is white. Besides that, manizz has cute and small tail. Its tail always shaky. It likes to play ball. In the night it always sleeps beside me. I love manizz so much.

- c. Teacher asks the students to reads the text.
- d. Teacher points some of students to read aloud.
- e. Teacher asks students difficult word.
- f. Teacher explains about descriptive (generic structure; identification and description).
- g. Teacher gives the students some questions based on the text.
 - 1) What is the title of the text?
 - 2) What kind of the text?
 - 3) What are the generic structures on the text?
 - 4) What is manizz?
 - 5) What is manizz sex?
 - 6) What does manizz like to drink and to eat?
 - 7) What does manizz like to drink and to eat?
 - 8) Is manizz cute?
 - 9) Who always feed manizz every day?
 - 10) What are manizz characteristics?
 - 11) How many legs does manizz have?
 - 12) What does its tail look like?

13) Does it like to play foot ball?

14) What is the purpose of the text?

3. Post - Teaching activity

- a. Teacher and students conclude the lesson.
- b. Teacher give homework to the students (try to read descriptive text about something)
- c. Teacher closes the lesson.

Example 3: Describing place

1. Pre- Teaching activity

The teacher will give pictures that are related to the text and ask the students to answer some questions and describe the pictures itself.

The steps are:

- a. Greetings
- b. Reviews the previous lesson
- c. Checks homework
- d. Leads the students to the new topic
- e. Teacher shows picture and give questions

Questions:

- 1) What picture is it?
- 2) What come to your mind if you see this picture?
- 3) What does it look like?

- 4) How many doors does it have?
- 5) How many windows does it have?
- 6) What color is the table?
- 7) What color are the walls?

2. Whilst-Teaching Activity

In this step, the teacher will show one text to the students that is related to the picture is given by the teacher. The teacher will ask the student to read and comprehend the text. Then, the teacher read the text and continues by the students. And teacher gives some questions that related to the text.

The steps are:

- a. The teacher shows another picture that is related to the text that will be given.
- b. Teacher shows the text about my classroom

My Classroom

I want to tell you about my classroom. My classroom is next to the school library. It is a big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some

pictures on them. There are twenty tables and forty chairs. Teacher asks the students to read the text.

- c. Teacher points some of students to read aloud.
- d. Teacher asks students difficult word.
- e. Teacher explains about descriptive (generic structure; identification and description).
- f. Teacher gives the students some questions based on the text.
 - 1) What is the title of the text?
 - 2) What are the generic structures on the text?
 - 3) What kind of the text?
 - 4) What is my classroom?
 - 5) Where is my classroom?
 - 6) What does it look like?
 - 7) How many doors and windows does it have?
 - 8) What color are the doors and windows?
 - 9) What color are the walls?
 - 10) What is the purpose of the text?

3. Post - Teaching activity

- a. Teacher and students conclude the lesson.

b. Teacher gives homework to the students (try to read descriptive text about place).

c. Teacher closes the lesson.

2. The Advantages and Disadvantages of Text- Related Picture

1. The advantages

Pictures are visual materials that can be used to motivate students in learning language. Romizonsky in Novriza (2010) adds that one the effect of pictures is the student cans easily to comprehension the text. They help to focus attention and to develop critical/judgment. The advantages of using pictures are various. They are not only popular and interesting for all ages, but also give necessary variation in learning situation. Vernon in Novriza (2010) explains that there are some advantages to use picture in learning process there are:

a. Pictures are in expensive and widely available.

b. They provide common experiences for an entire group.

c. Pictures can help to prevent and correct misconceptions.

d. Pictures offer stimulus to further study, reading, and research.

e. Visual evidence is a powerful tool.

f. They help to focus attention and to develop critical/judgment.

From those definitions above, it can be concluded that picture can be made clearer by the omission of irrelevant detail, so focusing the students' on those points it is one of important media for teachers and students in reading process because it's better to supply a well planned illustration than ask to ask students to discover their own.

2. The disadvantages

Besides the advantages, text- related picture also has disadvantages. It is not easy to find the picture that is closely related with the text. The teachers most seriously in finding the picture that really related with the text because it is hard for them to find it.

CONCLUSIONS AND SUGGESTIONS

1. Conclusion

In conclusion, from all of explanation above the writer concludes that text- related picture as an important role in teaching and learning process especially in teaching reading comprehension in the classroom. Text – related picture can be interesting media for teaching reading comprehension. Then, teaching reading comprehension by using text- related picture can apply in three stages; pre, whilst, and post. By using text- related picture teacher can also create enjoyable classroom atmosphere.

2. Suggestions

It is suggested to the teachers to find interesting media for teaching reading comprehension. It is easy for the students to understand the texts by using media. There have been several common media that can be used. One of them is text- related picture. By using text- related picture, the teachers can exploit variations of picture from some sources like picture from the calendar or picture from the internet.

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