

# Improving Viewing Ability In Narrative Text Using the Picture and Picture Method

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## Abstract

This classroom action research aims to improve mastery of English viewing skills at junior high school level, especially in class 8F MTsN 2 Sidoarjo by including learning activities based on the fun Picture and Picture method so that students' results or grades increase. This was done because in class 8F MTsN 2 Sidoarjo, the results of students' mastery of English viewing skills seemed low. 32 eighth-grade students participated in the study. Another reason why researchers took viewing skills is because viewing is a new skill in the Merdeka Curriculum. This research uses a type of classroom action research that begins with a pre-cycle and is divided into two cycles, each cycle perfecting learning with the fun Picture and Picture method based on insights from the previous cycle. The methodology includes initial tests, learning based on the Picture and Picture method, observation, and assessment. Results showed continuous improvement, with scores increasing with each cycle. Observations prove the characteristic of teaching using this method, namely that students are freer to express their opinions about an object. The implications of this research suggest that teachers use interesting methods because their success is measured better than using conventional methods. This research states that with 2 cycles learning success reaches 97%.

**Keywords:** *Viewing, Picture and Picture, ability*

## Introduction

The transition from Kurikulum 13 to Kurikulum Merdeka has resulted in significant changes, both in student education and curriculum content. According to the previous curriculum, there are four components of language proficiency in English language instruction at the SMP level: speaking, listening, reading, and writing. It is necessary for us to understand the six components of English language proficiency in the Curriculum Merdeka, which are reading, writing, speaking, understanding, and presenting. The weak element of the aforementioned language skills is related to one another's; this is said because one aspect of the other is related and cannot be separated. Surat Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 pairing two related elements into a blend that makes it easier to teach English subjects that complement each other in the implementation of its defense.

The Merdeka Curriculum introduces what is known as the macro-level education, that is viewing in reading text. These skills are essential for written communication, oral communication, reading comprehension, and writing comprehension with the same goal in mind—that is, to reach proficiency in English language learning.

Eva Betty S. (2018). States that reading comprehension is an activity or activities carried out by readers to connect old information with the aim of gaining new knowledge. According to researchers, reading comprehension is an important activity in order to obtain knowledge, information, or simply obtain entertainment.

Reading is a process carried out and used by readers to obtain the message the writer wants to convey through the medium of words/written language. In other words, reading is picking and understanding the meaning or significance contained in written material. From this understanding, it can clearly be understood how important it is for students to master the skills of viewing reading material.

The Merdeka Curriculum includes additional language skills known as the fourth macro skill, namely viewing skills. This skill is a complement to oral communication skills, listening skills, reading skills, and writing skills, with the same goal, namely to achieve proficiency in learning English. Viewing skills are a complement to oral communication skills, listening skills, reading skills, and writing skills, with the same goal, to achieve proficiency in learning. *Viewing skills are student activities that deliberately observe and understand various types of media, both in visual and audiovisual forms, such as pictures, films, paintings, diagrams, and other elements quoted by Governments of Alberta, British Columbia, Manitoba, Northwest Territories, Saskatchewan a Yukon Territory (Begoray, 2001).*

For example, when teachers use videos to deliver material, this can attract attention and make it easier for students to understand the material. Likewise, when learning to understand a reading text, teachers can use attractive colored pictures or series of pictures to attract students' attention. In addition, learning that involves viewing skills can be supported with various applications. By using these media, students have the opportunity to see and understand learning displays or explanations better, so that they can master the material optimally.

*The viewing process occurs when students gain an understanding of the use of language in reading and talking about literary works. This understanding is then expressed through works of art as a form of visual or audiovisual expression quoted by Short, Kauffman, & Kahn (Pantaleo, 2005).*

There are various factors that cause it students have difficulty learning to read understanding both internal factors and factor external. Internal factors in students include: physical, intellectual and psychological factors. As for factors external outside of the student includes the environment family and school. According to the 2022 National Assessment (AN) in the Indonesian Education Report, many students still fall short of the basic literacy standards, despite the fact that literacy among elementary, lower secondary, and upper secondary equivalent students have increased. A level of education, related literacy students include understanding various types of texts to solve the most moderate problems.

According to Samsu Somadayo (2011:19), the factors that influence on reading ability, namely: (1) Intelligence level, (2), Language skills, (3) Attitudes and interests, (4) Reading conditions, (5) Habits reading, (6) Knowledge about how to read (7) Social background, economics and culture, (8) Emotions.

Government Regulation Number 19 of 2015 concerning National Education Standards in Article 19, paragraph 1 states that learning must be carried out actively, innovatively, creatively, dialogically, democratically and in an atmosphere that is impressive and meaningful for students. In other words, it can be concluded that the educational laws and regulations in force in Indonesia indicate the importance of implementing learning strategies that empower students. However, the learning process carried out by many teachers today tends to be aimed at achieving curriculum material targets and is more concerned with memorizing concepts rather than understanding them. This can be seen from learning activities in the classroom which are always dominated by the teacher. In delivering material, teachers usually use the lecture method in which students just sit, take notes and listen to what the teacher says and there are few opportunities for students to ask questions. Thus, the learning atmosphere is not conducive so that students become passive. Of the many teaching methods, in this research the teacher used

the Picture and Picture Method. With this method, it is hoped that learning will be active and there will be two-way interaction. Apart from that, with this method it is hoped that students will become interested and motivated in viewing Narrative Text. With two-way interaction and interesting classes, learning results will be maximized.

The advantage of using the Picture and Picture method is that the teacher knows which students can think logically, critically, and systematically because there is the freedom to express opinions based on pictures according to the student's point of view regarding an object shown in the picture. This method is also very easy to use and quite simple because it does not require various equipment. Another advantage is that students are more concentrated and engrossed in learning because it is related to games, namely pictures. Because this method is used in groups, competition between groups in arranging pictures also becomes motivation and attraction for students in learning.

Comprehension of reading is largely determined by the reader's activities to gain understanding of a text, meaning that the understanding process does not come by itself, but requires thinking activities that occur through connecting relevant knowledge previously possessed, including mastery of the type of text and structure of the reading text. Each type of text (description, narrative, exposition, argumentation) has a unique structure, starting from the meaning of the text itself, the purpose for which the text was written, and the sentence patterns used in a type of text. Mastery of knowledge about a text is very influential on mastery of reading comprehension. Low understanding of a text makes reading comprehension results very low. Apart from a lack of mastery of the text, a lack of mastery of vocabulary is also one of the things that results in low comprehension of a reading text.

Based on the results of observations made by researchers at MTsN 2 Sidoarjo, it is known that the viewing ability of class 8F students is still low, marked by only 9 out of 32 students who already have the ability to understand reading, marked by a score of 95-100 which is in the category high, 8 people were in the medium category, 78-80, and the remaining 15 students had scores below 78. This low reading comprehension result is because many students do not understand the importance of mastering the text structure of a reading, lack of mastery and there are still many English teachers who communicate in one direction with students, namely students only as listeners.

Researchers focus their research on improving viewing skills in reading texts on the grounds that this skill is a new skill in the Medeka Curriculum and this skill must be mastered by students, apart from that, viewing is not only used in understanding reading a text, but also mastering understanding in watching video, although this research only focuses on mastering reading text comprehension.

From the description above, the background of the problem explained above, the problem formulation can be taken as follows: Can use Picture and Picture Method students' viewing ability in Narrative text for eighth grades at MTsN 2 Sidoarjo?, while the aim of this research is To describe the use of Picture and Picture Method to enhance the Viewing of ability of eighth grades at MTsN 2 Sidoarjo.

A review of related literature is a detailed review of existing literature related to the topic of this journal.

#### a. Reading

Harmer (2021) said reading is useful for language acquisition. Provided that students more or less understand what, they read, the more they read, the better they get at it.

Reading is a collaborative activity that helps you identify and decipher the meanings in written texts. Rahim (2019) highlighted that reading exercises are the most efficient way to learn. Typically, readers make use of prior information, terminology,

grammar expertise, text-reading experience, and other methods to aid in their comprehension of written texts. Reading, as the literature suggests, is the introduction of written language's symbols and a stimulus that aids in the process of memorization and experience-based understanding building (Smith & Feng, 2018).

Anis Lisdayanti I, Nur Qalbi, and Arief Muhsin. M. (2020) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Meanwhile according to Day and Bamford (1998:12) reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

Cline et.al (2006: 2), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Then Olson and Diller (1982:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported by Harris and Sipay (1980:179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

Reading, according to Nurhadi in Dalman (2014:13) there are various purposes of reading, namely: 1) understanding in detail and thoroughly the content of the reading, 2) capture the main idea/main ideas of the book quickly, 3) get information about something, 4) recognize the meaning of difficult words, 5) knowing important events that occur throughout the world, 6) to know about important events that occur in the surrounding community, 7) to get enjoyment from works of fiction, 8) to obtain information about job vacancies, 9) to find suitable goods or products to buy, 10) to assess the truth of the author's/author's ideas, 11) to get a certain tool, 12) to get information about someone's opinion (expert) or information about the definition of a term.

#### b. Types of Reading

There are some types of reading that proposed by one of an expert. According to Fideles (2009) there are five types of reading, they are: 9 a) Scanning This is looking over a text quickly to get a specific piece of information. b) Skimming Looking over the text quickly to get general ideas of the content, your eyes move quite fast, taking in titles of chapters, their beginnings and ends, and the first sentences of paragraphs. c) Sub-vocalization This is reading very slowly and methodically, either saying the words out loud or at least with a 'voice' in your head. It is painstaking but very slow. We tend to use it when trying out a recipe for the first time, or carrying out instructions as to how to assemble something we've bought. d) Light Reading This is reading fairly quickly without concentrating too hard or worrying about every single word. We often use it when reading an enjoyable novel. e) Study Reading Study reading involves thinking about what is being read so that it is understood and can be recalled. It needs to be worked at, with time for reflection, thought, analysis, criticism, comparison, notes made, points highlighted and emphasized, arguments followed and evaluated, the whole summarized

#### c. Viewing Text / Reading Comprehension

Viewing text/reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Healy, 2002). Nudiya Afifa F, Rohani R. (2019) reading comprehension is the process of making

meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. That statement is also supported by Horowitz (2014) reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. So, they do not only read the text but also, they can get the meaning and able to construct the sentences. Based on several definitions above, the researcher concludes that reading comprehension is an ability of the readers to read a text, understanding the meaning, utilizing of information gained through symbol of the text that involves any level concentration.

Meanwhile Tarigan (2008:58) said "Reading comprehension referred to here is a type of reading which aims to understand (1) literary standards or norms, (2) critical reviews, (3) written drama, and (4) patterns fictional pattern. According to Dalman (2014:87) "Reading comprehension is a reading skill that is at a higher order. Reading comprehension is reading cognitively (reading to understand). In reading comprehension, readers are required to be able to understand the content of the reading." Based on several definitions of reading comprehension that have been presented above, it can be concluded that reading comprehension is a complex thought process that includes the ability to master meaning and the ability to think about verbal concepts.

#### d. Narrative Text

Daniel (1993) stated that narrative text is a form of development story. It has historical characteristic based on the situation. Istiqomah Nur R, Nur Latifah. (2019). Narrative text has a social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative text is a kind of text that talks about a story that is based on some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

#### e. Picture and Picture method

Picture and Picture Method is an active learning model that uses pictures and pairs or sequences them into a systematic sequence, such as arranging pictures in sequence, showing pictures, giving picture descriptions. By using image media tools, it is hoped that students will be able to follow lessons with good focus and in pleasant conditions.

Based on Imas Kurniasih (2015:44) the Picture and Picture learning model is a cooperative learning model or prioritizes groups using image media that are paired or ordered into a logical sequence. In this model, students are invited consciously and planned to develop interactions between them so that they can nurture each other, love each other, and nurture each other. This model has characteristics that are innovative, creative, and of course very fun.

According to researchers, the Picture and Picture learning model is a learning model that utilizes images in which there are activities to assemble or sort images into a logical sequence. Suprijono (in Miftahul 2014:236) Picture and Picture is a learning strategy that uses pictures as a learning medium. This strategy is similar to Example Non-Example, where the images given to students must be paired or ordered logically. These pictures are the main tool in the learning process, the teacher has prepared the pictures that will be displayed both in large chart form. These images can also be displayed using PowerPoint or other software. Suprijono (in Miftahul 2014: 237) also said the steps for learning Picture and Picture are as: (1) Teachers are expected to convey basic competencies in the subject concerned. 2) the teacher has created initial momentum for learning. 3) the teacher presents pictures and invites students to be actively involved in the learning process by observing each picture shown. 4) the teacher points/calls students in turn to put up the pictures sequentially and logically. 5) require the teacher to ask students about the reasons/basic thinking behind the order of the pictures they

arrange. 6) the teacher can start explaining further according to the competency to be achieved. (7) teachers and students reflect on what has been achieved and done.

While Imas Kurniasih (2015:46) the steps for learning Picture and Picture are as: 1) the teacher conveys the learning objectives to be achieved, 2) The teacher delivers an introduction to the lesson, 3) The teacher shows the pictures that have been prepared, 4) Students are called on in turns to sort the pictures into a logical sequence. 5) The teacher asks for logical reasons for the order of the pictures. 6) After the pictures are in order, the teacher must be able to add concepts or material according to the competency to be achieved.

The Picture and Picture method used in CAR has undergone a slight modification, namely the teacher not only provides random pictures but also provides a text which is the content of the pictures. Students not only make observations but also read and understand the content of the reading, and then sort the pictures according to the reading.

The similarities and differences between previous research conducted at SMPN 5 Pontianak and this research are as follows. Both previous research and this research have the same focus on improving viewing skills in junior high school students, especially in viewing texts. In terms of similarities, both studies involve detailed analyzes of the teaching of audience skills in secondary schools using a method that involves two-way learning.

However, the difference lies in the tools used for learning purposes. This research uses the Picture and Picture method, while previous research uses the Discovery Learning method. Apart from that, in comparing the two, previous research concentrated on the intrinsic analysis of short story texts. The Picture and Picture used in this research was modified by providing narrative texts with separate paragraphs. By discussing in groups and with the teacher, students are enthusiastic in understanding a text.

Other research conducted at SD Negeri Cihanjung 2, Parongpong District, West Java in 2019 showed an increase in learning outcomes for reading skills using this method. With the same research objectives, namely to determine the effect of the picture and picture method on the ability to understand reading, it is proven that this method has more influence on improving results than using the conventional method. The differentiating thing is that previous research used a quasi-experimental method with a pretest and posttest control group research design.

## **Method**

### ***Object of the study***

The study was conducted at MTsN 2 Sidoarjo, on Jalan Raya Junwangi No 1 Krian, Sidoarjo, Jawa Timur, from Januari 2 to Januari 19, 2024. The object of the study was 32 students from the 8F class MTsN 2 Sidoarjo.

### ***Research design (action research)/Research procedures***

This study used the CAR theory by Kemmis & McTaggart models using observing as a unit. Acting and observing are two behaviors that are interconnected, which is why the two components came together (Kemmis & McTaggart in Kusumah and Dwitagama, 2009:20). Teachers who want to give their students better instruction through activities employ CAR, according to Arikunto (2021). The four parts of the strand—planning, execution, observation, and reflection—were viewed as a single cycle.

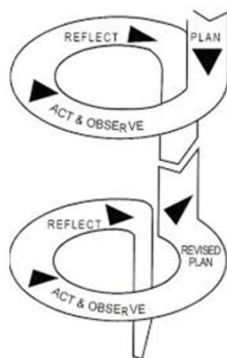


Figure 2. PTK cycle according to Kemmis & Mc Taggart.

## Cycles

### 1. Planning

To determine students' abilities in viewing narrative texts, students were given a pre-test. This pre-test planning has been prepared in lesson plant. In this research process, field observations were also carried out, recording and documenting everything that emerged in the research. The pre-test is given in the form of questions that are different from the questions that will be given in learning that will use the Picture And Picture method.

### 2. Implementation

The plan's implementation was executed, sstudents were facilitated to respond to the pre-test, achievement indicators were computed, comparison was made with KKM

### 3. Observation

This activity occurred concurrently with the plan's implementation, and the outcomes of the activities in the class were observed. Next the data on questionnaire results, specifically the score quantities, were collected and the observation field note sheet was utilized to document all results and the ongoing state of the class.

### 4. Reflection

A retrospective analysis and evaluation were conducted on all actions, relying on the gathered data, to determine the subsequent course of action. If The results did not meet the criteria for success, the next cycle was implemented, referred to as cycle 1.

## Pre-Cycle

### 1. Planning

In order to know the students' ability to view narrative text, the test of viewing narrative text was implemented using Picture and Picture technique. It starts with setting up pre-test, prepare a lesson plan and set up an observation field note to record all events in class.

### 2. Implementation

Implementation done in the class by carrying out the implementation of the plan, enable students to answer pre- test-1, calculate achievement indicators, comparing with KKM (standard minimal score)

### 3. Observation

This task was completed concurrently with the plan's execution, taking note (observing) of the outcomes of the class activities, and recording all outcomes and the current status of the class using the observation field note sheet.

### 4. Reflection

This step involves a detailed review of every action, with analysis and evaluation performed in light of the data gathered to choose the best course of action. The following

cycle was executed but the outcomes did not meet the success criteria. To overcome this results, the Cycle 1 was planned to be implemented.

### **Cycle-1**

In this time, it was implemented:

#### *Planning*

Prepare Picture and Picture and text card. Prepare a lesson plan and set up an observation field note to record all events in class.

#### *Acting*

During this phase, the learning activities were carried out in compliance with the previously developed lesson plan. Cycle 1's learning steps are as:

1. Pre-activity  
Opening learning process, delivering learning objectives, apperception
2. Main activity  
Brainstorming about narrative text, explain the students about Picture and Picture, students match the pictures with the paragraph in card and answer the questions.
3. Post Activity  
Teacher giving a test viewing narrative text with Picture and Picture and text card, then after finishing writing test, then calculated the gained scores.

From the test results, assessments are carried out together with the students, and the results are then calculated and compared with the average score from the pre-cycle.

#### *Observing*

The observation was conducted concurrently with the execution of Test-1 of Picture And Picture method, and scores were computed as data. These scores were then compared to the average scores from both cycle 1 and the pre-cycle.

#### *Reflecting*

Using the information gathered, a thorough evaluation of every activity was carried out throughout this phase. The next course of action was decided after an examination and evaluation. The next cycle was started if the outcomes fell short of the success requirements.

### **Cycle-2**

In this time, it was implemented:

#### *Planning*

Prepare students that learning will be carried out again with the same material and methods.

#### *Acting*

During this phase, the learning activities were carried out in compliance with the previously developed lesson plan. Cycle 2's learning steps are as:

1. Pre-activity  
Opening learning process, delivering learning objectives, apperception
2. Main activity  
Brainstorming about narrative text, explain the students about Picture and Picture, students match the pictures with the paragraph in card and answer the questions.
3. Post Activity  
Teacher giving a test viewing narrative text with Picture and Picture and text card, then after finishing writing test, then calculated the gained scores.

From the test results, assessments are carried out together with the students, and the results are then calculated and compared with the average score from the pre-cycle.



### *Observing*

The observation was conducted concurrently with the execution of Test-1 of Picture And Picture method, and scores were computed as data. These scores were then compared to the average scores from both cycle 1 and the pre-cycle.

### *Reflecting*

Using the information gathered, a thorough evaluation of every activity was carried out throughout this phase. The next course of action was decided after an examination and evaluation. The next cycle was started if the outcomes fell short of the success requirements.

### **Data Collection Procedures**

The pre-cycle questionnaire average score values were calculated and compared to the success criteria. Cycle -1 was carried out after therapy was completed if they were still below the standard. The success criterion score was compared to the cycle 1 average score. Cycle 2 was conducted if it had not met the desired level of success criterion. By comparing the pre-cycle and cycle 1 score results, the average score increase was computed. The cycle 2 score was contrasted with the success criterion average score. Cycle 3 was implemented if the desired level of success criteria was not met. The average score increase was determined by contrasting the cycle 1 and cycle 2 results.

### **Criteria of success**

The standards by which to judge whether an objective or outcome has been achieved successfully were met, with 90% of the students in the class obtaining scores of 78.

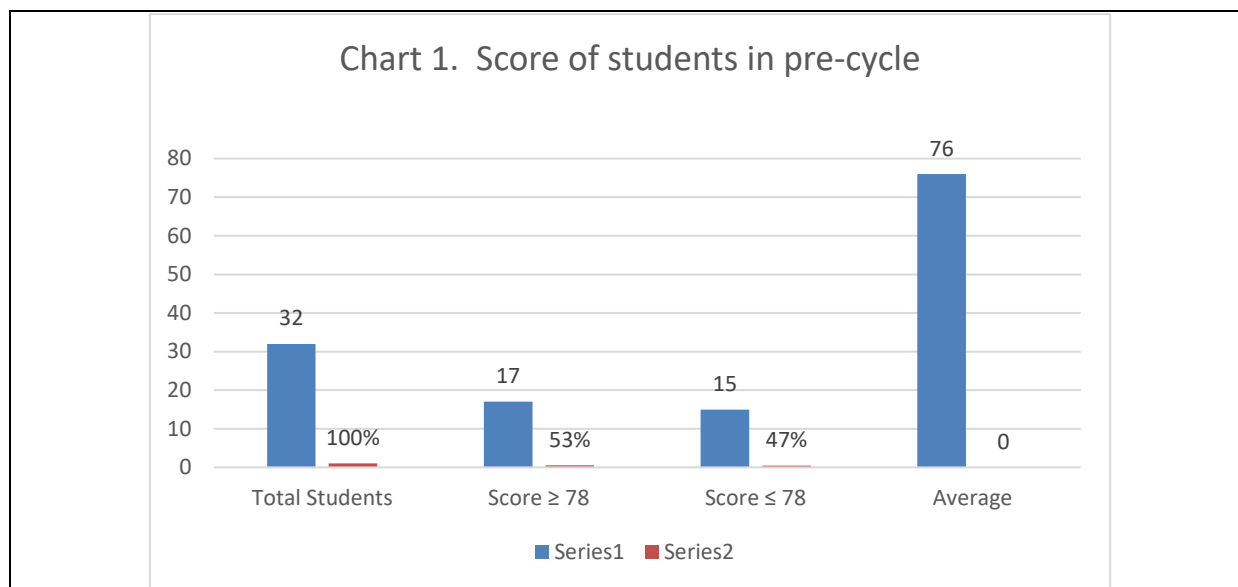
### **Data analysis**

During the pre-cycle phase, the results test was computed, and compared with the criteria of success, the results fell short of the success criteria. In Cycle 1, by using picture and picture technique, the level of student achievement with grades that still did not reach the criteria for success was therefore continued with Cycle 2. Continuing to Cycle 2, the student's level of achievement using picture and picture technique has met the success criteria. Improvement can be counted by comparing among results scores of pre-cycles, cycle 1, and cycle 2.

## **Results**

### ***Pre-cycle***

Before conducting research on utilizing Picture and Picture to enhance students' viewing abilities in narrative texts, the researchers conducted a pre-cycle observation to identify issues and scores that arose during the English learning process in class VIII F MTsN 2 Sidoarjo. Pretest reading comprehension questions were used to administer a narrative text viewing test in order to collect observations. The purpose of the pre-test was to ascertain the students' level of reading mastery. The study was conducted on Tuesday, January 2, 2024. The chart below displays the pre-test results.



Based on the results of observations made by researchers at MTsN 2 Sidoarjo, it is known that the English reading comprehension ability of class 8F students is still low, marked by only 9 out of 32 students who already have the ability to understand reading, marked by a score of 95-100 which is in the category high, 8 people were in the medium category, with 78-80, and the remaining 15 students had scores under 78. From the pre-test, it was found that the number of students who had not completed the KKM was 15 students, so the completion of viewing text learning in that class only reached 51%.

### **b. Cycle 1**

This cycle was conducted on January 5<sup>th</sup> 9 and 12<sup>th</sup> 2024. In this phase was implemented:

#### *Planning*

Prepare Picture and Picture and text card. Prepare a lesson plan and set up an observation field note to record all events in class.

#### *Acting*

During this phase, the learning activities were carried out in compliance with the previously developed lesson plan. Cycle I's learning steps are as:

1. Pre-activity  
Opening learning process, delivering learning objectives, apperception. Pre-activity and main activity are implemented on January 5<sup>th</sup> 2024.
2. Main activity  
Brainstorming about narrative text, explain the students about Picture and Picture, students match the pictures with the paragraph in card and answer the questions.
3. Post Activity  
Post activity and observing done on 9<sup>th</sup> 2024. Teacher giving a test viewing narrative text with Picture and Picture and text card, then after finishing writing test, then calculated the gained scores.

From the test results, assessments are carried out together with the students, and the results are then calculated and compared with the average score from the pre-cycle.

#### *Observing*

The observation was conducted concurrently with the execution of Test-1 of Picture and Picture method, and scores were computed as data. These scores were then compared to the average scores from both cycle 1 and the pre-cycle.

*Reflecting*

Using the information gathered, a thorough evaluation of every activity was carried out throughout this phase. It was on 12<sup>th</sup> 2024. The next course of action was decided after an examination and evaluation. The next cycle was started if the outcomes fell short of the success requirements.

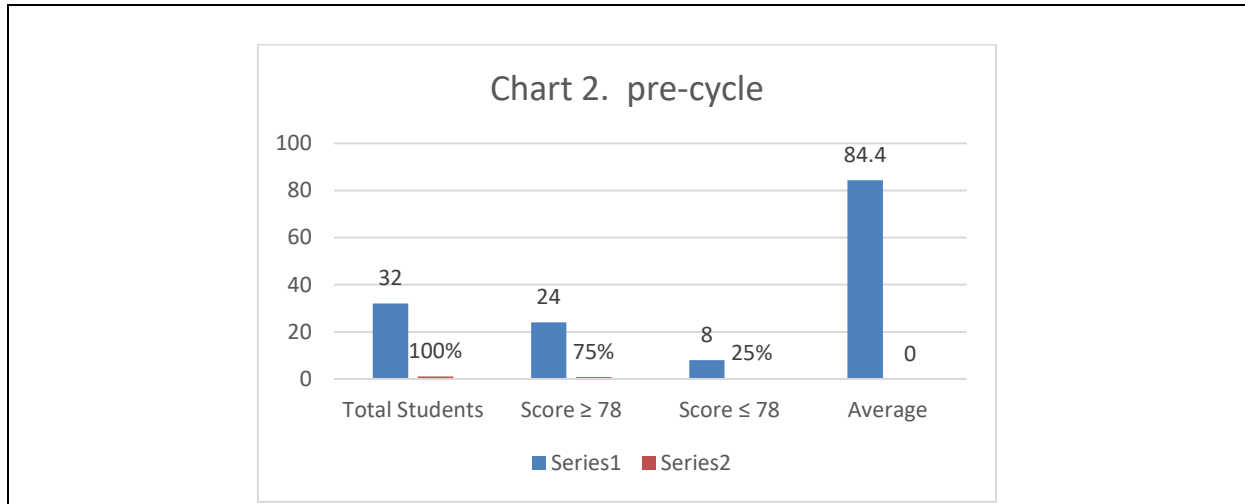


Chart 1. Scores of students in pre-cycle in percent

The available chart presents the development of children's abilities after being introduced to using the Picture And Picture method, showing the score of each student's viewing text ability in three stages: Pre-assessment, Cycle 1, and observation of improvement in reading comprehension skills. Specifically, students start at different levels of proficiency. For example, two students got a score in reading comprehension of 100, 8 students got a score above 90, however there were still many students who got a score below 78, some students even got a score of 45.

Entering Cycle 1, it was seen that there was a significant increase in students' viewing text ability. Two students who initially got a score of 100, in cycle 1 there was an increase of 1 student who got a score of 100. Extraordinary progress was achieved in cycle 1 because there were 7 students who got a score above 90. There are 3 students with scores above the KKM, namely between 78 and 84,

while 8 students got a score below 78. Because there are still many students who have not reached the KKM score, it is necessary to hold circle 2. This pattern of improvement is consistent for the majority of students, with varying levels of progress in understanding narrative text using Picture and Picture.

In the first cycle of this Classroom Action Research (CAR) at MTsN 2 Sidoarjo, the Picture and Picture method demonstrated significant positive effects on the development of viewing text ability in 8 grade.

**b. Cycle 2**

In this time, it was implemented on 16 and 19<sup>th</sup> 2024.

*Planning*

Prepare students that learning will be carried out again with the same material and methods.

*Acting*

During this phase, the learning activities were carried out in compliance with the previously developed lesson plan. Cycle 2's learning steps are as:

1. Pre-activity  
 Opening learning process, delivering learning objectives, apperception
2. Main activity  
 Brainstorming about narrative text, explain the students about Picture and Picture, students match the pictures with the paragraph in card and answer the questions.
3. Post Activity  
 Teacher giving a test viewing narrative text with Picture and Picture and text card, then after finishing writing test, then calculated the gained scores.

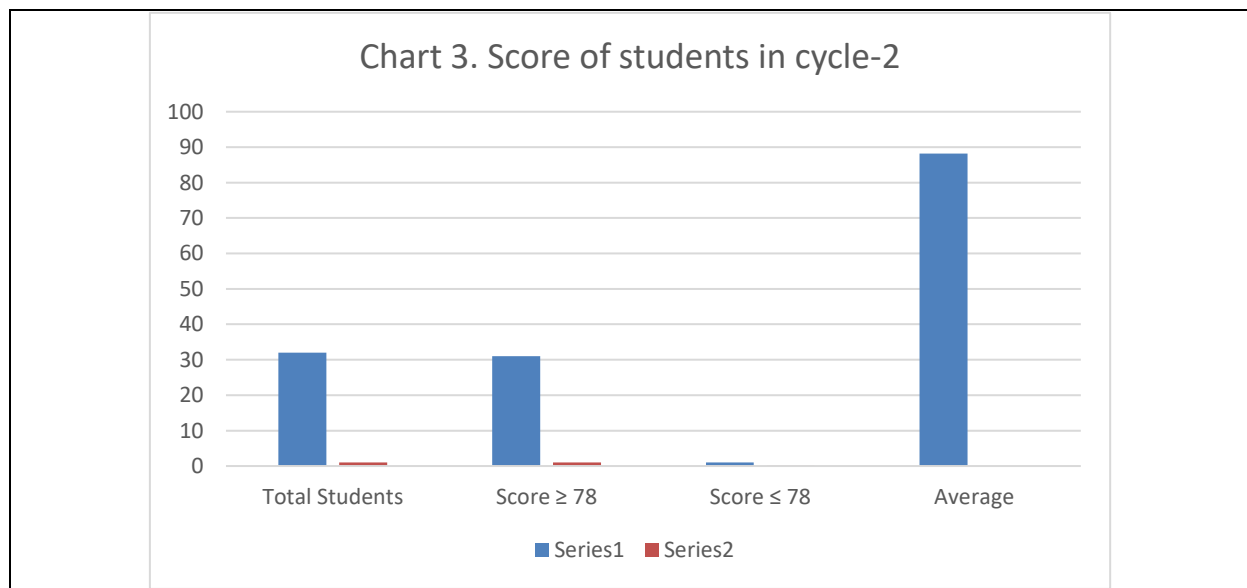
From the test results, assessments are carried out together with the students, and the results are then calculated and compared with the average score from the cycle 1. It was done on 16<sup>th</sup> 2024.

*Observing*

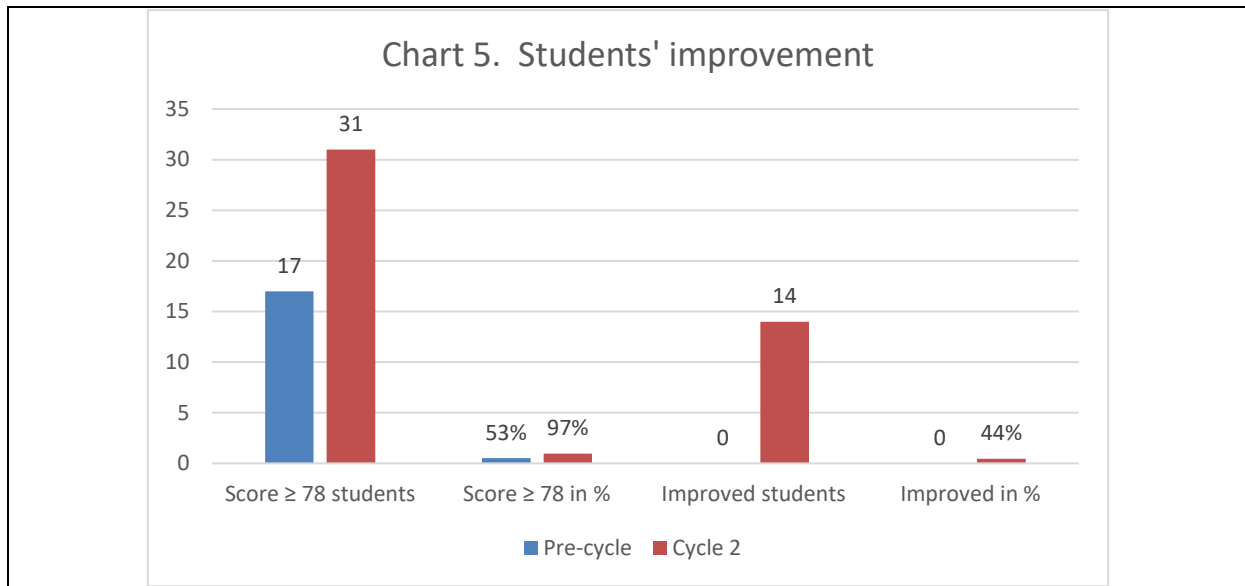
Observing and reflecting implemented on 19<sup>th</sup> 2024. The observation was conducted concurrently with the execution of Test-2 of Picture and Picture method, and scores were computed as data. These scores were then compared to the average scores from both cycle 1 and cycle 2.

*Reflecting*

Using the information gathered, a thorough evaluation of every activity was carried out throughout this phase. The next course of action was decided after an examination and evaluation. The next cycle was started if the outcomes fell short of the success requirements. The cycle 2 was conducted on Januari 16th 2024. Below is the result:



To see the increase in the list of students' scores in pre-cycle scores to cycle 1 and cycle 2, below have been created a chart of students' scores in pre-cycle, cycle-1 and cycle 2. It can be seen in Table 6.



The improvement in students' English reading comprehension ability in narrative text, using the picture and picture method, can be measured by subtracting the number of students who scored  $\geq 78$  in Cycle 2 from the number of students who scored in the pre-cycle. In the pre-cycle, there were a total of 17 students, whereas after the treatment, the number of students scoring 78 increased to 32, or a percentage improvement from 53% to 97%. *This represents an enhancement of 14 students or 44%.*

Based on the data results, each cycle in this research experienced an increase in learning outcomes. Starting from the pre-cycle, we only got a percentage value of 47% reaching the target. In cycle 1 there was an increase of 22% and in cycle 2 it also reached 22%. According to this data, it is known that the increase in the percentage value is consistent. The results showed that from pre-cycle to cycle 2 the increase in results was 44%. If we look at the results, learning success reached 97%, so it can be said that the use of this method achieved success. Next, observations will be made of 3% of failures in this learning.

Researchers conducted this research to prove that interesting methods will influence learning outcomes more than conventional teaching. It is proven from observations that students are very enthusiastic in learning and it is also proven from the results that 97% of students managed to get a score above 78. What differentiates this research from previous research is that this research states the numbers and percentages in detail for each cycle which is outlined in a detailed table and also through a chart so that readers understand in more detail.

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