

**TEACHING READING SKILL  
THROUGH IMAGE MEDIA  
AT THE VIII GRADE SMP NEGERI 1 TEMPUREJO**

**THESIS**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ

**By: Irgi Fahrizan Febriansyah**  
NIM: T20186075

**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ISLAMIC EDUCATION AND LANGUAGE DEPARTMENT  
ENGLISH EDUCATION PROGRAM  
OKTOBER 2024**

**TEACHING READING SKILL  
THROUGH IMAGE MEDIA  
AT THE VIII GRADE SMP NEGERI 1 TEMPUREJO**

**THESIS**

Submitted to Kiai Haji State Islamic University  
Achmad Siddiq Jember To Meet The Requirements  
Obtain a Bachelor of Education Degree (S.Pd)  
Faculty of Education and Teacher Training  
English Language Education Study Program

By

**By: Irgi Fahrizan Febriansyah**

**NIM: T20186075**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Supervisor Approved

As'ari, M.Pd.

ID Number: 197609152005011004

TEACHING READING SKILL  
THROUGH IMAGE MEDIA  
AT THE VIII GRADE SMP NEGERI 1 TEMPUREJO

THESIS


It has been examined and approved by the board of examiners  
In a partial fulfillment of the requirements  
For bachelor degree of education (S.Pd)  
Faculty Of Tarbiyah and Teacher Training  
English Education Program


Day and Date : Tuesday, 5<sup>th</sup> of November 2024

The board of examiners

Chairman

Secretary

  
DEWI NURUL OOMARIYAH, S.S. M.Pd  
NIP.: 197 01272007102003

  
ZHRATUL MAUJUDATUL MUFIDAH, M.Pd  
NIP: 199201222019032009


Members:

1. Dr. INAYATUL MUKARROMAH, S.S.  
NIP : 19760210200122001
2. AS'ARI, M.Pd  
NIP: 197609152005011004

APPROVED BY

Dean Of Faculty of Tarbiyah and Teacher Training



  
Dr. H. Abdul Mu'is, S.Ag., M.Si  
NIP. 197304242000031005

## MOTTO

**“Success is a long journey from one failure to the next without losing enthusiasm”<sup>1</sup>**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

---

<sup>1</sup> Winston Churchill

## DEDICATION

*Bismillahirrahmanirrahim*, praise and gratitude I offer to Allah SWT for the completion of this thesis well and smoothly. Accompanied by prayer and gratitude I dedicate this simple work to:

1. My parents, Noviana Prihatiningtyas with Mr. Arif Yusdiyanto and my grandmother Khotimah Dazuki who have educated and raised me to become what I am today. Hopefully I can always be devoted and can make my parents and my grandmother happy in the future, Amen
2. To Mr. As'ari, M.Pd as my thesis supervisor who always gives me encouragement. Hopefully his patience in educating and guiding the author is worth worship. Amen ya rabbal alamin.
3. To all teachers of SMPN 1 Tempurejo who sincerely provided a lot of information to the author, so that this thesis can be completed on time. May all their kindness be rewarded by Allah SWT.
4. To my younger brothers Maulana Ali Murttadho, Danang Ahmad Firdaus, Rifqi Fitroh Abduh Syukur, who always support me in completing this thesis.
5. To my friends and relatives in particular, Ari Sarifatul Faridah who always gives me input to conduct research at SMPN 1 Tempurejo and never stop giving me suggestions. May all your kindness become an act of worship later.

## ACKNOWLEDGEMENT

*In the name of Allah, the Most Merciful, the Most Merciful*

The author would like to express his gratitude to Allah SWT who has bestowed His grace, guidance and guidance upon the author, so that until now he can still feel the pleasure of faith and Islam, so that the author can complete his thesis entitled " TEACHING READING SKILL THROUGH IMAGE MEDIA AT THE VIII GRADE SMP NEGERI 1 TEMPUREJO ”.

The author realizes that in writing this thesis is still far from perfect, and there are still many shortcomings both in the writing method and in the discussion of the material. This is due to the limitations of the author's ability so that the author expects constructive suggestions and criticisms, hopefully in the future it can fix all its shortcomings.

This success can be achieved by the author because of the support of many parties. Therefore, the author realizes and expresses his deepest gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., MM, CPEM as Rector of the KH Achmad Siddiq State Islamic University of Jember.
2. Dr. H. Abd. Mu'is S.Ag., M.Si., as the Dean of the Faculty of Tarbiyah and Teacher Training, UIN KH Achmad Siddiq Jember.
3. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of the English Language Education Study Program .

4. As'ari, M.Pd. as the supervisor who has provided guidance, direction and motivation so that this thesis can be completed properly.
5. Thank you to the principal and teachers of SMP NEGERI 1 TEMPUREJO who have given me the opportunity to conduct research and study together, may our activities be a blessing.

Finally, I hope that all the good deeds that you and your friends have given will receive a much better reward from Allah SWT.



Jember, October 20, 2024

Writer

Irgi Fahrizan Febriansyah  
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## ***ABSTRACT***

### **2024: TEACHING READING SKILL THROUGH IMAGE MEDIA AT THE VIII GRADE SMP NEGERI 1 TEMPUREJO**

Keywords: Skills, Students, Image Media

Education was no longer a new term, but we have heard it quite often. Education itself was a place to form a good image for humans so that they can develop all their potential. Law number 20 of 2003 concerning the National Education System also explains that education was a place to develop all the potential that exists in humans. Education itself is divided into two types, namely: Formal education and non-formal education. In the field of education, foreign languages have become the second language that is often used as an introduction to teaching and learning activities in schools. The foreign language that was often used as an introduction in the teaching and learning process in English. English itself was a unifying language that was used in almost all countries, therefore English was taught at the Elementary School (SD), Middle School (SMP), High School (SMA) level and so on. Learning English in junior high schools can emphasize four basic skills, including writing skills, listening skills, reading skills, and speaking skills. Various efforts have been made to improve English language skills, including by preparing supporting educational infrastructure. Media or intermediaries that contain information that contains teaching objectives can be called learning media. Learning media itself was a tool that functions to explain parts of the entire learning program that are difficult to explain directly in words to students. Learning media was one of the important elements in teaching and learning activities because its main function is as a tool to help teachers in helping the learning process .

There were 2 focus research in this thesis, including: 1) The use of image media to help student's reading skill ? 2) what is the impact of learning English using image media on student's interest in reading ?

The objectives of this to research: 1) To describe the use of image media in help students' reading skills. 2) to describe the strategy image media.

In this thesis, the researcher uses a descriptive qualitative research method, which describes a certain situation based on data obtained in the field in detail. The data collection techniques used to observation, interviews with teachers and students of SMPN 1 Tempurejo , and documentation.

In this thesis, the researcher drew the following conclusions: 1) The influence of on student interest in reading using adequate picture media in learning English at SMPN 1 Tempurejo allows the learning process to be carried out optimally. This can be shown from the increasing interest of students in learning so that it would have an impact on the achievement of student learning outcomes. 2) The strategy for learning English using picture media according to the researcher is divided into 2, including planning and implementing actions. The results of learning carried out by the researcher using picture media are an help in students in learning English as evidenced by the enthusiasm of students in participating in the learning activities carried out by the researcher.



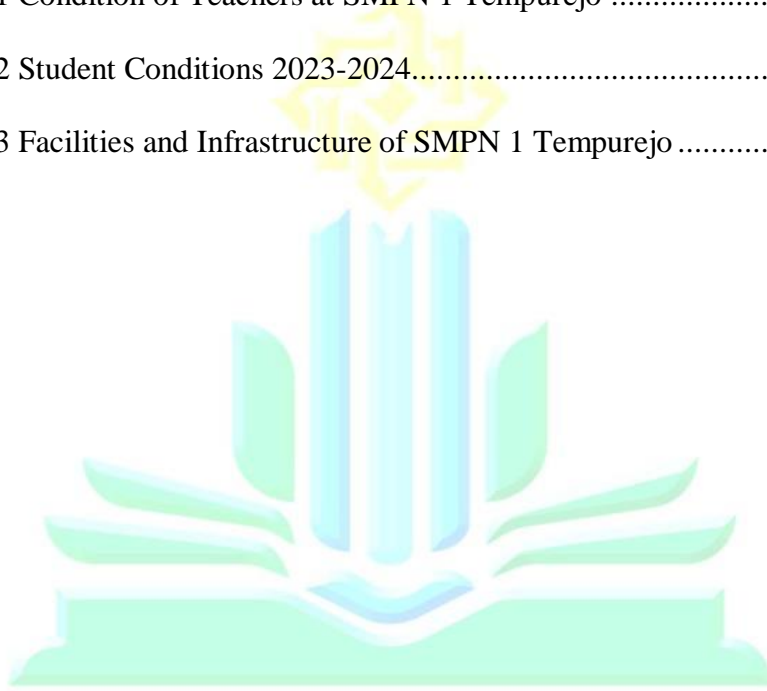
## LIST OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>ADVISOR APPROVAL SHEET</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>AKNOW LEDGEMENT</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>LIST OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF APPENDIX</b> .....	<b>xii</b>
<b>CHAPTER 1 INTRODUCTION</b> .....	<b>1</b>
<b>A. Research Baground</b> .....	<b>1</b>
<b>B. Focus of Research</b> .....	<b>7</b>
<b>C. Research Objective</b> .....	<b>8</b>
<b>D. Benefits of Research</b> .....	<b>8</b>
<b>E. Definition of Terms</b> .....	<b>9</b>
<b>F. Discussion Systematics</b> .....	<b>10</b>
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>11</b>
<b>A. Previous Research</b> .....	<b>11</b>
<b>B. Theoretical Framework</b> .....	<b>16</b>
1. Teaching Reading Skill Through Image Media .....	<b>16</b>
2. Reading Skill .....	<b>19</b>
3. Image Media.....	<b>22</b>

<b>CHAPTER III RESEARCH METHOD .....</b>	<b>28</b>
A. Research approaches and types .....	28
B. Research Location .....	28
C. Research Subject .....	28
D. Data Collection Technique.....	30
E. Data Analysis .....	31
F. Data Validity .....	34
G. Research stages .....	35
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>37</b>
<b>A. Research Object Overview .....</b>	<b>37</b>
1. Description of research location .....	37
<b>B. Data Presentation and Analysis .....</b>	<b>46</b>
1. The use of image media to help student’s reading skill .....	47
2. The impact of learning English using image media on students' interest in reading .....	54
<b>C. Discussion of Findings .....</b>	<b>61</b>
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>67</b>
A. Conclusion .....	67
B. Suggestion .....	68
<b>REFERENCES .....</b>	<b>69</b>
<b>Attachments .....</b>	<b>71</b>

## LIST OF TABLES

No	Description	Page
Table 2.1	Originality of Research.....	14
Table 4.1	Condition of Teachers at SMPN 1 Tempurejo .....	41
Table 4.2	Student Conditions 2023-2024.....	45
Table 4.3	Facilities and Infrastructure of SMPN 1 Tempurejo .....	45



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF APPENDIXES

Appendix 1 : Matrix

Appendix 2 : History of STATE SMPN 1 Tempurejo

Appendix 3 : Interview guidelines

Appendix 4 : Interview Teacher

Appendix 5 : Introduction and Learning Material

Appendix 6 : Journal of Activity



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER I

### INTRODUCTION

In this chapter, an introduction to the research is presented, including the research background, focus, objective, significance, definition of key terms, and a systematic discussion of these components.

#### A. RESEARCH CONTEXT

Education has become a part of human life. Binti Maunah (2009) said "Education has a learning experience that takes place in all environments, throughout life and education is all life situations that affect individual growth. So it can be concluded that through education humans are able to develop their potential and education is one of the important things in human life. Education itself is a symptom and completeness of human needs that are very important in human life itself. In essence, humans will not only depend on nature without any other influence. The importance of the process of human change from one condition to another, because education is an absolute thing that must be met in an effort to improve the standard of living of humans, especially the Indonesian people.<sup>2</sup>

Education is no longer a new term that we hear, but we have heard it quite often. Education itself is a place to form a good image for humans

---

<sup>2</sup>Darmiyati, "( *The Principal's Managerial Influence in Improving the Quality of Education at SMA Negeri 1 Soromandi, Bima Regency*)" ( Makassar: Muhammadiyah University of Makassar, 2017), p. 1

so that they can develop all their potential. Law number 20 of 2003 concerning the National Education System also explains that education is a place to develop all the potential that exists in humans. Therefore, in this case, education in general is not limited to certain subjects, but rather covers all aspects related to human potential in the context of development.<sup>3</sup>This is also what makes various materials studied in the world of education. Education itself is divided into two types, including:

1. formal education
2. non-formal education.

Formal education itself is an education that allows all existing educational components to be recorded and integrated with the government. Formal education is also said to be a tiered and structured educational path, starting from elementary school, junior high school, high school/vocational school/MA. While non-formal education is an educational program specifically designed to improve human knowledge. Generally, non-formal education is used as a support or complement to formal education.<sup>4</sup>

In the field of education, foreign languages have become a second language that is often used as a medium for teaching and learning activities in schools. The foreign language that is often used as a medium

---

<sup>3</sup>Noprial Lubis Reza, S.Pd. I " *Basic Concept of Understanding Education* " , November 13, 2021 12:49, <https://rezalubis.id/pengertian-dinding/>

<sup>4</sup>in the same place

in the teaching and learning process is English . English itself is a unifying language used in almost all countries, therefore English is taught at the Elementary School (SD), Middle School (SMP), High School (SMA) and so on. <sup>5</sup>With the rapid development of science and technology in various fields, learning English is expected to help us become part of the progress of science and technology. Learning English at MTS can emphasize four basic skills, including writing skills, listening skills, reading skills, and speaking skills. Various efforts have been made to improve English language skills, including by preparing supporting educational infrastructure.<sup>6</sup>

In classroom learning, teachers play a very important role, one of which is how the subject matter delivered by the teacher can be mastered by students. This is a fairly difficult problem because students are not only individuals with all their uniqueness, but they are also social media creatures with different backgrounds. Therefore, teachers are often faced with various situations that threaten the achievement of learning objectives. Lack of student interest and motivation is one of the factors that causes declining achievement. Therefore, as an educator, students should be positioned as human beings who must be respected and given the opportunity to develop their competencies. Teachers need to avoid a rigid learning atmosphere that can make students passive, unenthusiastic

---

<sup>5</sup>Umbu Asminto Candra Domu P, " *Effectiveness of Using Image Media in Learning Language Writing Skills* ", (Yogyakarta: UNY, 2013), Page 1

<sup>6</sup>Ibid., Page 2

and bored, which has an impact on the implementation process. There needs to be a good atmosphere, familiarity and mutual respect for each other. By using interesting learning media that is in accordance with educational goals, the media has a very large role in creating a learning atmosphere. A pleasant learning atmosphere would make it easier for students and teachers to achieve effective learning goals.<sup>7</sup>

Learning media has three roles, namely the role of attracting attention ( *intentional role* ), the role of communication ( *communication role* ), and the role of memory or storage ( *retention role* )<sup>8</sup>. In learning at school, a teacher can create an interesting learning atmosphere by utilizing creative, innovative and varied learning media, so that learning can take place by optimizing the process and oriented towards learning achievement. In the learning and teaching process, maximum effort is needed and functions for all components in the form of potential tools that exist in humans. Through learning, the next mandate is to teach that knowledge, continue to work all this potential. The Prophet said:

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ  
بِالْعِلْمِ

" Whoever wants matters relating to the world, he must have knowledge, and whoever wants (to be safe and happy) in the hereafter, he must also know knowledge, and whoever wants both, he must have knowledge of

<sup>7</sup>Arsyad, Azhar, 2006, *Learning Media*” Jakarta: Raja Grafindo Persada, Pages 6-9

<sup>8</sup>Rosyidah, Umi et al " *Active Learning Arabic* ", (Malang: UIN-Maliki Press: 2008), Page 53



both." (HR. Bukhari and Muslim)<sup>9</sup>

The importance of learning and pursuing knowledge is explained very clearly in various propositions to study the holy verses of the Qur'an and the Hadith of the Prophet. Of course this makes the position of learning in Islam very important. Why, the Prophet Muhammad. Also encouraged his people to continue learning.

Likewise, in the problem of implementing educational learning media, attention must be given to the development of the religious soul of students, because this factor is precisely the target of learning media. Without paying attention to and understanding the mental development of children or the level of students' thinking power.

Media or intermediaries that contain information that contains teaching objectives can be called learning media. Learning media itself is a tool that functions to explain parts of the entire learning program that are difficult to explain directly in words to students. Learning media is also an important element in teaching and learning activities because its main function is as a tool to help teachers in helping the learning process. In addition, teachers generally use learning media to package learning materials more interestingly so that students' learning focus can increase.<sup>10</sup>

---

<sup>9</sup>Ahmad Wakka, “*Quranic Guidance on Learning and Teaching*”, Education and Learning Journal. Vol.1 No.1, January 2020, p. 84

<sup>10</sup>Nurseptian, AMOesman, *Students' Perceptions of Japanese Language Learning Media Based on YouTube Videos*, Vol 08 No 03, Journal of Japanese Language Education, (November 2022) P.277

In the learning process, the presence of media has a significant meaning, because in this activity, confusion about the material presented can be helped by presenting media as an intermediary. Media can represent what the teacher is unable to express through certain words or sentences. The abstractness of the material can also be concretized by the presence of media. And thus students would find it easier to understand what the teacher explains.<sup>11</sup> However, the role of media would not be seen if its use is not in line with the content of the formulated teaching objectives. Therefore, teaching objectives should be used as a reference in the use of media. And if ignored, media is no longer a teaching tool, but becomes an obstacle to achieving goals effectively and efficiently.

In English subjects, many students do not pay attention when the teacher explains the material. This often happens in any school, including what happened in class VIII of SMP NEGERI 1 Tempurejo. When the teacher explains the material, many students are busy themselves, maybe only 1 to 2 students are still paying attention, it turns out that this happens because the teacher does not use learning methods and media that are appropriate to their characteristics. learning materials that make students feel uncomfortable. while in class. In this case, the teacher only focuses on the book and simply explains without providing other explanations that interest students.

Based on initial observations, SMP NEGERI 1 Tempurejo is an

---

<sup>11</sup>Ibid, pp. 301-302

institution located around a rubber plantation, where the majority of students studying at the school are students from the village itself. As we know, if a regional school still has a beautiful environment, they only consider formal schools as mere formalities. During the researcher's observation there, the researcher found many students who fell asleep while the lesson was taking place and this did not only happen to one student and this was an incident that happened every day. According to English teachers, many of them often fell asleep in class because they did not really like English lessons.

To overcome this, the researcher tried to offer a trial of using easy and efficient learning media, namely image media. Based on the above, the author intends to conduct a study entitled "Teaching Reading Skill Through Image Media at The VIII Grade SMP Negeri 1 Tempurejo"

## B. FOCUS OF RESEARCH

Focus become a benchmark in research because the essence of research is solving the focus. Focus that arise can usually be seen from personal experience and by observing the phenomena that occur. Therefore, the formulation of the focus becomes the focus of research. The formulation of the focus in this case is as follows:

1. How does the use of image media to help student's reading skill ?
2. What is the impact of learning English using image media on student's interest in reading ?

### **C. RESEARCH OBJECTIVE**

The research objective is a description of the direction aimed at in conducting research. The objective must refer to the problem that has been formulated previously. Referring to the focus of the research, the research objectives are as follows:

1. To describe the use image media to help studentt's reading skills.
2. To describe the impact of learning English using image media on student's interest reading.

### **D. BENEFITS OF RESEARCH**

This research is expected to provide benefits for researchers, groups, institutions, communities and readers. There are two theoretical and practical benefits of research, including:

#### **1. Theoretical Benefits**

- a. This research is expected to be a reference for further research, especially those directly related to the method of using image media in English language learning.
- b. It is hoped that with this research, it would be able to increase and enrich the insight of students, especially students of the English Language Study Program in understanding the use of learning media using image media in learning English.
- c. Its relevance to the English Tadris Study Program is that it is in accordance with the courses in the English For Practice study program.

## 2. Practical Benefits

- a. For researchers: can increase knowledge about the use of image media in the teaching and learning process of English subjects, can determine the impact of the use of image media in the teaching and learning process of English subjects.
- b. For grade VIII students of SMP NEGERI 1 TEMPUREJO: can provide positive contributions in the use of image media in the teaching and learning process of English subjects.
- c. For English departement: can be used as a reference for UIN KHAS Jember students and can facilitate cooperation between UIN KHAS Jember and school institutions.

## E. DEFINITION OF KEYTERM

The definition of this term contains the meaning of important terms that are of concern to researchers in the research title. The aim is to avoid misunderstanding of the meaning intended by the researcher, as follows:<sup>12</sup>

1. Teaching reading skill in other literature it is emphasized that students are not only children who are under the care and love of their parents, not also children who are of school age .
2. Image media is a tool that teachers can use in the learning process with the aim of creeeeating meaningful learning for students. Image media is also a simple medium used by teachers.
3. Teaching reading skill through image media is a process of interaction

---

<sup>12</sup>Compilation Team, *Scientific Paper Guidelines*, (Jember: IAIN Jember press, 2017), page 45.

between teachers and students to gain knowledge and insight and to form attitudes and beliefs in students. In other words, a process to help students learn well.

## **F. SYSTEMATIC DISCUSSION**

The systematic discussion contains a description of the flow of the thesis discussion starting from the introductory chapter to the conclusion. The systematic discussion in question is as follows:

CHAPTER I Introduction which contains the background of the problem, problem formulation, research objectives, benefits of the research, definition of terms and systematic discussion.

CHAPTER II Literature Review which contains previous research and theoretical studies relevant to the research to be conducted.

CHAPTER III Research Method which contains the methods to be used, including the research approach and type, research location, data sources, data collection methods and data validity.

CHAPTER IV Findings and Discussion containing the research object, data presentation, data analysis and discussion of the problem.

CHAPTER V Conclusion and Suggestion contains the conclusions and suggestions of the research.

## CHAPTER II

### LITERATURE REVIEW

This chapter presents a review of related literature. It consist of previous research and theoretical framework.

#### A. Previous research

In this section, the researcher records various previous research results related to the research to be conducted in the form of journals, articles, dissertation theses and so on, which are then summarized. In this way, it would be seen to what extent the originality and position of the research conducted. Studies related to this research are:

1. Fani Septiana Puspitawati, State Islamic Institute (IAIN) Metro Metro Elementary Madrasah (PGMI) Teacher Education Study Program in 2019 with the research title "Use of Image Media in Improving Class IV Student Learning Outcomes of Elementary Madrasah Ma'arif Darur Rahman Marga Tiga, East Lampung".

This research is motivated by the need to be careful in choosing learning media, because learning media acts as a tool in learning and also as a supporting factor for the success or failure of teachers in educating students to become the next generation of the nation and their achievements can be proud of. Therefore, teachers need to use learning media so that the learning process becomes interesting and students actively participate in the learning process. Provisions in the selection of learning media

must be taken seriously. Because learning media acts as a tool in learning and also as one of the supporting factors for the success or failure of teachers in educating students to become the next generation of the nation whose achievements can be proud of. Therefore, teachers need to use learning media so that the learning process becomes interesting and students actively participate in the learning process. As much as possible in the material, use media such as images that are useful for arousing students' interest in learning, and students would pay more attention to what the teacher teaches. The presentation of images also aims to show a concrete picture and in accordance with what is happening. With the emergence of images as a medium, at least students know and begin to imagine by imagining the actual form.<sup>13</sup>

2. Ayuk Fatmawati from Universitas Nusantara PGRI Kediri in 2015 with the title "Perceptions of Class VIII Students Regarding the Use of Image Media in Learning Basketball at SMAN 1 Nganjuk in 2014\2015".

In this study, the focus of the problem is students' interest in learning using image media and the results of this study are that the perception of grade XI students towards the use of image media shows positive results. This is because learning using

---

<sup>13</sup>September *Fany* \_



image media in basketball is by providing a little explanation of the material from the teacher then students pay attention to the pictures about the basketball material presented. With several examples of movements from the teacher, students then make movements based on the examples explained using image media, so that students better understand and understand the material being taught. The selection of media use is something that affects the smoothness of the learning process. Choosing the right media would greatly help in improving the quality of learning itself. Basically, the selection of the right media must be adjusted to the goals to be achieved, the condition of the students, the material, and the teacher's ability regarding the media, so that the learning process would run more smoothly and the results achieved would be maximized.<sup>14</sup>

3. Suharnita, from Sultan Syarif Kasim Riau State Islamic University, English Language Education study program in 2012 with the title "*Application of Image Media to Improve Vocabulary Mastery of Class V Students of Madrasah Ibtidaiyah Muhammadiyah (MIM) Simpang Kubu*"

In this study, image background media can shorten long descriptions, information explained in words may require a long description. Descriptions can be shown through images, through

---

<sup>14</sup>Ayuk Fatmawati, Thesis "*Perceptions of Class VIII Students Regarding the Use of Image Media in Learning Basketball at SMAN 1 Nganjuk 2014/2015*". (Kediri: Universitas Nusantara PGRI Kediri) p.5-9

images students can express the meaning of the image, with words students do not need to read long descriptions and take a long time. So that in this way students can master vocabulary better and more practically, because through images students can remember it more easily and students would also remember it more easily. The use of media is not seen or assessed based on the sophistication of the media, but what is more important is its function and role in helping to perfect the teaching process. The use of teaching media also depends heavily on teaching objectives, teaching materials, ease of obtaining the necessary media and the teacher's ability to use it in the teaching process.<sup>15</sup>

**Table 2.1**

**Originality of Research**

NO	Name, University, Study Program, year and research title	Equality	Difference
1	Fani Septiana Puspitawati, State Islamic Institute (IAIN) Metro, Elementary School Teacher Education (PGMI), 2019, "Use of Image Media in Improving Class IV Learning Outcomes of	1. Both use the same theme, namely the use of image media in the learning process.	Fani Septiana used quantitative research methods while the researcher used descriptive qualitative research methods.

<sup>15</sup>Suharnita, Thesis " *Application of Image Media to Improve Vocabulary Mastery of Class V Students of Muhammadiyah Elementary School (MIM) Simpang Kubu*" (Pekanbaru, UIN Sultan Syarif Kasim Riau), pp.10-11

	Elementary School Social Studies Ma'arif Darur Rahman Marga Tiga East Lampung."		
2	Ayuk Fatmawati, Nusantara PGRI University of Kediri, Physical Education, Health and Recreation, 2015, "Perception of Grade VIII Students on the Use of Image Media in Basketball Learning at SMAN 1 Nganjuk in 2014\2015".	1. Both use the same theme, namely the use of image media in the learning process. 2. Both use qualitative descriptive research methods.	Ayu Fatmawati uses image media to learn about the game of basketball, while researchers use image media to learn English.
3	Suharnita, Sultan Syarif, State Islamic University of Kasim Riau Pekanbaru, English Language Education, 2012, "Implementation of Image Media to Improve Vocabulary Mastery of Class V Students of Muhammadiyah Elementary School (MIM) Simpang Kubu, Kampar Regency"	1. Both use the same theme, namely the application of image media in the learning process.	Suharnita, used quantitative research methods while the researcher used descriptive qualitative research methods

## B. Theoretical Framework

### 1. Teaching Reading Skill Through Image Media

Interest in reading is a permanent characteristic of the lifelong learning process that contributes to development, such as solving problems, understanding other people's characters, creating a sense of security, good interpersonal relationships and increased appreciation for daily activities.<sup>16</sup>

Interest is basically one of the driving aspects in a person in realizing desires or needs. Interest must be realized in the form of various efforts so that the intended goal can be achieved. While reading is important for humans. By reading, a person can stimulate his brain to think creatively and systematically, expand and enrich his insights, and form a superior and competitive personality.

#### a. Characteristics of reading interest

A person who has a high interest in reading can be seen from the characteristics inherent in his behavior, as follows:

- 1) Always want to read
- 2) Always be enthusiastic when reading
- 3) Have a habit and continuity in reading
- 4) Take advantage of every opportunity by reading
- 5) Have a reading book
- 6) Looking for reading materials, either in the library or other

<sup>16</sup> A.Fitriani, Thesis: " *The Influence of Image Media on the Reading Interest of Early Childhood Children at Insan Cemerlang Manuruki Kindergarten Makassar* " (Makassar: UMM, 2019), Pages 33-34

places

- 7) Have a purpose when reading
- 8) Note down or mark important things while reading
- 9) Having the awareness that reading means learning
- 10) Discussing reading results<sup>17</sup>

b. Purpose of reading interest

To get the desired reading results as stated in the reading objectives above, several objectives are required, including:

- 1) Reading is a pleasure that does not involve complicated thinking.
- 2) Reading to increase knowledge and insight.
- 3) Reading to be able to do a job or profession.

Meanwhile, the instructional objectives of reading should be

able to help students to:

- 1) Recognize words automatically
- 2) Understanding the text
- 3) Motivated to read and appreciate reading.<sup>18</sup>

c. Factors that influence Reading Interest

Reading interest is influenced by two groups, namely personal factors and institutional factors. Personal factors are factors that come from within the child himself, including:

<sup>17</sup> Gumono, *Profile of Reading Interest of FKIP Students, University of Bengkulu* ", 14, discourse, 2016, 1.68

<sup>18</sup> A.Fitriani, Thesis: " *The Influence of Image Media on the Reading Interest of Early Childhood Children at Insan Cemerlang Manuruki Kindergarten Makassar* " (Makassar: UMM, 2019), Pages 34-35

- 1) Age
- 2) Gender
- 3) Intelligence
- 4) Reading ability
- 5) Attitude
- 6) Psychological needs

As for institutional factors, they are factors that come from outside the individual themselves, including the availability of books, social and economic status, the influence of parents, peers and teachers. Thus, the interest in reading is not automatically owned by a student but must be formed. An effort is needed, especially from educators, in addition to the family environment as the closest environment, to train, foster, foster, and increase interest in reading. Interest plays a very important role in determining the steps we will take. Although the motivation is very strong, if there is no interest, of course we will not do something that is motivated in us. Likewise, the position of interest in reading occupies the top level, because without interest, it will be difficult for someone to carry out reading activities.<sup>19</sup>

---

<sup>19</sup> Gumono, *Profile of Reading Interests of FKIP Students, University of Bengkulu*”, 14, discourse, 2016, 1,69-70

## 2. Reading Skill

Reading skills are the ability to interact with written language and understand the meaning contained in it. Reading is a receptive language skill, namely receiving or understanding the message conveyed by the author.

Reading skills involve various factors, both from within the reader and from outside. Reading is not just pronouncing words, but also involves thinking and understanding the content of the reading.

### a. Understanding Reading

Reading is part of language skills which has an important role in the learning process. "Reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic and metacognitive activities."<sup>20</sup>

Furthermore, Henry Guntur Tarigan stated "Reading is a process carried out and used by readers to obtain messages that the writer wants to convey through the medium of words or written language."<sup>21</sup> Yunus Abidin, reading is an understanding of ideas and a series of activities carried out by students and not just reading and answering questions in reading. Reading is a process where information from text is intended and the knowledge possessed by the reader has a major role in forming meaning.

<sup>20</sup>Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar*, (Jakarta: PT Bumi Aksara, 2008), h.2

<sup>21</sup> Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa Bandung, 2008), h.7

Based on the opinion above, it can be understood that what is meant by reading is understanding ideas or ideas, both written and verbal, in reading material, where understanding is the product of reading that can be measured, not the physical behavior of just sitting for hours in the classroom holding a book.

#### b. Reading Purpose

The main purpose of reading is to search for and obtain information including content, understanding reading material. In reading activities in class, teachers should set reading goals by providing appropriate specific goals or by helping them set students' own reading goals.<sup>22</sup>

The goals of reading according to Blanton, et al, and Irwan include the following:

- 1) Fun
- 2) Perfect reading aloud
- 3) Using certain strategies
- 4) Update their knowledge about a topic
- 5) Relate new information to information he already knows
- 6) Obtain information for oral or written reports
- 7) Confirm or reject predictions
- 8) Show an experiment or apply information obtained from a

<sup>22</sup> Maya Umi Widasari, “*Upaya Meningkatkan Kemampuan Membaca Pemahaman Siswa Melalui Metode PQ4R Pada Pelajaran Bahasa Indonesia Di Kelas IV MI Islamiyah Sumberrejo Batanghari Lampung Timur Tahun Pelajaran 2016/2017*” (Lampung Timur: IAIN METRO, 2017),h. 11-12



text in some other way and learn about the structure of the text

9) Answer specific questions.<sup>23</sup>

### c. Reading Type

The general types of reading are beginning reading and advanced reading. Beginning reading is given to students from grade 1 to grade 2 of elementary school. Meanwhile, further reading is given to students from grade 3 of elementary school to college.

Broadly speaking, reading is divided into two types of reading, namely reading aloud or technically and reading silently.<sup>24</sup>

#### 1) Reading Aloud

Reading aloud is a reading activity carried out by making sound symbols. Reading aloud requires certain skills and techniques, especially suprasegmental elements such as tone, intonation, stress, pronunciation, stopping, and so on.<sup>25</sup>

#### 2) Reading Silent

Reading silently is a reading activity that is carried out without making sound symbols. Because it is done

<sup>23</sup> Faim Rahim, *Ibid*, h.12

<sup>24</sup> Jauharoti Alfin, Sri Wahyuni, *Bahasa Indonesia Edisi Pertama*, (Surabaya: Lapis-pgmi, 2008).H.8

<sup>25</sup> *Ibid*, .21

silently, this type of reading gives students the opportunity to understand the text they read in more depth.<sup>26</sup>

### 3. Image Media

#### a. Understanding Media

According to Arief, S Sadiman, et al., graphic media/images are included in visual media, in addition to being simple and easy to make, graphic media are relatively inexpensive media in terms of cost. There are several types of graphic media, including: pictures/photos, sketches, diagrams, charts/graphs, graphs, cartoons, posters, maps and globes, flannel boards, and bulletin boards. Like other media. Graphic media functions to channel messages from the source to the recipient of the message. The channels used involve the sense of sight. The message to be conveyed is expressed in visual communication symbols.<sup>27</sup> Furthermore, it can be concluded that these symbols need to be understood correctly so that the message delivery process can be successful and efficient. In addition to these general functions, graphics specifically function to attract attention, clarify the presentation of ideas, illustrate or decorate facts that might be quickly forgotten or ignored if not graphically.<sup>28</sup>

<sup>26</sup> Ibid, h 21

<sup>27</sup> Arief S. Sadiman, "*Understanding, Development and Utilization of Educational Media*" (Jakarta: Rajawali Press, 2006), page 26

<sup>28</sup> Ibid., p. 29

Among the many educational media, images are the most easily found media. Words and images are a very good combination in the process of sending messages, information or topics. Learning outcomes through words alone should be different from learning outcomes through a combination of words and images. In detail, image media is also called an intermediary or visual-based message delivery presented through images, symbols, dots and lines, to provide a concrete and clear picture of a material, idea, concept or event. The images presented will provide direct instructions and insights to students regarding the message the teacher wants to convey. The material obtained by students would be more factual, memorable and not easily forgotten. Image media is very important in efforts to provide conceptual understanding. Through images, teachers can help provide broader experiences and understanding to students.<sup>29</sup>

b. Types of Image Media

There are several types of drawing media that are commonly used in learning, namely whiteboards, flannel boards, magnetic boards, rope boards, slipboards and pictures.

1) Whiteboard

The whiteboard is a learning medium that has long been used in the world of education and is very popular. In addition to

---

<sup>29</sup> Ibid, pp , 31-31

being cheap, the whiteboard is also very easy to use.

## 2) Fannel board

Flannel board is a type of board whose surface is covered with flannel or carpet to make it cheaper and to make the adhesive stronger.

## 3) Wall chart

This media is in the form of pictures, plans, charts, or schemes that are usually hung on the classroom walls. And if necessary, this media can be hung on the board.

## 4) Flash cards

This media is in the form of 15 X 20 cm cards as many as 30 to 40 pieces. The best material for making these cards is manila paper.

## 5) Substitution roof

This media is in the form of a tube or long bamboo that is coated or equipped with manila paper on the outside. The manila paper is wrapped in such a way that it allows the paper to rotate.

The way to use this media is by rotating the wrapping paper.

## 6) Picture card

This media is made of small cards measuring 6 x 9 cm. Each paper contains an image obtained by attaching image clippings from magazines or other places. The number of cards is approximately 50 pieces.

#### 7) Reading box

This media trains reading skills. The equipment consists of a box containing a set of texts or readings complete with a list of key questions at once.

#### 8) Map

What is meant by a map is a flat image of the earth's surface which shows the position and size of the earth which is symbolized by lines and signs.<sup>30</sup>

#### c. Image Media Terms

1) Must be authentic: the image must be faithful in conveying the actual reality.

2) Simple: clearly shows the main points in the image so that students do not have difficulty understanding the image.

3) Images must be in accordance with the learning objectives to be achieved.

4) Pictures must show objects in situations that indicate certain activities according to the learning theme.

5) Images can be used optimally to achieve learning objectives.<sup>31</sup>

#### c. Advantages and Disadvantages of Image Media

Based on the above opinion, it can be concluded that image media is a teaching technique that uses images or photos to convey

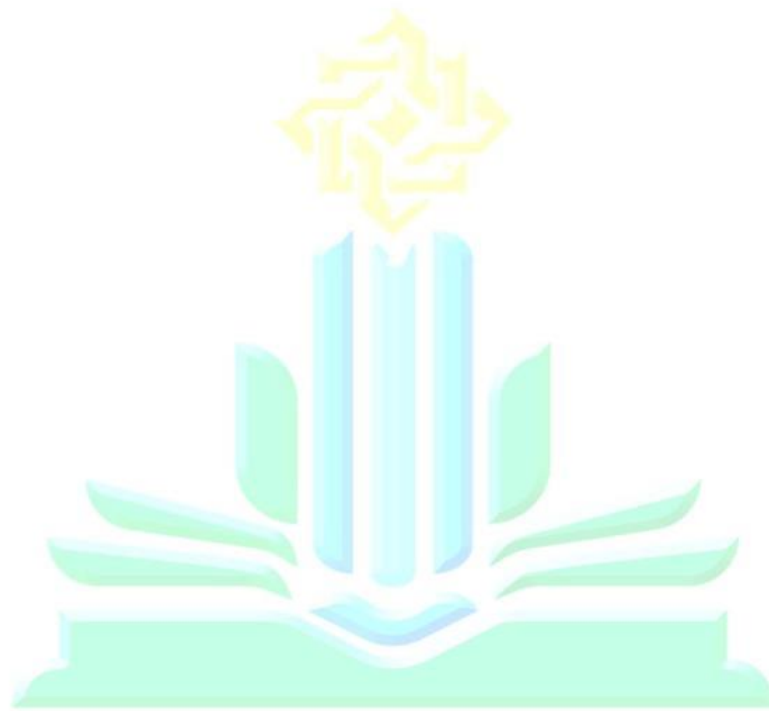
<sup>30</sup> Yuswanti, "Using Picture Media to Improve Student Learning Outcomes in Social Sciences Lessons in Grade IV of Elementary School PT. Lestari Tani Teladan (LTT)" (Taduloko Online Creative Journal Vol.3 No.4 ISSN 2354-614X). Pages 194-196

<sup>31</sup> Cecep Kusnadi, Bambang Sujtipto, *Manual and Digital Learning Media*. (Bogor: Ghalia Indonesia, 2013). p.41-42

messages to students. Through images or photos, it is expected that students will find it easier to develop their thoughts in written form. This media is a simple and inexpensive visual media in terms of cost. In relation to the above, several advantages of image media can be stated. Among them:

- 1) Concrete: images or photos are more realistic in presenting the subject matter compared to purely verbal media.
- 2) Pictures can overcome the limitations of space and time. Not all objects, things or events can be brought into the classroom, and children cannot always be brought to them. Pictures and photos can overcome this.
- 3) Media images or photos can overcome the limitations of our observations. Parts of cells or leaves that we cannot see with the naked eye can be presented clearly in the form of images or photos.
- 4) Photos can shed light on an issue, in any field and at any age level, thereby preventing or correcting misunderstandings.
- 5) Photos are inexpensive and easy to obtain and use without the need for special equipment.
- 6) Pictures or photographs only emphasize the sensory perception of the eye.
- 7) Pictures or photos that are too complicated are less effective for learning activities.

8) Limited sizes for large groups.<sup>32</sup>



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

---

<sup>32</sup> Arief S. Sadiman, " *Educational Media: Definition, Development and Uses.*" (Jakarta: Rajawali Press, 2009). Pg.29-33

## **CHAPTER III**

### **RESEARCH METHODS**

This chapter describes the research methods used in this research which consist of the approach and design in the research, the location where the research was conducted, the subjects in the research, data collection techniques, data analysis, data validity, and the procedures used in the research.

#### **A. Research Approaches and Types**

The method chosen by the researcher is a qualitative method, because the researcher wants to analyze the perceptions of class VIII students of SMP NEGERI 1 TEMPUREJO regarding the effectiveness of learning using media. The type of research used by the researcher is a qualitative descriptive study that aims to explain students' perceptions of learning methods using image media.

#### **B. Research Location**

The location of this study shows the location where the researcher will conduct the research, in this case the researcher chose the location at SMP NEGERI 1 TEMPUREJO, Dusun Glantangan, Desa Glantangan, Kecamatan Tempurejo. The reason the researcher chose this place was because wanted to know the students' perceptions about the use of image media in the teaching and learning process of English subjects.

#### **C. Research Subjects**

The subject of this research is based on data research efforts. Research data can be obtained from people or informants who understand the social



conditions of class VIII students of SMP NEGERI 1 TEMPUREJO. The targets that would be used as informants by researchers are:

1) School Operator

The school operator is Mr. Bahrul who is the first subject that the researcher interviewed. From Mr. Bahrul the researcher obtained data including the geographical location of SMPN Tempurejo, the history of the school, the number of teachers at SMPN 1 Tempurejo, the total number of students, and the facilities and infrastructure available at SMPN 1 Tempurejo.

2) English Teacher

Mrs. Midday is one of the English teachers that the researcher interviewed. From the interview with her, the researcher obtained accurate data about the effectiveness of English learning using picture media, the strategies used by teachers in teaching using picture media, and the impact of picture media learning for grade VIII students.

3) Students of VIII Grade

One of the students interviewed by the researcher was Indi and Nita. Indi and Nita are students in grade VIII at SMPN 1 Tempurejo. Indi is one of the students who is quite accomplished in grade VIII, while Nita is a student who does not like English lessons. From the results of the interview with Indi and Nita, the researcher obtained information about the joy of grade VIII students in learning English and found things that they did not like in using the method.

#### **D. Data collection technique**

Researchers use the following data collection methods :

##### 1) Observation

Observation is studying social psychology phenomena consciously and systematically through observation and recording. In this case, the researcher only conducted interviews as far as the materials needed according to their intended use. The focus is on how effective the VIII Grade SMPN 1 Tempurejo are in learning English using picture media.

##### 2) Interview

An interview is a conversation between an interviewer (the person asking the questions) and a source (the person answering the questions asked by the interviewer) aimed at a particular problem. In this case, the interview method used by the researcher is a structured interview method, namely interview rules that have been formulated carefully so that the interview runs smoothly and does not seem stiff. A method of collecting data by asking and answering directly to sources who understand the questions to be studied and are related to them. In relation to this, the researcher conducting interviews with school operators, students of class VIII of SMPN 1 Tempurejo and finally, English subject teacher. This interview aims to obtain the necessary data

### 3) Documentation

This method is a way to find and collect data on problems or discussions related to a topic of discussion in the form of notes, transcripts, magazines, minutes, etc. In this study, researchers collected data through interviews and recorded carefully the data at SMPN 1 Tempurejo.

### **E. Data analysis**

In qualitative research, data is obtained from various sources using different data collection techniques and continues until the data is complete. called data analysis is the process of systematically collecting and organizing data obtained from interviews, field notes, and literature, grouping and breaking down data into units, organizing it systematically overall, and organize it into a model. Study it and draw conclusions so that it is easy to understand by others and yourself. Qualitative data analysis is inductive. In other words, it analyzes the data obtained and develops hypotheses from it. Data analysis in qualitative research takes place at the time of data collection and after data collection is completed within a certain period of time. During the interview, the researcher analyzes the respondent's answers. If the respondent's answers after being analyzed are not satisfactory, the researcher would continue the questions until a certain time limit and receive data that is believed to be reliable. Miles and Huberman (1984).

Data analysis techniques in qualitative research include data reduction, data presentation and drawing conclusions. Here are some data analysis techniques used by researchers:

1) Data reduction

Data reduction is a form of analysis that sharpens, classifies, directs, discards and organizes data so that conclusions can be drawn and validated. In reducing data, each researcher would be guided by the objectives to be achieved. The main objective of Qualitative research is on the findings. Therefore, if researchers in conducting research find something that is considered foreign. Unknown does not have a pattern, that is what researchers must pay attention to when reducing data.

Data reduction is a sensitive thinking process that requires intelligence and breadth and depth of insight. For new researchers, in conducting data reduction, they can discuss with friends or other people who would develop, so that they can predict data that has significant findings and development values.<sup>33</sup>

In this study, the researcher simplified the results of research in the field. From interviews with various sources that were still in the form of scribbles and voice recordings. The researcher first understood and simplified the data obtained from the field, and after simplifying it, the researcher focused on the research results in order to obtain clear results regarding the effectiveness students of class VIII of SMP NEGERI 1

---

<sup>33</sup> Sugiyono, Qualitative, Quantitative and R&D Research Methodology, (Bandung: Alfa beta, 2008) pp. 247-249

TEMPUREJO in learning using image media in English subjects. So that researchers can easily collect data .

2) Data presentation

Data presentation is the second most important activity in qualitative research. Data presentation is a collection of information arranged in such a way that it is possible to draw conclusions and take action. In this case, after the researcher obtains a clear picture of the results of his research, the researcher then begins to organize his data well and coherently so that the researcher can convey the results of his research easily.

3) Draw a conclusion

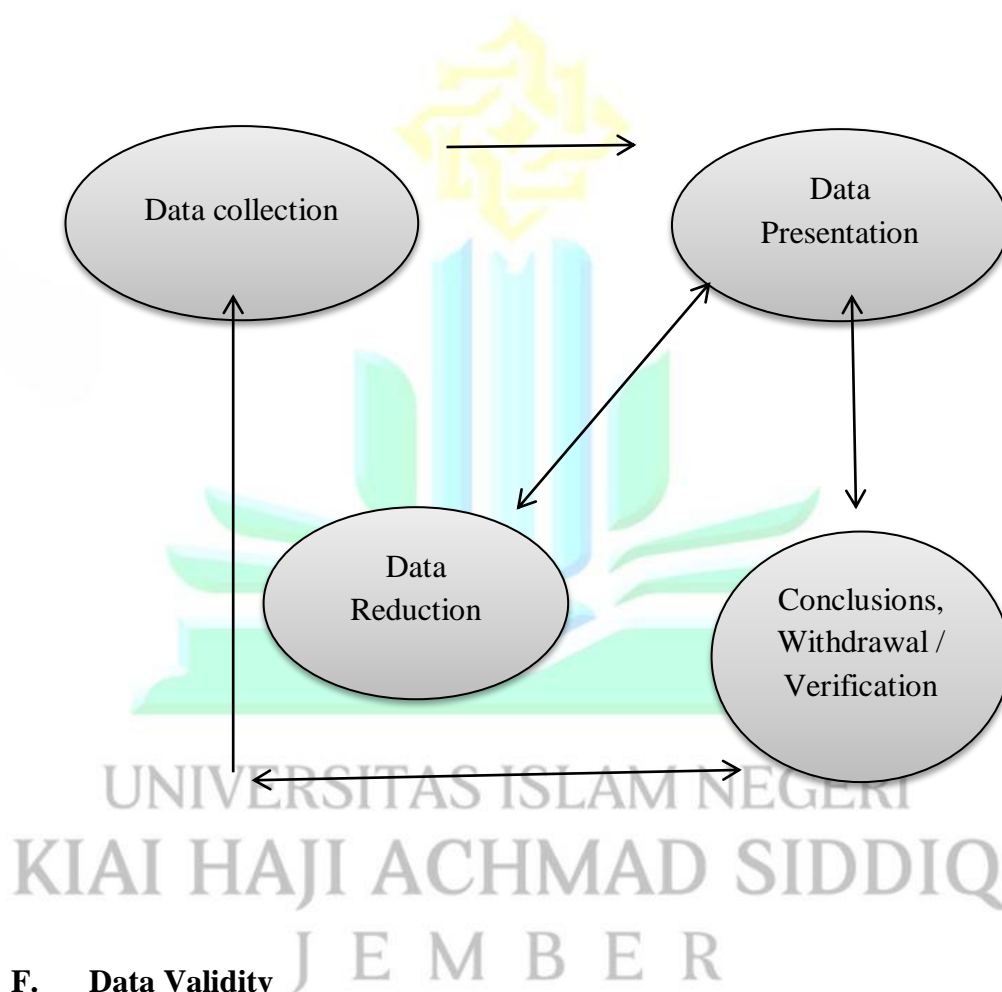
Drawing conclusions is the result of analysis that can be used to take action.<sup>34</sup> The three steps are interactive. At the data reduction stage , categorization and grouping of more important, meaningful, and relevant data with the research objectives would be carried out, so that the final conclusions can be drawn and verified in the research of English language learning using image media. The conclusion here is to explain the data obtained through the researcher's understanding. In this case, it means summarizing data on the effectiveness of grade VIII students of SMP NEGERI 1 TEMPUREJO in learning using image media in English subjects.<sup>35</sup>

---

<sup>34</sup> *Ibid* , 249

<sup>35</sup> Prof. Dr. Sugiyono, " *Quantitative, Qualitative and R&D Research Methods* ", (Bandung, Alfabeta, 2017), p. 243-253

At the stage of data presentation and researchers process from data that has been categorized according to their respective groups. And then present the data.



#### F. Data Validity

Qualitative research requires objective truth. So that researchers can be trusted and scientifically accountable. One way is to use triangulation. Triangulation itself is a data validity checking technique that uses other things to compare interview results with research objects. Triangulation source and technique, namely interviews, observations (observing the learning of class VIII students of SMPN 01 Tempurejo using image media)

and documentation (profile of SMPN 01 Tempurejo, management structure, number of students, number of teachers and school facilities and infrastructure) and also dig up information not only from one informant but more than one informant.

## **G. Research Stages**

Stages are activities carried out during the research process. The stages carried out by researchers when conducting research are as follows:

### **a. Pre-Field Stage**

- 1) Identification of problems
- 2) Asking questions
- 3) Literature study search (news, journals, theses and books)
- 4) Initial observations and interviews with school operators as employees who know the history of SMPN 1 Tempurejo.
- 5) Creating research objectives and research benefits
- 6) Creating a research title
- 7) Submitting research title to faculty
- 8) Selecting informants to be interviewed
- 9) Creating a research proposal
- 10) Proposal consultation with Mr. As'ari, M.Pd
- 11) Take care of the permits to the faculty to go directly into the field
- 12) Preparing research

### **b. Research Implementation Stage**

- 1) Submit the request for permission to the school principal SMP NEGERI 1 TEMPUREJO to conduct research
- 2) Preparing questions for informants
- 3) Go into the field to look for data by observing first
- 4) Searching for data through interviews with several informants, including Mr. Bahrus as the school operator, Mrs. Middy as one of the English teachers, Indi and Nita as grade VIII students.
- 5) Searching for data through documentation when conducting research
- 6) Data evaluation

c. Completion Stage

- 1) Analyzing data
- 2) Presenting data in the form of reports
- 3) Consulting with Mr. As'ari, M.Pd as the Supervisor
- 4) Improve the report by revising the data.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Object Overview

##### 1. Description of research location

###### a. History of STATE SMPN 1 Tempurejo

SMPN 1 Tempurejo was established in 1971, located on Jln. Padang Golf No. 2 Glantangan Pondokrejo, Jember Regency. An old building witnessed the history of the establishment of the first junior high school educational institution in Tempurejo District, namely SMP Kebun Glantangan, which was established by PT. Perkebunan XXVI Jember. At that time, educational institutions in Tempurejo District were still very limited.

Dated January 9, 1982, PT Perkebunan XXVI Jember handed over the right to borrow and use land by the Ministry of P and KRI witnessed by the Head of Tempurejo District, namely Mr. I Wayan Wisata, BA. And the administrator of PTP, XXVI Glantangan, namely Mr. Saidani.

In 1981 the name of SMP Glantangan changed its name to SMP Negeri Tempurejo, then in 1984 the second SMP Negeri was established in Tempurejo. With the existence of this new SMP Negeri, the name of the new SMP Negeri, the name of SMP Negeri Tempurejo changed to SMP Negeri 1 Tempurejo and the newly established SMP Negeri was named SMP Negeri 2 Tempurejo.

SSN is a milestone in the history of SMP Negeri 1 Jember. A very long journey and very tough challenges to achieve the standard, gradually starting in 2011 all components of the school (PBM/Curriculum, Teachers, Principals , support staff/employees, management, facilities and infrastructure) continue to improve their quality.

b. Vision and Mission of SMPN 1 TEMPUREJO

1) School Vision

*“ NOBLE MORALS, INTELLIGENT, SKILLED, CARING ABOUT THE ENVIRONMENT AND RESILIENT IN FACING THE CHALLENGES OF THE TIMES”.*

With vision indicators:

1. The realization of graduates who are devoted to God Almighty.
2. To produce graduates who have good morals and high achievements and have a healthy environmental perspective.
3. The realization of graduates who are intellectually (IQ) and emotionally (EQ) intelligent.
4. The realization of graduates who are independent in all situations.
5. The realization of graduates who have simple global technology provisions.
6. Creating a clean, shady, beautiful and healthy learning environment.

7. Transparent and accountable financing of educational activities.
  8. Educational management that involves community involvement and participation.
  9. The realization of graduates who are honest, stable and sporty in facing the changing times.
- 2) School Mission
1. Implementing the applicable Education Unit Level curriculum in accordance with content standards.
  2. Implementing an effective and efficient learning process.
  3. Implement competitive graduation standards according to the needs of students and society.
  4. Improving the competence of educational staff and education personnel and their qualifications according to academic provisions.
  5. Fulfilling and empowering infrastructure facilities optimally and innovatively.
  6. Implementing school management with professional school-based management.
  7. Collecting community participatory financing as a companion and assistance from the central and regional governments.
  8. Carrying out continuous and ongoing evaluations for the development of the quality of students at educational institutions.

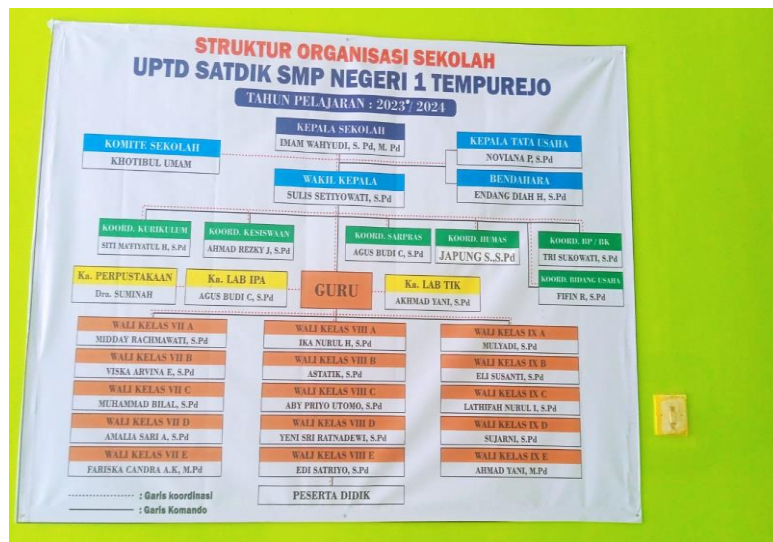
## 3) Objective

Increasing the potential excellence and achievements of students so that they become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

## c. School Identity

Name of the principal	: Imam Wahyudi, S, Pd, M. Pd
School Name	: SMP Negeri 1 Tempurejo
NPSN/NSS/NIS	: 20523852 / 20.1.05.24.13.128/ 202270
School Status	: State
School Address	: Jl. Padang Golf Course No. 2 Glantangan Pondokrejo
District	: Tempurejo
Regency	: Jember
Province	: East Java
Postal Code	: 68173
Established since year	: 1971
Phone/Fax	: 085257593518
Email	: <a href="mailto:smpntempurejo@gmail.com">smpntempurejo@gmail.com</a>
Land Area	: 15,000 m2
Accreditation	: 1347/BAN-SM/SK/2021, Grade A=91
Electric Power	: PLN 1600 Kwh.

d. Structure



e. Teacher and Student Data of SMPN 1 Tempurejo

1) Employee Conditions

The number of teachers and employees of SMPN 1 Tempurejo is 39 people consisting of 14 men and 24 women. For more details, see the following table:

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**TABLE 4.1**  
**Condition of Teachers at SMPN 1 Tempurejo**  
**2023/2024 academic year**

NO	NAME	PLACE AND DATE OF BIRTH	TMT	LAST EDUCATION	POSITION
1	Imam Wahyudi, S, Pd, M. Pd	Jember, November 7, 1966	01 June 2016	S2	Headmaster
2	The Servant of the Ummah				School committee
3	Dr. Sulis	Jember, May		S1	Vice principal

	Setiyowati, S.Pd.	15, 1980			
4	Noviana P, S.Pd	Jember, November 16, 1980	July 16, 2001	S1	Head of Administration
5	Endang Diah H, S.Pd	Sand, January 11, 1974	January 01, 2005	S1	Treasurer
6	Siti Ma'fiyatul H, S.Pd			S1	Curriculum Coordination
7	Ahmad Rezky J, S.Pd			S1	Student Coordinator
8	Agus Budi c, S.Pd	Jember, October 26, 1970	April 01, 2006	S1	Coordinator of Facilities and Infrastructure
9	Japung S., S.Pd	Lampung, May 10, 1975		S1	Public Relations Coordinator
10	Tri Sukowati, S.Pd	Lumajang, July 7, 1964		S1	Coordinator Mr./ Mrs.
11	Fifin R, S.Pd	Jember, March 27, 1981		S1	Coordinate. Business Field
12	Dr. Suminah	Jember, May 11, 1966	01 February 1986	S3	Head of Library
13	Agus Budi C, S.Pd	Jember, October 26, 1970	April 01, 2006	S1	Head of Science Lab
14	Prof. Dr.	Jember,		S1	Head of ICT

	Akhmad Yani, S.Pd	April 08, 1987			Lab
15	Midday Rachmawati, S.Pd			S1	Homeroom teacher for class VII A
16	Viska Arvina E, S.Pd	Jember, January 25, 1993		S1	Homeroom teacher for class VII B
17	Muhammad Billal, S.Pd			S1	Homeroom teacher for class VII C
18	Amalia Sari A, S.Pd	Jember, March 27, 1993		S1	Homeroom teacher for class VII D
19	Fariska Candra AK, M.Pd	Jember, June 21, 1988		S2	Homeroom teacher for class VII E
20	Ika Nurul H, S.Pd	Jember, January 01, 1992		S1	Homeroom teacher for class VIII A
21	Astatic, S.pd	Jember, May 21, 1977		S1	Homeroom teacher for class VIII B
22	Prof. Dr. Aby Priyo Utomo, S.Pd			S1	Homeroom teacher for class VIII C
23	Dr. Yeni Sri Ratnadewi, S.Pd			S1	Homeroom teacher for class VIII D
24	Edi Satriyo,	Jember,		S1	Homeroom

	S.Pd	October 23, 1971			teacher for class VIII E
25	Mulyadi, S.Pd	Jember, August 8, 1960		S1	Homeroom teacher for class IX A
26	Eli Susanti, S.Pd	Jember, June 27, 1983		S1	Homeroom teacher for class IX B
27	Lathifah Nurul I, S.Pd			S1	Homeroom teacher for class IX C
28	Sujarni, S.Pd	Jember, April 08, 1978		S1	Homeroom teacher for class IX D
29	Ahmad Yani, M.Pd	Jember, April 08, 1987		S2	Homeroom teacher for class IX E

## 2) Student conditions

The condition of students at SMPN 1 Tempurejo is 990

students consisting of 3 groups, namely from grades VII - IX with

the number of male students as many as 249 students and female

students as many as 246 students. For more details, see the table

below.



**TABLE 4.2****Student conditions for 2023-2024**

NO	Class	NUMBER OF CLASSES	MAN	WOMAN	AMOUNT
1	VII	5	84	73	157
2	VIII	5	81	68	149
3	IX	5	84	105	189
	Amount		294	246	495

**3) Data on Facilities and Infrastructure of SMPN 1 Tempurejo**

The facilities and infrastructure available at SMPN 1

Tempurejo are the same as those found in schools in general. For more details, see the table:

**TABLE 4.3****Facilities and Infrastructure of SMPN 1 Tempurejo**

NO	Types of Infrastructure	Number of Spaces
1	Classroom	15
2	Library	1
3	R. Science Lab	1
4	R.Computer Lab	1
5	R. Leadership	1

6	R. Teacher	1
7	R. Administration	1
8	R. Counseling	1
9	Worship place	2
10	R. UKS	1
11	Toilet	2
12	Warehouse	1
13	Canteen	1
14	Sports venues	1

## B. Data Presentation and Analysis

In learning English, of course, we often encounter difficulties in the learning process. Difficulties in learning English in general are lack of self-confidence. The use of inappropriate learning methods would hinder the process of learning English so that children would find it difficult to accept English learning due to the choice of learning methods. Then the lack of motivation in the learning process, namely convincing students that they are able to learn English and there are still many more difficulties in the process of learning English.

Learning methods are very much needed in schools, especially for classroom learning. That the learning model is a plan or pattern used as a guideline in planning classroom learning or tutorial learning. The more appropriate the method used by the teacher in teaching, the more effective the achievement of learning objectives is expected.

In the book on the use of learning methods to improve student learning outcomes, Roestyah said that teachers must have a strategy so that students can learn effectively and efficiently to achieve the expected goals. As an educator, teachers must be able to master the classroom situation so that a pleasant learning atmosphere is created, to produce a quality learning process, a teacher needs a good learning method, which can have a positive impact on student learning outcomes. So that the teacher's ability is needed in applying learning methods that are in accordance with the characteristics of their students.<sup>36</sup>

Every learning process must use learning methods so that learning can be maximized. In using learning methods in schools, a teacher can use different learning methods between one class and another, thus it is required for teachers to master and apply various learning methods, the better the method, the more effective the achievement goals.

The inappropriateness of the applied learning methods can reduce the quality of the learning process itself, help student learning outcomes at school can be carried out by using appropriate learning methods by teachers.<sup>37</sup>

### **1. The influence of the use of effective image media in help students' reading skills**

The use of image media in the learning process of grade VIII students at SMPN 1 Tempurejo The use of image media is one of the

---

<sup>36</sup> Mardiah Kalsum Nasution, *The Use of Learning Methods in Improving Student Learning Outcomes*, DIDAKTITA STUDY: Scientific Journal of Education Vol 11, No 1, 2017 ; ISSN 1978-8169 Faculty of Tarbiyah and Teacher Training UIN “smh” Serang, Banten.

<sup>37</sup> Mardiah Kulsum Nasution, *The Use of Learning Methods in Improving Student Learning Outcomes*, (DIDAKTITA STUDY: Scientific Journal of Education) Vol, 11, No, 1, 2017; ISSN 1978-8167, pp. 9-10

methods used by teachers in transforming learning materials into interesting and easy-to-understand materials. Through image media, the message conveyed by the teacher would be more easily absorbed by students.<sup>38</sup>

Learning is a process of someone acquiring skills, abilities, and attitudes. In the learning process there are several components, two of which are teachers and students. In order for the learning process to be successful, teachers must be active, including in terms of encouraging students to always be active in learning and providing adequate learning experiences by using learning media that are appropriate to the material taught to students.

English learning is a teacher's effort in teaching students through the application of various methods, models and learning media that are in accordance with the conditions and characteristics of SMPN 01 Tempurejo students. There is an assumption that English is a serious subject, while in the learning process it becomes passionate, without pressure, and enthusiastic in receiving lessons.

Based on the presentation of the research data above, it can be explained that the influence of image media on the English learning ability of class VIII students of SMPN 01 Tempurejo. The research conducted can prove that the use of image media has an effect on the results of learning English using image media. This is due to the

---

<sup>38</sup> Ina Magdalena, Roshita, Sri Pratiwi, Alfian Pertiwi, Anisa Putri Damayanti, ' *Use of Image Media in Increasing Learning Interest of Grade IV Students at SD Negeri 09 Kamal Pagi* ' 03, Journal of Education and Social Sciences, 2021, 339

suitability of the implementation procedure starting from the planning and implementation of the research. In the process of planning to learn English using image media, namely to develop ideas or ideas that have been described. As said by Mrs. Midday as an English teacher.

“Semenjak diterapkannya pembelajaran dengan menggunakan media gambar, anak-anak menjadi lebih bersemangat karena ada daya tarik tersendiri, menurut mereka juga tidak terkesan membosankan. Dulu sebelum menggunakan metode ini, anak-anak sering tertidur di kelas saat pelajaran bahasa Inggris karena menurut mereka pelajaran tersebut paling tidak menyenangkan dan tidak mudah dipahami. Saya sendiri sempat bingung bagaimana jika anak-anak ini tetap seperti ini, apa yang saya khawatirkan saat ujian kenaikan kelas, bagaimana jika tidak ada satupun nilai mereka yang memenuhi kriteria, saya sendiri yang akan merasa bersalah kepada kepala sekolah. Akhirnya setelah saya evaluasi, Alhamdulillah saya kepikiran untuk menggunakan media gambar ini. Jadi nanti saat proses pembelajaran, saya jelaskan sambil memperlihatkan beberapa gambar yang berhubungan dengan materi saya, kadang saya biarkan mereka menggunakan HP untuk mencari informasi tentang materi ini. Dan ternyata metode yang saya gunakan cukup membuahkan hasil, dari yang awalnya nilai mata pelajaran bahasa Inggris kurang dari 50%, sekarang sudah banyak yang di atas 50%, walaupun tidak semuanya, ada beberapa siswa yang cukup sulit dan tentu ini menjadi PR saya kedepannya”.

Translated by Researcher:

“Since the implementation of learning using picture media, children have become more enthusiastic because there is a special attraction, according to them it also does not seem boring. Previously, before using this method, children often fell asleep in class during English lessons because according to them, the lesson was the least enjoyable and not easy to understand. I myself was confused about what if these children remained like this, what I was worried about during the class promotion exam, what if none of their scores met the criteria, I would be the one who would feel bad about it to the principal. Finally, after I evaluated it, Alhamdulillah, I thought of using this picture media. So later when I was in the learning process, I explained while showing some pictures related to my material, sometimes I allowed them to use their cellphones to search about this material. And it turned out that the method I used was quite fruitful, from the initial English subject score of less than 50%, now many are above 50%, although not all of them, there are some students who are quite difficult and of course this is my homework in the future.”<sup>39</sup>

According to the interview results above, the resource person explained that learning using picture media has been very influential for grade VIII students, from initially students who did not like this subject but now they have started to like it, plus the teacher added

---

<sup>39</sup> Ms. Midday, interview April 29, 2024

some pictures to attract the interest of the students. Although not completely liking this subject, at least there has been progress in learning English. As Mrs. Middy said

“Anak-anak memang malas, Pak, kalau pelajaran Bahasa Inggris. Yang paling semangat itu anak-anak yang aktif di kelas, yang lain ikut-ikutan saja. Kadang-kadang kita malah membiarkan mereka tidur, mungkin karena mereka kurang bersemangat, Pak. Ya, tugas kita sebagai guru adalah membuat terobosan-terobosan yang terbaik bagi anak-anak supaya mereka tetap semangat belajar Bahasa Inggris.”

Translated by Researcher:

"The children are lazy, sir, when it comes to English lessons. The most enthusiastic ones are only the active children in the class, the others just follow along. Sometimes we even leave them to sleep, maybe because they are so unmotivated, sir. Well, it's our job as teachers to make the best possible breakthroughs for the children so that they remain enthusiastic about learning English."<sup>40</sup>

Not only teachers feel the influence of this method, even some students feel its influence. As Indi said in an interview with the researcher:

“Iya pak, saya sendiri merasa lebih paham kalau belajar sambil melihat gambar, soalnya bahasa inggris itu mata

---

<sup>40</sup>Ms. Middy, interview April 25, 2024

kuliah yang susah banget, apalagi kalau cuma tulisan saya juga butuh waktu lama untuk memahami materi yang diterangkan guru, apalagi kalau cuma tulisan, saya malah tambah bingung pak. Sekarang ada gambarnya jadi agak lebih paham pak”

Translated by Researcher:

"Yes sir, I myself feel that I understand better if I study by showing pictures because English is a very difficult subject, and it also takes me a long time to understand the material explained by the teacher, let alone if it's just writing, I'm even more confused, sir. Now that there are pictures, I can understand a little better, sir."<sup>41</sup>

From what the resource person said, it has been proven that changes in learning methods have a big influence on the learning process of class VIII students at SMPN 01 Tempurejo, as stated by

Nita from class VIII A:

“Pak, belajar itu menyenangkan karena kadang guru membuat tebak-tebakan supaya teman-teman lebih semangat, saya pribadi juga lebih suka pelajaran ini sekarang, kadang guru juga membuat kuis yang kalau ada yang bisa menjawab akan diberi hadiah, teman-teman saya pun semakin bersorak sehingga kelas terlihat ramai, pak, saya bahkan pernah ditegur guru lain karena terlalu berisik dan mengganggu kelas sebelah. Tapi dengan adanya pembelajaran ini pengaruhnya sangat baik untuk saya dan teman-teman”.

---

<sup>41</sup> Indi, interview May 15, 2024



Translated by Researcher:

"Sir, learning is fun because sometimes the teacher makes a guessing game so that my friends are more enthusiastic, I personally also like this lesson more now, sometimes the teacher also makes a quiz where if someone can answer it, they will be given a prize, my friends cheer even more so that the class looks lively, sir, I was even reprimanded by another teacher because it was too noisy and disturbed the class next door. But with this learning, the influence is very good for me and my friends.<sup>42</sup>

Learning using picture media has great benefits for students of class VIII SMPN 01 Tempurejo, namely providing opportunities for students to further develop their abilities and examine each learning object given. This is because in learning activities students are required to be more active in learning through direct learning activities.<sup>43</sup>

From the explanation of Mrs. Middy and several students from class VIII of SMPN 01 Tempurejo, the researcher can conclude that the influence of the use of adequate picture media in learning English at SMPN 01 Tempurejo allows the learning process to be carried out optimally. This can be shown from the increasing interest in learning of students so that it would have an impact on the achievement of student learning outcomes. Thus, through the use of

---

<sup>42</sup> Nita, interview May 15, 2024

<sup>43</sup> Ina Magdalena, Roshita, Sri Pratiwi, Alfian Pertiwi, Anisa Putri Damayanti, ' *Use of Image Media in Increasing Learning Interest of Grade IV Students at SD Negeri 09 Kamal Pagi* ' 03, *Journal of Education and Social Sciences*, 2021, 337

picture media, it is expected to increase student activity in the teaching and learning process which can be shown through the increasing interest in learning of students. By using picture media, teachers also feel that it is easier to deliver material in the teaching and learning process, in addition, students also feel interested in following the learning process, learning does not feel boring because students directly see the theme or topic being discussed by the teacher through pictures so that students can understand the material presented by the teacher. Picture media is presented according to the conditions and abilities of students, in addition, the use of picture media would increase students' enthusiasm in following the learning process in the classroom.

## **2. The learning English using image media on students' interest in reading**

Students' responses to the presentation of lessons using picture media carried out by teachers are that students are very enthusiastic about following the learning process in the classroom when teachers use pictures as a delivery of material in the teaching and learning process and conversely, students tend to experience boredom in following the learning process if the teacher only delivers the material by lecturing or students only write the discussion given by the teacher.

The picture media used by the class VIII teachers of SMPN 01 Tempurejo are still very simple, the teachers are as creative as possible in providing picture media with the aim of attracting students' interest in learning, in addition to the comfort of students in learning through the arrangement of sitting positions so that student learning progress is monitored comprehensively, usually for the seating plan it is made circular and the teacher is in the middle so that all students can be seen. As said by Mrs. Midday:

“Dalam pembelajaran ini saya juga membuat strategi, tujuannya agar metode pembelajaran yang saya gunakan lebih terorganisasi dan agar anak dapat memahaminya dengan cepat. Strategi yang saya gunakan adalah dengan terlebih dahulu menyesuaikan materi dengan gambar yang akan digunakan, merancang media gambar yang akan digunakan, menyusun langkah-langkah dalam penggunaan media gambar”.

Translated by Researcher:

"In this learning, I also made a strategy, sir, the goal is to make the learning method I use more organized and so that children can understand it quickly. The strategy I use is by first adjusting the material to the images to be used, designing the image media to be used, compiling the steps in using the image media."<sup>44</sup>

From what the resource person said, this can be proven by the enthusiasm of students in participating in the learning process, which

---

<sup>44</sup> Ms. Midday, interview May 6, 2024

can be seen from the increase in student activity in class and as often as possible interacting with teachers in each learning process using image media, students understand and master the learning material better.

“Intinya sebenarnya dari guru, kalau guru sudah mampu menjalankan poin-poin strategi tersebut maka pembelajaran bahasa Inggris akan berjalan dengan lancar, sebagai contoh kecil strategi yang digunakan guru pertama kali adalah planning, nah dari sini guru harus menyiapkan rencana gambar seperti apa yang akan disajikan kepada siswa, kemudian gambar seperti apa yang akan ditampilkan dalam bentuk media cetak atau ilustrasi, hal inilah yang harus dipelajari guru terlebih dahulu sebelum memulai pelajaran, agar nanti saat di kelas kelas terasa hidup, guru juga paham dengan siswanya”.

Translated by Researcher

"The point is actually from the teacher, if the teacher is able to carry out these strategy points then English learning would run smoothly, as a small example the teacher's strategy used first is planning, well from here the teacher must prepare a plan of what kind of images would be presented to students, then what kind of images would be shown in the form of printed media or illustrations, this is what the teacher must learn first before starting the lesson, so that later when they are in class the classroom feels alive, the teacher understands the students too."<sup>45</sup>

---

<sup>45</sup> Ms. Midday, interview May 6, 2024

Based on the explanation of the resource person, the researcher found that the teacher's strategy in using image media learning to increase students' interest in reading is:

- 1) Adapt the material to the image to be used.
- 2) Design the image media that will be used
- 3) Develop steps in using image media
- 4) Adjusting learning steps based on lesson plans, references and previously prepared learning objectives.

In addition to the teachers of SMPN 1 Tempurejo who teach here, the researcher also had the opportunity to participate in learning activities assigned as a substitute teacher twice . The strategy used by the researcher was planning and implementing actions. As explained below.

#### 1) Planning

At this stage, the researcher plans the implementation of the use of image media in the learning process and each cycle consists of 2 meetings. The things done in the planning are:

- a. Determining the main material that researchers would discuss in class VIII in the English subject and what would be studied is about reading skills.
- b. Prepare a syllabus and implementation and learning plan that would be applied in class.
- c. Arranging learning steps using image media.

d. Preparing student learning outcome test equipment in class.

## 2) Implementation of Action

### a. The first meeting

At the first meeting on May 17, 2024 for 2 hours, the main material taught was discussing the basics of reading skill material. This activity began with the researcher opening the lesson by greeting and the students answering it. Then the researcher introduced himself to the class VIII students, then the researcher invited the students to pray together before the lesson began and took attendance, then the researcher conditioned the students to be ready to learn, then the researcher conveyed what theme would be explained to the class VIII students.

In this learning process, the researcher explained the material about the basics of reading skills to students for approximately half an hour. After the researcher delivered the material, the researcher then asked questions to the students about the material that was not yet understood. According to the concept here, the researcher used the picture method so the researcher explained while showing pictures related to the researcher's theme. After it was felt that they had understood the material enough, the researcher then gave assignments to the students. This assignment aims to see the students' ability

to understand the material about reading skills. Furthermore, the researcher gave an assessment to the students. After the activity was completed, the researcher closed by drawing conclusions about today's material and continued with a prayer.

b. Second Meeting

The second meeting was held on May 20, 2024. The sub-material in this second meeting was "skimming and scanning". The learning steps taken by the researcher were, the first when entering the class the researcher greeted. Furthermore, the researcher invited all students to pray together before the learning activity began, after praying the researcher then checked the students' attendance. Then the researcher asked again about last week's material whether they still understood or had disappeared, it turned out that many of the students still understood.

In this activity, the researcher explained to the students about skimming and scanning using picture media, then with the help of picture media the researcher began to explain what today's theme was. The students seemed quite enthusiastic to listen to each material that the researcher presented. After the researcher finished explaining the material, the researcher formed several groups, here the

researcher divided 4 groups with each group consisting of 5 people. Then the researcher gave pictures to each group. This task aims to see the students' ability to explain again in front of the class, as well as to measure the students' courage to come forward in front of the class. Then the researcher gave a group assessment to the students. After a lesson of approximately 2 hours, the researcher closed today's learning activities and continued praying together.

Students' responses to the presentation of lessons using picture media carried out by teachers and language researchers students are enthusiastic about following the learning process in the classroom when teachers use pictures as a delivery of material in the teaching and learning process and vice versa students tend to experience boredom in following the learning process. If the teacher only delivers the material by lecturing or students only write the discussion given by the teacher.

The results of the learning conducted by researchers using image media are an increase in students in learning English as evidenced by the enthusiasm of students in participating in the learning activities carried out by researchers. Thus, through the use of image media, it is expected to increase



student activity in the teaching and learning process which can be shown through increased student interest in learning.

### C. Discussion of Findings

In this discussion, the data obtained from the field that has previously been presented in the form of data presentation is described. The data is then described in depth and linked to the theory according to the focus of the research. This is discussed with the findings of the research during the fieldwork which was carried out based on the focus of the research that has been formulated previously regarding learning using image media at SMPN 01 Tempurejo. The following is the discussion.

#### 1) **The image media help students' reading skills**

Picture media is an important and easily available visual tool, because it provides a concrete depiction of the problem it describes. Picture media is a media in the form of a picture accompanied by words or sentences below it. With the presence of the picture, students would be stimulated to find out the meaning of the picture and try to read the words or sentences. Picture media in increasing students' interest in reading has a very large influence on learning, because if the learning material does not match the student's interests, the student would not learn as well as possible because there is no attraction for him.<sup>46</sup>

---

<sup>46</sup>Alfitriani, " *The Influence of Image Media on Early Childhood Reading Interests at Insan Cemerlang Manuruki Kindergarten, Makassar* ", (Makassar: UMM, 2917) Page 17

The use of image media in English learning has a significant influence on the reading interest of class VIII students of SMPN 1 Tempurejo, that in learning using image media is higher when compared to learning that only lectures. Another thing that provides support is that the provision of images arranged in the presentation of learning content provides children with a more meaningful understanding.<sup>47</sup>

The use of adequate image media in learning English at SMPN 01 Tempurejo allows the learning process to be carried out optimally. This can be shown from the increasing interest in learning of students so that it would have an impact on the achievement of student learning outcomes. Thus, through the use of image media, it is expected to increase student activity in the teaching and learning process which can be shown through the increasing interest in learning of students. By using image media, teachers also feel that it is easier to deliver material in the teaching and learning process, in addition, students also feel interested in following the learning process, learning does not feel boring because students directly see the theme or topic being discussed by the teacher through images so that students can understand the material delivered by the teacher. Image media is presented according to the conditions and abilities of students, in addition,

---

<sup>47</sup> Ibid, 65

the use of image media would increase students' enthusiasm in following the learning process in the classroom

## **2) The strategies for using image media to help students' reading skills**

The use of image media in the learning process of class VIII students at SMPN 1 Tempurejo using image media is one of the methods used by teachers in transforming learning materials into interesting and easy-to-understand materials. Through image media, the message conveyed by the teacher would be more easily absorbed by students. Image media needs to pay attention to the content of the material, the content of the images to be used and how to present the image media so that the learning process can be active and enjoyable for students. The use of media that needs to be guided by teachers in the teaching and learning process, namely.

- a. Determination with learning objectives, meaning that learning media is selected based on the instructional objectives set.
- b. Support for the content of learning materials, meaning learning materials that are factual and principles that really require the help of media so that they are easy for students to understand.
- c. Ease of obtaining media, meaning that the required media is easy to obtain, at least it can be made by the teacher while teaching or

may already be available at school.<sup>48</sup>

Teachers' skills in using media, whatever type of media is needed, the main requirement is that teachers must be able to use it in the learning process, there is time to use it, so that the media can be useful for students during learning according to the students' level of thinking so that the meaning contained therein can be understood by students.<sup>49</sup>

In learning image media at SMPN 1 Tempurejo, it is not only teachers who have the principle of teaching using image media, here researchers also have the opportunity to teach. So researchers also have learning strategies using image media for grade VIII students. The strategies used by teachers in learning English using image media are as follows:

- 1) Adapt the material to the image to be used
- 2) Design the image media that would be used
- 3) Develop steps in using image media
- 4) Adjusting learning steps based on lesson plans, references and previously prepared learning objectives.

Meanwhile, the strategies that researchers use in learning English using image media for class VIII are divided into two, including the planning and action stages. The explanation is as

---

<sup>48</sup> Ina Magdalena, Roshita, Sri Pratiwi, Alfian Pratiwi, Anisa Damayanti. (2021), "Use of Image Media to Increase Learning Interest of Grade IV Students at SD Negeri 09 Kamal Pagi". 3 Number, p. 341

<sup>49</sup> Ibid 342

follows:

1) Planning

At this stage, the researcher plans the implementation of the use of image media in the learning process and each cycle consists of 2 meetings. The things done in the planning are:

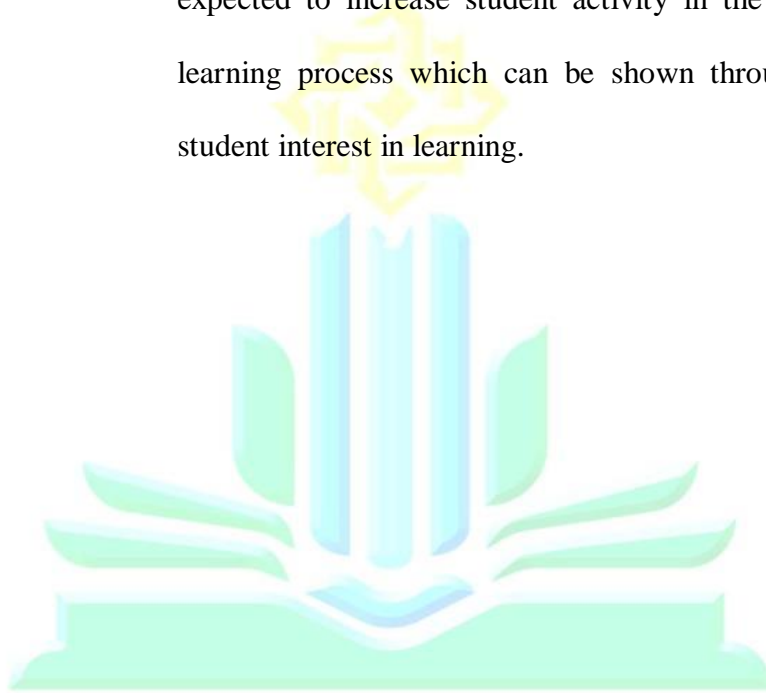
- a. Determining the main material that researchers would discuss in class VIII in the English subject and what would be studied is about reading skills.
- b. Prepare a syllabus and implementation and learning plan that would be applied in class.
- c. Arranging learning steps using image media.
- d. Preparing student learning outcome test equipment in class.

2) Implementation of Action

In implementing the action, the researcher held 2 meetings. Here, the researcher discussed the lesson with the theme of reading skills which included skimming and scanning. In the first meeting, the researcher explained the basic understanding of reading skills. In the second meeting, the researcher explained skimming and scanning.

The results of the learning conducted by researchers using image media are an help in students in learning

English as evidenced by the enthusiasm of students in participating in the learning activities carried out by researchers. Thus, through the use of image media, it is expected to increase student activity in the teaching and learning process which can be shown through increased student interest in learning.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of research on the use of English language learning media in help reading interest of class VIII students at SMPN 1 Tempurejo, it can be concluded:

1. The influence of the use of image media in learning English at SMPN 01 Tempurejo allows the learning process to be carried out optimally. This can be shown from the increasing interest in learning of students so that it would have an impact on the achievement of student learning outcomes. Thus, through the use of image media, it is expected to increase student activity in the teaching and learning process which can be shown through the help interest in learning of students.
2. English learning strategies using picture media according to researchers are divided into 2, including planning and implementation of actions. The results of learning carried out by researchers using picture media are an increase in students in learning English which is evidenced by the enthusiasm of students in participating in the learning activities carried out by researchers. The use of picture media, it is expected to increase student activity in the teaching and learning process which can be shown through increased student interest in learning

## B. Suggestion

Based on the research that has been conducted, the author puts forward several suggestions as follows:

1. For SMPN 1 Tempurejo, I hope that the school would continue to progress and attract more students.
2. For English teachers, hopefully you would be more enthusiastic in seeking innovations in new learning models to teach students.
3. For the 8th grade students of SMPN 1 Tempurejo, hopefully their enthusiasm for school will increase with the implementation of a new method during English lessons.
4. For the English Language Education study program, hopefully this research can be used as a reference in increasing the effectiveness of learning English using the picture method.
5. For further researchers to be used as a reference in the future, utilizing the good things in this study. And also emulating the mistakes in this study.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## REFERENCES

- The Principal's Managerial Influence in Improving the Quality of Education at SMA Negeri 1 Soromandi, Bima Regency*)” (Makassar: Muhammadiyah University of Makassar, 2017
- Noprial Lubis Reza, S.Pd. I " *Basic Concepts of Understanding Education* " , November 13 2021 12:49, <https://rezalubis.id/pengertian-dinding/>
- Cecep Kusnadi, Bambang Sujipto, " *Manual and Digital Learning Media*". (Bogor: Ghalia Indonesia, 2013).
- Arief S. Sadiman, "*Understanding, Development and Utilization of Educational Media*" (Jakarta: Rajawali Press, 2006),
- Suharnita, Thesis " *Application of Image Media to Improve Vocabulary Mastery of Class V Students of Muhammadiyah Elementary School (MIM) Simpang Kubu*" (Pekanbaru, UIN Sultan Syarif Kasim Riau),
- Yuswanti, " The Use of Image Media to Improve Student Learning Outcomes in Social Studies Learning in Grade IV of Elementary School PT. Lestari Tani Teladan (LTT), (Jurnal Kreatif Tadulako Online Vol.3 No 4 ISSN 2354-614X)
- <http://definisibahasainggris.wordpress.com/2007/11/28bahasa-inggris-harus-dikuasi-secara-active/is> for students at school. Downloaded on Monday, May 18, 2024 at 23:25 WIB.
- Eliza. (2022). The Application of Image Media in English Language Learning Can Improve Student Learning Activities at MTSN 2 Jambi City. *Tambusai Education Magazine*, (6), 8-10
- Minister of National Education Decree No. 23 of 2006, concerning Graduation Standards
- Nasution, Mardiah Kulsum. "The Use of Learning Methods in Improving Student Learning Outcomes," *Scientific Journal of Education*, Vo, 11, No. 01 ISSN 1978-8169, 2017; 9-10
- Ina Magdalena, Roshita, Sri Pratiwi, Alfian Pratiwi, Anisa Damayanti. (2021), "Use of Image Media to Increase Learning Interest of Grade IV Students at SD Negeri 09 Kamal Pagi". 3 Number 2, 337
- Fitriani. A, (2019). *The Influence of Image Media on Early Childhood Reading Interests at Insan Cemerlang Manuruki Kindergarten Makassar*. (UMM, 2019), accessed from [https://digilibadmin.unismuh.ac.id/upload/5956-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/5956-Full_Text.pdf)
- Ahmad Wakka," *Instructions in the Qur'an Concerning Studying and Learning*", Education and Learning Journal. Vol.1 No.1, January 2020.

Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar*, (Jakarta: PT Bumi Aksara, 2008).

Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa Bandung, 2008).

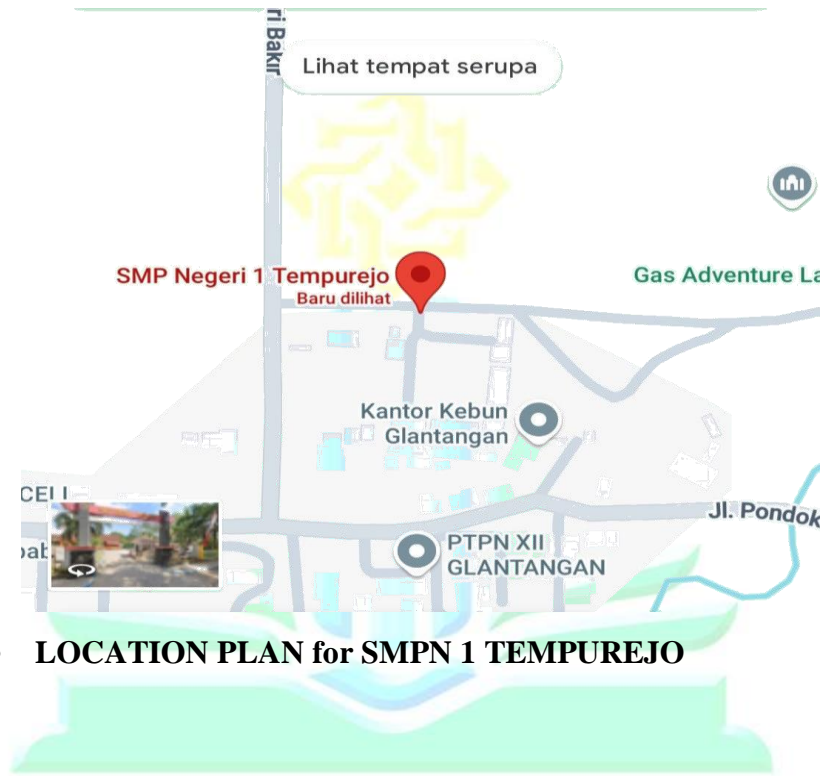
Maya Umi Widasari, “ *Upaya Meningkatkan Kemampuan Membaca Pemahaman Siswa Melalui Metode PQ4R Pada Pelajaran Bahasa Indonesia Di Kelas IV MI Islamiyah Sumberrejo Batanghari Lampung Timur Tahun Pelajaran 2016/2017*” (Lampung Timur: IAIN METRO, 2017).

Jauharoti Alfin, Sri Wahyuni, *Bahasa Indonesia Edisi Pertama*,( Surabaya: Lapis-pgmi, 2008).



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## DOCUMENTATION PHOTO



- **LOCATION PLAN for SMPN 1 TEMPUREJO**





- **RESEARCH PERMIT TO SMPN 1 TEMPUREJO OFFICE**



- **INTERVIEW WITH MOM MIDDAY**



• **INTERVIEW WITH MR. BAHRUS**



• **INTERVIEW WITH NITA, A GRADE VIII STUDENT**



- **INTERVIEW WITH INDI, A GRADE VIII STUDENT**



- **FIRST MEETING WITH GRADE VIII STUDENTS**



- 2ND MEETING IN CLASS VIII



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Appendix 1

TITLE	VARIABLES	INDICATOR	DATA SOURCE	RESEARCH METHODS	RESEARCH FOCUS
Teaching Reading Skill Through Image Media at the VIII Grade SMP NEGERI 1 TEMPUREJO	<p>1. The use of image media to help student's reading skill</p> <p>2. Impact of learning English using image media on student's interest in reading .</p>	<p>1. Influence use of image media in Study Language English .</p> <p>2. Form use of image media in Study Language English .</p> <p>3. The strategy used in Study Language English use image media method</p> <p>1. Impact from learning Language English using image media in interest read student .</p>	<p>1. 1 school operator</p> <p>2. 2 language teachers English Junior High School 11 Tempurejo .</p> <p>3. 2 students class VIII of SMP N 1 Tempurejo .</p>	<p>1. Qualitative research approach.</p> <p>2. Type of qualitative research: Descriptive.</p> <p>3. Research methods: a. Observation b. Interview c. Documentation</p> <p>4. Data analysis: a. Data reduction b. Data presentation c. Draw a conclusion</p> <p>5. Data validity using triangulation.</p>	<p>1. How does the use of image media to help student's reading skill ?</p> <p>2. What is the impact of learning english using image media on student's interest in reading ?</p>



## Appendix 2

### f. History of STATE SMPN 1 Tempurejo

SMPN 1 Tempurejo was established in 1971, located on Jln. Padang Golf No. 2 Glantangan Pondokrejo, Jember Regency. An old building witnessed the history of the establishment of the first junior high school educational institution in Tempurejo District, namely SMP Kebun Glantangan, which was established by PT. Perkebunan XXVI Jember. At that time, educational institutions in Tempurejo District were still very limited.

Dated January 9, 1982, PT Perkebunan XXVI Jember handed over the right to borrow and use land by the Ministry of P and KRI witnessed by the Head of Tempurejo District, namely Mr. I Wayan Wisata, BA. And the administrator of PTP. XXVI Glantangan, namely Mr. Saidani.

In 1981 the name of SMP Glantangan changed its name to SMP Negeri Tempurejo, then in 1984 the second SMP Negeri was established in Tempurejo. With the existence of this new SMP Negeri, the name of the new SMP Negeri, the name of SMP Negeri Tempurejo changed to SMP Negeri 1 Tempurejo and the newly established SMP Negeri was named SMP Negeri 2 Tempurejo.

SSN is a milestone in the history of SMP Negeri 1 Jember. A very long journey and very tough challenges to achieve the standard, gradually starting in 2011 all components of the school

(PBM/Curriculum, Teachers, Principals , support staff/employees, management, facilities and infrastructure) continue to improve their quality.

g. Vision and Mission of SMPN 1 TEMPUREJO

5) School Vision

*“ NOBLE MORALS, INTELLIGENT, SKILLED, CARING ABOUT THE ENVIRONMENT AND RESILIENT IN FACING THE CHALLENGES OF THE TIMES”.*

With vision indicators:

10. The realization of graduates who are devoted to God Almighty.
11. To produce graduates who have good morals and high achievements and have a healthy environmental perspective.
12. The realization of graduates who are intellectually (IQ) and emotionally (EQ) intelligent.
13. The realization of graduates who are independent in all situations.
14. The realization of graduates who have simple global technology provisions.
15. Creating a clean, shady, beautiful and healthy learning environment.
16. Transparent and accountable financing of educational activities.

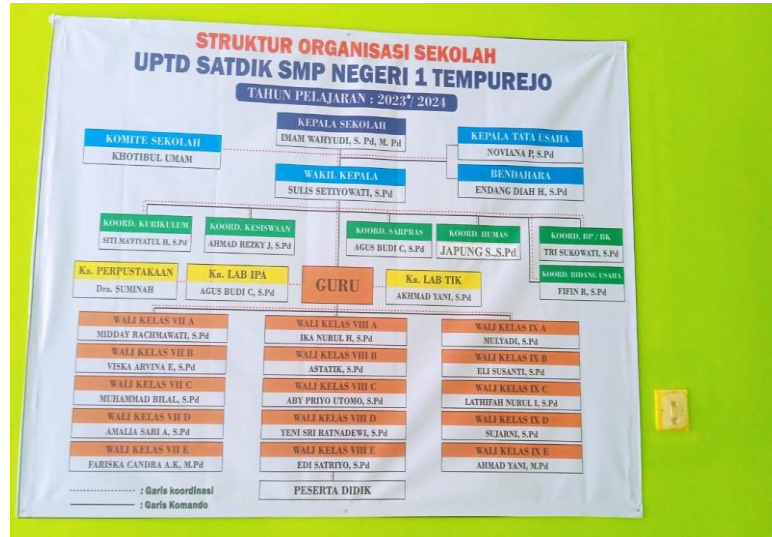
17. Educational management that involves community involvement and participation.
  18. The realization of graduates who are honest, stable and sporty in facing the changing times.
- 6) School Mission
9. Implementing the applicable Education Unit Level curriculum in accordance with content standards.
  10. Implementing an effective and efficient learning process.
  11. Implement competitive graduation standards according to the needs of students and society.
  12. Improving the competence of educational staff and education personnel and their qualifications according to academic provisions.
  13. Fulfilling and empowering infrastructure facilities optimally and innovatively.
  14. Implementing school management with professional school-based management.
  15. Collecting community participatory financing as a companion and assistance from the central and regional governments.
  16. Carrying out continuous and ongoing evaluations for the development of the quality of students at educational institutions.
- 7) Objective

Increasing the potential excellence and achievements of students so that they become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

#### h. School Identity

Name of the principal : Imam Wahyudi, S, Pd, M. Pd  
 School Name : SMP Negeri 1 Tempurejo  
 NPSN/NSS/NIS : 20523852 / 20.1.05.24.13.128/ 202270  
 School Status : State  
 School Address : Jl. Padang Golf Course No. 2 Glantangan Pondokrejo  
 District : Tempurejo  
 Regency : Jember  
 Province : East Java  
 Postal Code : 68173  
 Established since year : 1971  
 Phone/Fax : 085257593518  
 Email : [smpntempurejo@gmail.com](mailto:smpntempurejo@gmail.com)  
 Land Area : 15,000 m2  
 Accreditation : 1347/BAN-SM/SK/2021, Grade A=91  
 Electric Power : PLN 1600 Kwh.

## i. Structure



## j. Teacher and Student Data of SMPN 1 Tempurejo

## 2) Employee Conditions

The number of teachers and employees of SMPN 1 Tempurejo is 39 people consisting of 14 men and 24 women. For more details, see the following table:

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER

**TABLE 4.1**  
**Condition of Teachers at SMPN 1 Tempurejo**  
**2023/2024 academic year**

NO	NAME	PLACE AND DATE OF BIRTH	TMT	LAST EDUCATION	POSITION
1	Imam Wahyudi, S, Pd, M. Pd	Jember, November 7, 1966	01 June 2016	S2	Headmaster
2	The Servant of the Ummah				School committee
3	Dr. Sulis Setiyowati,	Jember, May 15, 1980		S1	Vice principal

	S.Pd.				
4	Noviana P, S.Pd	Jember, November 16, 1980	July 16, 2001	S1	Head of Administration
5	Endang Diah H, S.Pd	Sand, January 11, 1974	January 01, 2005	S1	Treasurer
6	Siti Ma'fiyatul H, S.Pd			S1	Curriculum Coordination
7	Ahmad Rezky J, S.Pd			S1	Student Coordinator
8	Agus Budi c, S.Pd	Jember, October 26, 1970	April 01, 2006	S1	Coordinator of Facilities and Infrastructure
9	Japung S., S.Pd	Lampung, May 10, 1975		S1	Public Relations Coordinator
10	Tri Sukowati, S.Pd	Lumajang, July 7, 1964		S1	Coordinator Mr./ Mrs.
11	Fifin R, S.Pd	Jember, March 27, 1981		S1	Coordinate. Business Field
12	Dr. Suminah	Jember, May 11, 1966	01 February 1986	S3	Head of Library
13	Agus Budi C, S.Pd	Jember, October 26, 1970	April 01, 2006	S1	Head of Science Lab
14	Prof. Dr. Akhmad Yani, S.Pd	Jember, April 08, 1987		S1	Head of ICT Lab
15	Midday Rachmawati,			S1	Homeroom teacher for

	S.Pd				class VII A
16	Viska Arvina E, S.Pd	Jember, January 25, 1993		S1	Homeroom teacher for class VII B
17	Muhammad Billal, S.Pd			S1	Homeroom teacher for class VII C
18	Amalia Sari A, S.Pd	Jember, March 27, 1993		S1	Homeroom teacher for class VII D
19	Fariska Candra AK, M.Pd	Jember, June 21, 1988		S2	Homeroom teacher for class VII E
20	Ika Nurul H, S.Pd	Jember, January 01, 1992		S1	Homeroom teacher for class VIII A
21	Astatic, S.pd	Jember, May 21, 1977		S1	Homeroom teacher for class VIII B
22	Prof. Dr. Aby Priyo Utomo, S.Pd			S1	Homeroom teacher for class VIII C
23	Dr. Yeni Sri Ratnadewi, S.Pd			S1	Homeroom teacher for class VIII D
24	Edi Satriyo, S.Pd	Jember, October 23, 1971		S1	Homeroom teacher for class VIII E
25	Mulyadi, S.Pd	Jember, August 8, 1960		S1	Homeroom teacher for class IX A

26	Eli Susanti, S.Pd	Jember, June 27, 1983		S1	Homeroom teacher for class IX B
27	Lathifah Nurul I, S.Pd			S1	Homeroom teacher for class IX C
28	Sujarni, S.Pd	Jember, April 08, 1978		S1	Homeroom teacher for class IX D
29	Ahmad Yani, M.Pd	Jember, April 08, 1987		S2	Homeroom teacher for class IX E

### 3) Student conditions

The condition of students at SMPN 1 Tempurejo is 990 students consisting of 3 groups, namely from grades VII - IX with the number of male students as many as 249 students and female students as many as 246 students. For more details, see the table below.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**TABLE 4.2**  
**Student conditions for 2023-2024**

NO	Class	NUMBER OF CLASSES	MAN	WOMAN	AMOUNT
1	VII	5	84	73	157
2	VIII	5	81	68	149
3	IX	5	84	105	189
	Amount		294	246	495



#### 4) Data on Facilities and Infrastructure of SMPN 1 Tempurejo

The facilities and infrastructure available at SMPN 1 Tempurejo are the same as those found in schools in general. For more details, see the table:

**TABLE 4.3**

#### **Facilities and Infrastructure of SMPN 1 Tempurejo**

NO	Types of Infrastructure	Number of Spaces
1	Classroom	15
2	Library	1
3	R. Science Lab	1
4	R.Computer Lab	1
5	R. Leadership	1
6	R. Teacher	1
7	R.Administration	1
8	R. Counseling	1
9	Worship place	2
10	R. UKS	1
11	Toilet	2
12	Warehouse	1
13	Canteen	1
14	Sports venues	1

## Appendix 3

## INTERVIEW GUIDELINES

## A. Interview with Mr. Bahrus

1. How history beginning the establishment of SMPN 1 Tempurejo ?
2. What vision And What is the mission of SMPN 1 Tempurejo ?
3. Who head school the first to serve at SMPN 1 Tempurejo ?
4. How condition school For every the year , is it experience improvement student or even decline students who register at SMPN 1 Tempurejo ?
5. How many teachers and staff are there teaching at SMPN 1 Tempurejo ?
6. About means And infrastructure at SMPN 1 Tempurejo whether Still worthy used or Already its time replaced or fixed ?

## B. Interview with Mrs. Miday

1. What planning beginning Mother For teach lesson Language English in class VIII SMPN 1 Tempurejo ?
2. Method what is used Mother For teach lesson Language English ?
3. How response Mother about use of image media in method Study Language English ?
4. Image media like what is used Mother in the learning process Language English in class VIII”

5. How response student in use image media method in the learning process ?
6. What constraint in teach lesson Language English in class VIII SMPN 1 Tempurejo ?
7. Whether There is influence from use image media method in the learning process student class VIII?
8. Strategy like what is used Mother For teach learning Language English use image media method ?
9. If use image media method This it turns out effective whether Mother will still use it or Want to try with method other learning ?
10. Whether impact from method image media learning This Also felt by student class VIII?

C. Interview with Indi & Nita students class VIII

1. How according to you learn using image media ?
2. What difficulty from Study Language English using image media ?
3. Whether use image media method This more easy understood in Study Language English ?

## Appendix 4

## INTERVIEW TEACHER

Based on the presentation of the research data above, it can be explained that the influence of image media on the English learning ability of class VIII students of SMPN 01 Tempurejo. The research conducted can prove that the use of image media has an effect on the results of learning English using image media. This is due to the suitability of the implementation procedure starting from the planning and implementation of the research. In the process of planning to learn English using image media, namely to develop ideas or ideas that have been described. As said by Mrs. Middy as an English teacher.

“Semenjak diterapkannya pembelajaran dengan menggunakan media gambar, anak-anak menjadi lebih bersemangat karena ada daya tarik sendiri, menurut mereka juga tidak terkesan membosankan. Dulu sebelum menggunakan metode ini, anak-anak sering tertidur di kelas saat pelajaran bahasa Inggris karena menurut mereka pelajaran tersebut paling tidak menyenangkan dan tidak mudah dipahami. Saya sendiri sempat bingung bagaimana jika anak-anak ini tetap seperti ini, apa yang saya khawatirkan saat ujian kenaikan kelas, bagaimana jika tidak ada satupun nilai mereka yang memenuhi kriteria, saya sendiri yang akan merasa bersalah kepada kepala sekolah. Akhirnya setelah saya evaluasi, Alhamdulillah saya kepikiran untuk menggunakan media gambar ini. Jadi nanti

saat proses pembelajaran, saya jelaskan sambil memperlihatkan beberapa gambar yang berhubungan dengan materi saya, kadang saya biarkan mereka menggunakan HP untuk mencari informasi tentang materi ini. Dan ternyata metode yang saya gunakan cukup membuahkan hasil, dari yang awalnya nilai mata pelajaran bahasa Inggris kurang dari 50%, sekarang sudah banyak yang di atas 50%, walaupun tidak semuanya, ada beberapa siswa yang cukup sulit dan tentu ini menjadi PR saya kedepannya”.

Translated by Researcher:

“Since the implementation of learning using picture media, children have become more enthusiastic because there is a special attraction, according to them it also does not seem boring. Previously, before using this method, children often fell asleep in class during English lessons because according to them, the lesson was the least enjoyable and not easy to understand. I myself was confused about what if these children remained like this, what I was worried about during the class promotion exam, what if none of their scores met the criteria, I would be the one who would feel bad about it to the principal. Finally, after I evaluated it, Alhamdulillah, I thought of using this picture media. So later when I was in the learning process, I explained while showing some pictures related to my material, sometimes I allowed them to use their cellphones to search about this material. And it turned out that the method I used was quite fruitful, from the initial English subject score of less than 50%, now many are above 50%, although not all of them,

there are some students who are quite difficult and of course this is my homework in the future. "<sup>50</sup>

According to the interview results above, the resource person explained that learning using picture media has been very influential for grade VIII students, from initially students who did not like this subject but now they have started to like it, plus the teacher added some pictures to attract the interest of the students. Although not completely liking this subject, at least there has been progress in learning English. As Mrs. Middy said

“Anak-anak memang malas, Pak, kalau pelajaran Bahasa Inggris. Yang paling semangat itu anak-anak yang aktif di kelas, yang lain ikut-ikutan saja. Kadang-kadang kita malah membiarkan mereka tidur, mungkin karena mereka kurang bersemangat, Pak. Ya, tugas kita sebagai guru adalah membuat terobosan-terobosan yang terbaik bagi anak-anak supaya mereka tetap semangat belajar Bahasa Inggris.”

Translated by Researcher:

"The children are lazy, sir, when it comes to English lessons. The most enthusiastic ones are only the active children in the class, the others just follow along. Sometimes we even leave them to sleep, maybe because they are so unmotivated, sir. Well, it's our job as teachers to

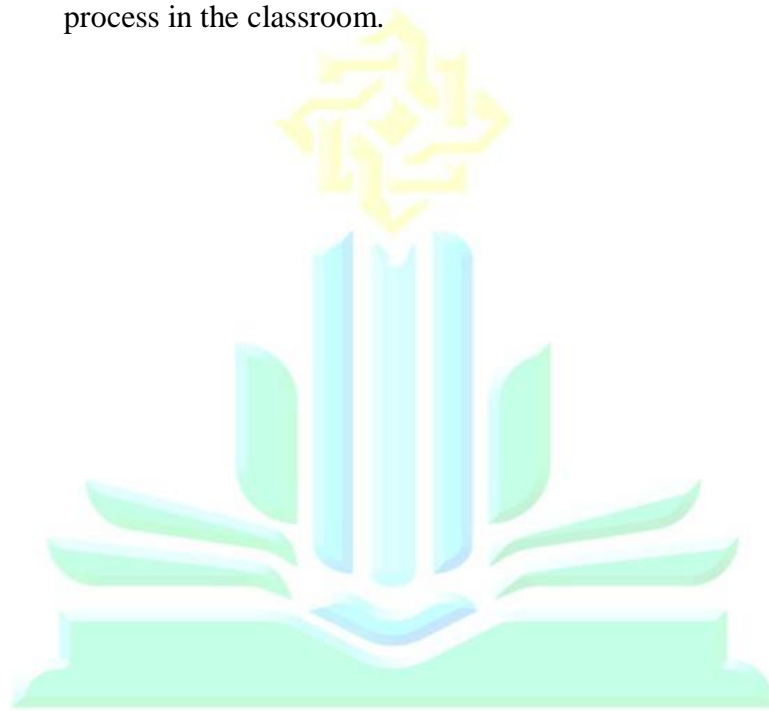
make the best possible breakthroughs for the children so that they remain enthusiastic about learning English.

Learning using picture media has great benefits for students of class VIII SMPN 01 Tempurejo, namely providing opportunities for students to further develop their abilities and examine each learning object given. This is because in learning activities students are required to be more active in learning through direct learning activities.

From the explanation of Mrs. Midday and several students from class VIII of SMPN 01 Tempurejo, the researcher can conclude that the influence of the use of adequate picture media in learning English at SMPN 01 Tempurejo allows the learning process to be carried out optimally. This can be shown from the increasing interest

in learning of students so that it would have an impact on the achievement of student learning outcomes. Thus, through the use of picture media, it is expected to increase student activity in the teaching and learning process which can be shown through the increasing interest in learning of students. By using picture media, teachers also feel that it is easier to deliver material in the teaching and learning process, in addition, students also feel interested in following the learning process, learning does not feel boring because students directly see the theme or topic being discussed by the teacher through pictures so that students can understand the material

presented by the teacher. Picture media is presented according to the conditions and abilities of students, in addition, the use of picture media would increase students' enthusiasm in following the learning process in the classroom.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## Appendix 5

## INTRODUCTION AND LEARNING MATERIALS

## c. The first meeting

At the first meeting on May 17, 2024 for 2 hours, the main material taught was discussing the basics of reading skill material. This activity began with the researcher opening the lesson by greeting and the students answering it. Then the researcher introduced himself to the class VIII students, then the researcher invited the students to pray together before the lesson began and took attendance, then the researcher conditioned the students to be ready to learn, then the researcher conveyed what theme would be explained to the class VIII students.

In this learning process, the researcher explained the material about the basics of reading skills to students for approximately half an hour. After the researcher delivered the material, the researcher then asked questions to the students about the material that was not yet understood. According to the concept here, the researcher used the picture method so the researcher explained while showing pictures related to the researcher's theme. After it was felt that they had understood the material enough, the researcher then gave assignments to the students. This assignment aims to see the students' ability

to understand the material about reading skills. Furthermore, the researcher gave an assessment to the students. After the activity was completed, the researcher closed by drawing conclusions about today's material and continued with a prayer.

d. Second Meeting

The second meeting was held on May 20, 2024. The sub-material in this second meeting was "skimming and scanning". The learning steps taken by the researcher were, the first when entering the class the researcher greeted. Furthermore, the researcher invited all students to pray together before the learning activity began, after praying the researcher then checked the students' attendance. Then the researcher asked again about last week's material whether they still understood or had disappeared, it turned out that many of the students still understood.

In this activity, the researcher explained to the students about skimming and scanning using picture media, then with the help of picture media the researcher began to explain what today's theme was. The students seemed quite enthusiastic to listen to each material that the researcher presented. After the researcher finished explaining the material, the researcher formed several groups, here the

researcher divided 4 groups with each group consisting of 5 people. Then the researcher gave pictures to each group. This task aims to see the students' ability to explain again in front of the class, as well as to measure the students' courage to come forward in front of the class. Then the researcher gave a group assessment to the students. After a lesson of approximately 2 hours, the researcher closed today's learning activities and continued praying together.

Students' responses to the presentation of lessons using picture media carried out by teachers and language researchers students are enthusiastic about following the learning process in the classroom when teachers use pictures as a delivery of material in the teaching and learning process and vice versa students tend to experience boredom in following the learning process. If the teacher only delivers the material by lecturing or students only write the discussion given by the teacher.

The results of the learning conducted by researchers using image media are an increase in students in learning English as evidenced by the enthusiasm of students in participating in the learning activities carried out by researchers. Thus, through the use of image media, it is expected to increase

student activity in the teaching and learning process which can be shown through increased student interest in learning.

The influence of this method, even some students feel its influence. As Indi said in an interview with the researcher:

“Iya pak, saya sendiri merasa lebih paham kalau belajar sambil melihat gambar, soalnya bahasa inggris itu mata kuliah yang susah banget, apalagi kalau cuma tulisan saya juga butuh waktu lama untuk memahami materi yang diterangkan guru, apalagi kalau cuma tulisan, saya malah tambah bingung pak. Sekarang ada gambarnya jadi agak lebih paham pak”

Translated by Researcher:

"Yes sir, I myself feel that I understand better if I study by showing pictures because English is a very difficult subject, and it also takes me a long time to understand the material explained by the teacher, let alone if it's just writing, I'm even more confused, sir. Now that there are pictures, I can understand a little better, sir.

From what the resource person said, it has been proven that changes in learning methods have a big influence on the learning process of class VIII students at SMPN 01 Tempurejo, as stated by Nita from class VIII A:




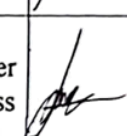
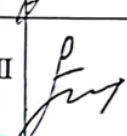


“Pak, belajar itu menyenangkan karena kadang guru membuat tebak-tebakan supaya teman-teman lebih semangat, saya pribadi juga lebih suka pelajaran ini sekarang, kadang guru juga membuat kuis yang kalau ada yang bisa menjawab akan diberi hadiah, teman-teman saya pun semakin bersorak sehingga kelas terlihat ramai, pak, saya bahkan pernah ditegur guru lain karena terlalu berisik dan mengganggu kelas sebelah. Tapi dengan adanya pembelajaran ini pengaruhnya sangat baik untuk saya dan teman-teman”.

Translated by Researcher:

"Sir, learning is fun because sometimes the teacher makes a guessing game so that my friends are more enthusiastic, I personally also like this lesson more now, sometimes the teacher also makes a quiz where if someone can answer it, they will be given a prize, my friends cheer even more so that the class looks lively, sir, I was even reprimanded by another teacher because it was too noisy and disturbed the class next door. But with this learning, the influence is very good for me and my friends.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## JOURNAL OF ACTIVITIES

No	Day / Date	Activity	Signature
1	Monday , April 22, 2024	Submission permission study to head Tempurejo 1 Junior High School	
2	Thursday , April 25, 2024	Interview with Father The Great as the operator of SMPN 1 Tempurejo	
3	Monday , April 29, 2024	Interview First with Middy's mother and meeting First with student class VIII	
4	Monday , May 6, 2024	Interview second with Middy's mother and meeting second with student class VIII	
5	Wednesday , May 15, 2024	Interview with Nita as student Class VIII A of SMPN 1 Tempurejo	
6	Wednesday , May 15, 2024	Interview with Indi as student Class VIII A of SMPN 1 Tempurejo	
7	Wednesday , May 22, 2024	Saying goodbye with head school	

## Appendix 6

## STATEMENT OF AUTHENTICITY OF WRITING

The marked one hand under This :

Name : Irgi Fahrizan Febriansyah  
 NIM : T20186075  
 Faculty : Education And Knowledge Teaching  
 Study Program : Tadris Language English  
 Institution : State Islamic University KH. Achmad Siddiq Jember  
 Address : Hamlet Krajan RT/RW :003 /004 Village Tempura Subdistrict  
 Tempurejo Regency Jember

UNIVERSITAS ISLAM NEGERI  
 KH. HAJI ACHMAD SIDDIQ  
 JEMBER

State with indeed that thesis entitled " Teaching Reading Skills through Image Media at the VIII Grade of SMP NEGERI 1 TEMPUREJO " is results study I Alone except on the referenced part the source . Please Sorry If there is Lots lack in results study This . Thus letter statement This I for with truly .

November 1, 2024



IRGI FAHRIZAN FEBRIANSYAH

T20186075



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Malaram No. 01 Mangli. Telp.(0331) 428104 Fax (0331) 427005 Kode Pos: 68136  
Website:www.http://itik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-8714/In.20/3.a/PP.009/04/2024

Sifat : Biasa

Perihal : Permohonan Ijin Penelitian

Yth. Kepala SMP Negeri 1 Tempurejo  
Glantangan, Pondokrejo, Kec. Tempurejo, Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu  
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186075  
Nama : IRGI FAHRIZAN FEBRIANSYAH  
Semester : Semester Tiga Belas  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE TEACHING OF  
READING SKILL THROUGH IMAGE MEDIA AT THE VIII OF SMP NEGERI 1  
TEMPUREJO" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang  
Bapak/Ibu IMAM WAHYUDI, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 22 April 2024

an, Dekan,  
Yak, Dekan Bidang Akademik,



HOTIBUL UMAM





PEMERINTAH KABUPATEN JEMBER  
 UPTD SATUAN PENDIDIKAN  
 SMP NEGERI 1 TEMPUREJO  
 Jl. Padang Golf no. 2 Glantangan Telp. 082330775666 Tempurejo  
 Email : smpn1tempurejo@yahoo.com



## SURAT KETERANGAN

No. : 421/212/413.14.20523852/2024

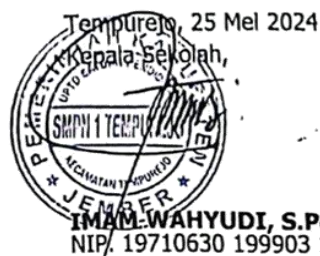
Yang bertanda tangan dibawah ini , kami :

Nama : **IMAM WAHYUDI, S.Pd, M.Pd**  
 NIP. : 19710630 199903 1 008  
 Pangkat / Gol. Ruang : Pembina TK.I / IV / b  
 Jabatan : Kepala Sekolah  
 Unit Kerja : UPTD Satdik SMP Negeri I Tempurejo

Dengan ini menerangkan dengan sebenarnya bahwa :

Nama : IRGI FAHRIZAN FEBRIANSYAH  
 NIM : T20186075  
 Fakultas : FTIK  
 Program Studi : S1 TADRIS BAHASA INGGRIS  
 Judul Skripsi : "THE TEACHING OF READING SKILL THROUGH  
 IMAGE MEDIA AT THE VIII GRADE OF SMP NEGERI 1  
 TEMPUREJO"

Yang bersangkutan telah melakukan penelitian di UPTD Satuan Pendidikan  
 SMP Negeri 1 Tempurejo pada tanggal 22 April sampai dengan 22 Mei 2024.  
 Surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.



## AUTHOR BIOGRAPHY



Name : Irgi Fahrizan Febriansyah  
 NIM : T20186075  
 Faculty /Study Program : Tarbiyah And Knowledge Teaching / Education  
 Language English  
 Place , Date Born : Jember , February 08 , 1999  
 Type Male genital : Islam  
 Address : Dusun Krajan RT 003/RW 004 Desa Tempurejo  
 Kecamatan Tempurejo Jember  
 Phone Number : 6282339928139  
 Email : [Irgi.fahril@gmail.com](mailto:Irgi.fahril@gmail.com)  
 History Education : TK Darmawanita  
 SDN Tempurejo 01  
 MTS AL - Amien  
 MA AL - Amien  
 History Organization : Member of the Institute of Culture and Islamic  
 Studies (ICIS) Year 2019