THE EFECTIVENESS OF PICTORIAL READING IN IMPROVING STUDENTS' READING INTEREST TO THE 7TH-GRADE STUDENTS OF MTS N 1 GROBOGAN IN THE ACADEMIC YEAR 2022-2023

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ABSTRACT

This research was conducted to know the effectiveness of using pictorial reading in improving students' reading interest in MTS N 1 Grobogan. This research was a quantitative design method with a quasi-experimental design. There were 2 classes used in this research, the experimental group which was taught with pictorial reading, and the control group which was taught without pictorial reading. The result of this research shows that there was a significant difference between both classes. It can be seen from the data analysis by using a t-test. T-value is 11,3430600014, with a level of significance of 5% with df 58, the t_{table} is 2,001. It shows that t-value>t-table. So, Na is rejected, and Ha is accepted. The mean of students' post-test scores in the control group was 62,83, and the mean of students' post-test scores in the experimental group was 80. So, it can be concluded that there is a significant difference between the students' reading interests who were taught with pictorial reading and the students' reading interests who were taught without pictorial reading.

Keywords: *Reading, Reading Interest, Pictorial Reading, Descriptive Text, Teaching*

INTRODUCTION

English is an international language that must be mastered by everyone. English is the most widely spoken language by more than 400 million people worldwide. In the global era like today, more and more developments will occur in this world that require International Language as a unifying language, this is used for such as international trade, cooperation between countries, meetings or communication at the world level which certainly requires one language as a communication tool. that is English.

There are four very important aspects in English, namely listening, speaking, writing, and reading. each individual has different strengths and weaknesses, therefore the level of difficulty they have in learning English is certainly not the same, including difficulty in communicating, difficulty in understanding grammar, or lack of vocabulary.

Slamet (2009: 2), listening is a receptive language activity in a conversation activity that is carried out with listening media (audial), and viewing media (visual). Speaking helps people communicate with each other. Speaking, especially in English, we have to take attention to how to pronounce our words well. Speaking is a very important skill of language skill. Speaking is related to Reading and Writing skills directly. Brown and Yule (2007), explain that speaking is an activity to express our thoughts on something and pronounce it in the term of sounds from our mouth.

Reading some texts or sentences in English, such as procedure text or descriptive text, it will help us to know and understand clearly about the structure of words in the English language. We will also learn a lot of English vocabulary. Moreover, we will also get new vocabulary just by reading English texts. Dalman (2014: 5), stated that reading is something that people do to find information

or meaning from the text being read. So, reading is a thought process with the aim of understanding the contents of the text read. Writing skill can be defined as the most difficult skill because this skill includes knowledge of grammar and other knowledge, such as punctuation, sentence structure, vocabulary, etc., carefully because if something is wrong in writing, it will affect the meaning.

In the previous explanation, it is said that reading is an activity to get information with a thought process that will improve the ability to understand vocabulary, grammar, punctuation marks, etc. so, through reading, a person can improve his language skills directly. For example, if someone reads a fairy tale called Snow White, then he will automatically recite or make sounds from the writing in the fairy tale book, it means that speaking activities are being carried out, and at the same time listening activities will automatically occur. When reading too, consciously or not, the brain will process the writings in the reading, such as letters, words, clauses, sentences, paragraphs, punctuation marks, colors, shapes, storyline, text type, etc., so that person will understand how the writing was written.

According to Johnson (2008:3), reading is the practice of using text to make meaning. It can be concluded that through reading activity, people can get the meaning that is implied in the reading that is read and make extensive insight. Mikulecky (2011:5) says that reading may be a complicated acutely aware and unconscious cognitive operation that is understood by the reader through various strategies, supported by the knowledge of the reader through the text that has been read before. To make Reading a habit is a very difficult thing to cultivate. Reading is an activity that is easy to do but difficult to

become a habit. The habit of reading has not been entrenched in society, especially among students. The love of reading is not hereditary. A hobby or habit of reading can be obtained through normal habituation and continuous practice. Students are still reluctant to read because they do not feel reading is necessary. They still think that reading is an obligation. Most students want to read if there is an order from the teacher or if there will be a test. Very few students use their spare time to read in the library or just at home to take advantage of their free time.

Reading interest is a strong desire accompanied by someone's efforts to read. Alshumaimeri (2011) stated that reading is a crucial skill in learning and communication. To enjoy the reading process, students need to be firstly interested in it. Interest in reading is very important because, in order to be able to understand the content of reading a text, a person needs to have an interest in reading first. Without interest, it will be difficult to understand the explanation included in the text, especially if the text is in a foreign language with a plain face or without colors and images that will make the reader feel bored and even confused about the contents of the text.

The researcher conducted a survey about students' reading interests before doing the research. From the survey that has been conducted by the researcher, it was found that the 60 students who were the sample in this research had less interest in reading, even very less. This is known from the options they answered in 20 questions regarding reading activities. On the question of how often the students read, most of them chose the disagreement option. This means they rarely read. On the other questions about reading that is boring, wasting time, and preferring to do other activities than reading, most of them

answered to agree option. The percentage of answers from number 1 of 20 questionnaires regarding interest in reading, the survey in the form of statement is, "I am the person who likes to read." and most of them answered disagree with the percentage of 83,6 %. The percentage of answers from number 5 of 20 questionnaires regarding disinterest in reading, the survey in the form of the statement is, "I rarely read books." and most of them answered agree with the percentage of 83,6%. From the survey that has been conducted by the researcher, it can be seen that the students' reading interest in the seventh-grade students of MTSN 1 GROBOGAN, especially in the 7F and 7G is still very low.

To increase students' reading interest, teachers and parents have a very important role. First, parents have a role in guiding students to be diligent in reading at home. Teachers have a big role because parents have high hopes for student learning outcomes at school. Therefore, the teacher must be able to provide an optimal way to be used as a reference for students' interest in reading. Students in junior high school often find problems in learning to read, especially in narrative texts. Students have problems when studying narrative text especially because they find it difficult to get the right book. (Marchand-Martella & Martella, 2010).

Brown (2004, p.180) says that using several teaching media models is believed to be able to support teachers in improving student learning competencies. Some of these media are a means of communication between teachers and students to deliver innovative learning materials.

Thus, the researcher used visual media in this research, the researcher uses picture text or pictorial reading because one way to optimize students' interest in reading is to provide interesting reading books, such as pictorial readings. Because of the problem found in the school, the researcher gives a pictorial reading model with the hope that the model will improve students' reading interest.

Pictorial reading is reading or text that has many pictures related to the story. The Picture itself is a two-dimensional work of art to explain something. The universe is an inexhaustible source of object inspiration to draw. Objects in nature can include flora, fauna, and natural objects. According to Budi (2020), a picture is a combination of points, lines, fields, and colors that are useful for explaining something. While text or reading is a sheet of paper containing writing on various topics. Text is an arrangement of words used to provide information and explain meaning from the writer to the reader. According to Alex Sobur (2004), the text is a series of characters that are connected from the sender to the recipient by using media or in the form of a certain code.

Picture books tell their stories with colorful and attractive pictures. Most people remember picture books as the books that made us fall in love with reading for the first time. Trough the colorful and creative pictures in the text will make students feel more interested and curious about the story. Thus, it is one of the good media to improve students' reading interest.

A popular picture book from the United States, Theodor Seuss Geisel, known as Dr. Seuss, made 46 children's books. Dr. Seuss had, who is a famous author, prepared some books which have high-interest stories. Those books can be used in increasing reading skills. (Wolf & Baker, 2012, p.172). The texts to be a tool for students to improve their reading interest can be found on the internet or

on a trusted website, but teachers can also make their own and adjust it to the literacy achievements that students must have.

Research about the use of pictorial reading in teaching reading for junior high school students is still rare based on observation about this topic, especially in Indonesia. So, the researcher will do an investigation to prove that the use of pictorial reading in the classroom is beneficial. This research focuses on investigating the use of pictorial reading in helping junior high school students to improve their reading interests. This research also aims to discover the student's responses to the use of pictorial reading in teaching reading for junior high school students.

REVIEW OF THE RELATED THEORIES
Teaching

According to W. Gulo (2008), teaching is an attempt to impart knowledge and practice skills through various means. This can be done by the teacher directly teaching in the classroom or it can also be done by using learning tools. Philip W. Jackson stated that teaching is a face-to-face encounter between two or more people, with the teacher who is aiming to influence the students. The process of teaching contains many aspects, such as curriculum, learning materials, regulations, and others.

From the explanation above, teaching is an activity in which the smarter one gives her or his certain knowledge to the other. Teaching is an activity of transferring knowledge or the process of delivering something done by the teacher to students. In this era, teachers are required to have adequate teaching skills. Teaching cannot be done haphazardly, teachers in Indonesia must have sufficient expertise and take special education

to be called professional teachers who will be able to provide knowledge that is definitely beneficial to students.

Reading

Somadayo (2011: 4) explained that reading is an activity to understand the content and meaning of the text. While Jain (2008:20), defined that reading could be an advanced ability involving variety of coinciding operations. This agrees with what the experts explain. According to Grellet, reading is a vigorous talent. It perpetually involves supposing, predicting, checking, and asking oneself queries (Khoiriyah:2010:1). Jeremy Harmer (2007:99) mentioned that reading is helpful for language obtaining. The more a person reads, the more he understands it, as long as students additional or less perceive what they're reading.

Based on the explanation, reading is uttering the sound symbol and then interpreting the message in the reading itself. Reading gives an impact on students' knowledge about vocabulary, pronounciation, and writing and the effect is positive. Reading itself combines eyes to read the text, lips to say the words, and ears to listen. This reading activity has a specific purpose depending on the reader himself. Understanding everything in the reading text to develop the reader's intellectuality is the primary objective of the reading itself.

Reading Interest

Interest in reading is a very deep interest in activities reading, which serves to add insight to the readers or just to meet the needs of the readers themselves. Wahadaniah (in Artana, 2016, p. 8) argues that, reading interest is a strong and deep concern accompanied by feelings, the reading interest will bring enjoyment to the reader in reading activities and make the reader read the text on

his own volition or an external impetus. Interest reading has an effect on improving reading skills one's understanding. In fact, reading interest is needed. Because, someone will read earnestly without being forced, If you have a high interest, it is expected that you will achieve your ability high understanding.

Reading is a crucial skill in learning and communication and to enjoy the reading process, students need to be interested in the reading itself, firstly. Reading interest is really important because in understanding the content of the text, a person needs to have an interest in reading first, without it, it would be really difficult for them to know the content. Especially, when reads a text which have foreign language, it will be more difficult to understand, at least we must have an interest in reading, so, it would be easier.

Pictorial Reading

Mitchell (2003: 87) stated that picture story books are books in which there are pictures and words, which do not stand alone but depend on each other to form a unified story. Kartini (1995) explained picture stories as an embodiment of something (a person, object, or scene) as a piece of art that depicts events, stories, or situations. According to Symonds (1999), a picture story is made of an imaginative process of comprehensive study in children. He said that the most widely used method was a group of pictures that clarifies the story.

Pictorial reading is a text that contains interesting and colorful pictures according to the story contained in the reading of the text. A picture book generates meaning through pictures and words. pictures show and words tell from which children usually create meaning through two modes of communication.

From the explanation, the picture book is a supportive activity and picture book develops early literacy skills. So, the writer defines that picture reading as a very fun activity that has several benefits, namely developing observation skills, visual thinking, reading confidence, and analyzing skills. In reading, pictorial reading can be used as a tool in supporting teaching and learning process. Picture reading can be used to produce the creativity of students' imagination, especially in reading.

METHODOLOGY

This research examined how pictorial reading affected students' reading interests. This research used a quantitative method with a quasi-experimental design. There were two classes, they were the experimental group and the control group. This research was quasi-experimental that was a method which involved an experimental group that was given pictorial reading treatment with the other group that acted as a control. The procedures used in this research were pre-test, treatment, and post-test. This research used purposive sampling which was a technique of sampling that provided a grid or boundary based on certain criteria that were used as a research sample. In this research, the researcher used purposive sampling because this sampling technique tends to have higher sample quality, the other reason was that it was suitable for this quantitative research, or research that doesn't do generalization. The test given was a multiple-choice test with 25 questions. This test was given for the experimental class and the control class of the seventh-grade students of MTS N 1 Grobogan. This research used some formulas in analyzing the data, these are as follows:

Scoring Test

If the student gets grade A with the score 90-100, it was classified as excellent category. If the student gets grade B with the score 80-89, it was classified as Good category. If the student gets a grade of C with a score of 70-79, it was classified as an Adequate category. If the student gets a grade of D with a score of 60-69, it was classified as an Inadequate category. If the student gets a grade of E with a score below 60, it was classified as a Failing category.

Find the Mean

Finding the mean of pre-test

$$Xo^1 = \frac{\sum x^1}{N}$$

In which:
Xo^1: the mean of the pre-test
$\sum x^1$: the sum of the pre-test score
N: the total of the students
Finding the mean of the post-test
$$Xo^2 = \frac{\sum x^2}{N}$$
In which:
Xo^2: the mean of the post-test
$\sum x^2$: the sum of the post-test
N: the total of the students

The Percentage of Achievement before Given Pictorial Reading Treatment

$P = \frac{F}{N} \times 100$

In which:
P: percentage of achievement
F: total score
N: the total of students

Calculated the Difference

$d = X\mathrm{O} - Xe$

In which:
d: gain
$X\mathrm{O}$: post-test score
Xe: pre-test score

Calculated the Mean of the Difference

$$Md = \frac{\sum d}{N}$$

In which:
Md: the mean of gain
$\sum d$: the sum of gain
N: the number of the students

Calculated Deviation

$$SD = \sqrt{\frac{\sum d^2}{N-1}}$$

In which:
SD: Standard Deviation
Σd^2: Sum of the Gain

Calculated the Sum of Quadrate Deviation

$\Sigma x^2 d = \Sigma d^2 \frac{(\Sigma d2)}{N}$

In which:
$\Sigma x^2 d$: the sum of quadrate deviation
Σd^2: the sum of gain
N: the number of the students
$N-1$: the number of Students

Calculated Standard Error

$Sx = \frac{SD}{\sqrt{N}}$

In which:
Sx: the standard error
SD: the standard deviation
N: the number of the students

Calculated the T-test

$$T = \frac{x^2 - x^1}{Sx^1 - x^2}$$

In which:
T: T-test
x^2: the mean of the post-test experimental group
x^1: the mean of post-test control group
$Sx^1 - x^2$: the standard error of the difference between the mean of each group

FINDINGS AND DISCUSSION
Findings

In this research data description point, the researcher conducted pre-test and post-test to the experimental group and the control group. Before the treatment given, the experimental group and the control group were taking a pre-test to know how far their interest in reading. After the treatment was given, the experimental group and the control group took a post-test to find out whether the treatment was effective or not. The experimental group was given a pictorial reading treatment and the control group was given the conventional treatment.

There were 30 students in the experimental group. From pre-test scores result, it showed that there were 16 students who get scores below 60, 10 students who got scores between 60-69, 3 students who got scores between 70-79, 1 student who got a score between 80-89, and there were no students who got scores between 90-100. In the control group, there were also 30 students. After getting the pre-test, their scores were calculated. There were 13 students who got scores below 60, 14 students who got scores between 60-69, 3 students who got scores between 70-79, and there were no students who got scores between 80-89 and 90-100.

After conducting a pre-test, the researcher applied the treatment to the experimental group and the control group. In the experimental group, the researcher started the class by showing a picture and asked students to guess the character of the picture. The researcher then gave some printed materials about the descriptive text that was a topic for the learning activities and the pictorial reading description. The researcher stood in front of the students and explained the descriptive text and asked one of the students to read the example. The researcher introduced a pictorial reading about the descriptive to students and explained how it can improve their interest in reading, how it can help their academic scores, and so on. With the pictorial reading explanation and examples that had a lot of pictures, the students seemed really interested through their facial expressions and gestures. The researcher also taught some adjectives that are usually used in writing a descriptive text before conducting the next activity to make sure the students really understood. The researcher asked students to make 5 groups consisting of 5 members, this was done to make their own descriptive text using the pictorial reading method. After they chose their groups, the researcher decided on each leader of the group and asked them to come forward and received a paper about a Disney character on each of them. The researcher asked each of the groups to read the descriptive text and asked the leader to discuss with the members to choose the various colorful pictures they will take from the researcher. After discussing, the leader came forward and chose the pictures which related to the text they had. The leader then tried to match the picture with the text, this was about the Disney characters like their looks, clothes, hair, life, and so on. After matching and deciding on the picture, the leader came back to their groups and pasted it into the text. The researcher asked the leader of each group to once again read the text and tell the meaning of the story to the other friends. The learning activity went very well and smoothly, it was because the students felt really relaxed, excited, and interested.

In the control group, the researcher taught without pictorial reading. The researcher started the learning activity by

showing a text to the students and asking them to guess what will be the topic of the learning activity. The students in the control group class seemed not interested in the learning activity at all. After sharing some printed material about descriptive text and examples, the researcher stood up in front of the students and explain the descriptive text, its structure, purpose, and so on. The researcher then asked one of the students to read the text without any pictures in it. The student seemed to refuse the order from the researcher and tried to ask the other students to read it. It showed that they were not interested in the activity. The researcher gave an explanation about how important this topic was and gave them directions to read it slowly. The researcher made sure that the students understood the topic before asking them to make their own text. The students then slowly make their own descriptive text describing their seatmates by understanding the example they had learned and a paper containing some adjectives that are usually used in writing a descriptive text.

Table 1. Score of the pre-test and post-test in experimental group

No.	Name	Pre-test	Post-test
1.	A. Bahrul Hakim	40	50
2.	A. Hillyan Hafiqi	60	70
3.	A. Putri Valencia	50	50
4.	Anisa Aly	55	60
5.	Ayyatul Khusnah	40	55
6.	Azzuhra Isdatun Naja	60	65
7.	Desy Ayu Rahmawati	50	55
8.	Dwi Citra Imanda Sari	55	60
9.	Era Fazira	65	75
10.	F. Abdillah Al Hasan	50	60
11.	Figo Andrean Saputra	55	55
12.	Haidil Afni Akbar	60	60
13.	Lubna Hanun	65	65
14.	Malikah Zarqa Aisyah	60	65
15.	Maswa Himmatil U	60	60
16.	M. Fabian Akbar	40	55
17.	M. Tegar Ramadhan	70	75
18.	Najwa Aulia As Sidiq	60	65
19.	Nazhifa Alya Safira	65	65
20.	Reza Adhi Syah Putra	60	60
21.	Rizkina Emilia Wafa	55	65
22.	Rizqi Adi Prayoga	60	65
23.	Shavirra Kamil	65	70
24.	Shesanata Raf Sanjani	70	75
25.	Syifa Ali Fauzi	60	65

26.	Vina I	50	60
27.	Yunia Diah Ayu P	70	75
28.	Zahrotul Habibah	60	65
29.	Zairulloh Ibrohim	50	60
30.	Zakiyatul Miskiyah	50	60

Discussion

The use of pictorial reading with the aim of improving students' reading interest to the seventh-grade students of MTS N 1 Grobogan gaining a significant score. From post-test scores result in the experimental group, showed that there were 0 students who get scores below 60, 0 students who got scores between 60-69, 12 students who got scores between 70-79, 13 students who got a score between 80-89, and 5 students who got scores between 90-100. In the control group, there were 6 students who get scores below 60, 18 students who got scores between 60-69, 6 students who got scores between 70-79, and there were no students who got scores between 80-89 and 90-100. The mean of the post-test scores in the experimental group was 80 with the total of students' scores being 15.300 and a standard deviation of 5,1861885546, the highest score in the experimental group was 95 and the lowest was 70. and the control group was 62,83. The mean of the post-test scores in the control group was 62,83 with the total of students' scores were 1.500 and the standard deviation of 4,3018306715, the highest score in the experimental group was 75 and the lowest was 50.

The researcher conducted a t-test to find out whether there was any significant difference between the students who were taught with pictorial reading and the students who were taught without pictorial reading. From the table of significance 5% with df 58, the t-table was 2,001. The t-value found from the t-test was 11,3430600014. The t-value was higher than the t-table, so there was a significant difference between the students who were taught with pictorial reading and the students who were taught without pictorial reading.

Based on the result, the students who were taught with pictorial reading and the students who were taught without pictorial reading differ significantly. So, pictorial reading can improve the students' reading interests. And as the result, the Na was rejected, and the Ha was accepted. Therefore, it can be concluded that the students taught with pictorial reading had better than students taught without it.

Table 1. Score of the pre-test and post-test in control group

No.	Name	Pre-test	Post-test
1.	Aurelia Cindi F	50	70
2.	Bela Sofiul Ana	60	80
3.	Belia Fitri Septia	65	80
4.	Chayla Mar'Atul M	60	85
5.	Dafa Ahmad Faya	50	75
6.	Denisa Zahwa Anjani	50	70

7.	Edgar Virdhaus S	55	75
8.	Ellyana Fitri Rameyza	60	75
9.	Evi Zahratul Safa	60	80
10.	Farida Azmi Zubaidah	55	75
11.	Jannatu Khoiriyah R	50	70
12.	Khayla Lutfiana P.R	55	85
13.	Khusna Zahira Ahmad	75	95
14.	Livia Nur Avita	85	95
15.	Luthfi Syam Arjun J	50	70
16.	Maulida Tazkiyatul F	55	85
17.	Meylisa Zakkiyatus T	55	85
18.	Muhamad Irfan M	55	85
19.	Muhammad Hadi	60	75
20.	Muhammad N	50	70
21.	N Mushadaq Al Luthfi	45	70
22.	Nayla Salsabila N	60	80
23.	Niska Taqiya	70	90
24.	Olyvia Regina Putri	60	80
25.	Rafi Fadhli	75	95
26.	Rendra Atmanegara H	55	80
27.	Reni Rahmawati	50	80
28.	Sakataru Tawafena	60	90
29.	Sigit Hendrianto	50	70
30.	Yuanita Ikke K.D	60	85
31.	Zahra Zanuba Arifa	50	70
32.	Zaqi Aflakhul Fatikh	60	80

CONCLUSIONS

Based on the calculation and the discussion before, the researcher concluded that the result of the research about "The Use of Pictorial Reading in Improving Students' Reading Interest to The Seventh Grade Students of MTS N 1 Grobogan in The Academic Year 2022-2023" was that The students' reading interest taught without pictorial reading for the seventh-grade students of MTS N 1 Grobogan was inadequate. It showed from the mean of the post-test score which was 62,83 where the highest score was 75 and the lowest score was 50. The total score of the post-test score was 1.885.

The students' reading interest taught with pictorial reading for the seventh-grade students of MTS N 1 Grobogan was good. It can be seen by the mean of post-test which was 80 where the highest score was 95 and the lowest score was 70. The total score of post-test score was 2.400.

And there is a significant difference of reading interest between students who were taught with pictorial reading and those who were taught without pictorial reading. It can be seen from the t-test score. The t_{value} is higher than the t_{table}

(11,3430600014>2,001). So, the alternative hypothesis (Ha) is accepted.

Based on the conclusion above, the researcher would like to give suggestions in order to improve students' reading interest with the pictorial reading method to teachers that they should pay more attention to the students about their weaknesses in reading especially in their interest, should students more clear explanation about the material, should give more interactive methods and media in the teaching-learning activity to make students more interested in learning English, especially in reading, uld provide right books to students, books that have many pictures and color that related to the material.

To students, in handling a problem with interest in reading, students should be more active in teaching learning activity in the class, must pay attention to the teacher's explanation about the topic or the lesson related to the material, have to practice reading to improve their interest, should find the interactive book such as picture book to improve their interest in reading.

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