

**THE EFFECT OF THE APPLICATION OF PICTURE STORY DOMINOES (PSD)
THROUGH GOOGLE CLASSROOM AND READING INTEREST TOWARDS THE
EIGHTH GRADE STUDENTS' READING ABILITY**

Shena Aji Wahyuningrum
Junior High School 19 Palembang

Correspondence Email: shenaaji9@gmail.com

ABSTRACT

The purpose of this research was to know the effect of the application of picture story dominoes (PSD) through Google classroom and reading interest towards the eighth grade students' reading ability at junior high school 19 Palembang. Especially, the purpose of this study to determine the significant effect of the application of picture story dominoes (PSD) through Google classroom and reading interest towards the eighth grade students' reading ability at junior high school 19 Palembang. The method of this research is a quantitative factorial design method that consists of a set of students' reading interest questionnaires and multiple choices reading test. The result showed that the application of picture story dominoes (PSD) through Google classroom and reading interest were effective on the eighth grade students' reading ability.

Keyword: picture story dominoes, students' reading interest, and students' reading ability.

1. INTRODUCTION

English as an unknown dialect in Indonesia assumes a significant part in numerous parts of life like training, economy, world wide relationship, innovation, and so forth Subsequently, the educating of English becomes an International undertaking. Jaya et al (2016) The broad requirement for English as second or unknown dialect needs an impressive tension on the instructive assets of numerous nations. Identified with the issues in training English, Jaya et al (2018) Indonesia presents English since in primary school as a nearby substance, to offer English to youngsters as ahead of schedule as conceivable to set them up in covering the globalization time. English turns into a necessary subject in Junior High School, Senior High School and University.

Reading is one among language skills, should be mastered well by the

students because reading is an important factor that influences one's activity in communication. Reading is considered a decoding skill, that is, interpreting codes into ideas. People consider reading as a crucial activity, in order that people usually say that reading is that the window of the globe. By reading, people can get the knowledge widely without going anywhere.

According to (Tarigan, 1990, p.7) "reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language". In other words, reading is one of the ways for readers to comprehend the importance of the content and find about a novel thought, actuality, and new experience through the content. To conquer the understudies' troubles, the essayist would direct one emotional strategy in educating. One of them is Pictures Story

Dominoes (PSD). This method is recommended because it consists of some steps that give easiness to students to understand their reading material.

Online language learning (OLL) may point various learning adjustments, namely a web-facilitated learning, a hybrid or blended learning, and a fully virtual or online learning. Moreover, the online language learning in EFL context in secondary school settings during the COVID-19 pandemic takes place in fully online language learning because students

2. LITERATURE REVIEW

1. Concept of Reading Ability

a. Concept of Reading

Reading is one among the four language skills; listening, speaking, reading, writing. It is a crucial element that cannot be separated from one another in learning process. As a result, it becomes important for language learners to find out and to master on that.

(Tinker & Cullogh, 1978, p. 9) stated that "reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience". It can be concluded reading is meaning getting process the reader always tries to catch what the writer says and means actually.

In summary, reading is the way to get some ideas and information from written text through some processes of thinking, comprehending and interpreting. In addition, reading is also a process which involves reader's previous knowledge and the text they read in order to comprehend what the writer wants to share and make it as a new knowledge and information.

b. Concept of Reading Ability

and teachers are not possible to gather in a face-to-face context (Blake, 2011).

So in this research the researcher use Google classroom as an EFL learning because Google classroom is a free and easy tool helping educators efficiently manage and assess progress, while enhancing connections with learners from school, from home, or on the go. So, the Google classroom help the teacher and their students in learning activity especially in the global spread of COVID-19 pandemic cases.

Ability defined because the capacity of the individuals to perform various tasks during a specific job. Ability for basically mean that you have the potential to try and do something. Ability is that the skill or power to try and do something in other words talent.

Meanwhile, in (Longman dictionary, 1998, p. 1), ability is defined because the mental skill or physical power to try and do something". He uses ability refers to a broader set of things which - given similar motivation and opportunities - make some people better at learning than others.

From the explanation above, it can be concluded that ability is someone's competence as a result of learning. Therefore, reading ability means someone's ability to communicate or make sense of written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself.

2. Concept of Reading Interest

a. Concept of interest

Interest is one amongst psychology factor owned by each people. Interest contained in each individual is different for an object or activity and it can determine

what activities are selected. Interest arise when a personal feel that they sort of a thing or an activity and she or he are eagerly to try and do it.

According to (Hidi, 2001, p. 193) stated that interest may be a psychological stated that happens during interactions between persons and their objects of interest, and it is characterized by raising attention, concentration, and affect. An individual who is interested to an object will attempt to deeper related with the thing. The interested person usually shows his or her attempt by rising attention, concentration and affect.

From the definitions of interest above, it can be concluded that interest is a psychological state that is aroused from the feeling of liking an object in preference to others and it leads to the later activity.

b. Concept of Reading Interest

Moreover Mc Kool (2007) stated that “reading interest is defined as readings done when students are outside the school compound”. It can be concluded that reading interest is a reading activity that is carried out outside the school environment.

From the definitions of interest and reading above, it can be concluded that reading interest is the desire and tendency to perform reading activity in order to get some ideas and information. Renninger, cited by Vig and Sharma, defines reading interest as a personal variable which means a characteristic in an individual, which takes time to develop, but it become stable with passage of time towards a certain topic or domain and is influenced by degree of knowledge, values and positive feelings. The activity of reading that performed by a person who is interested in reading is a voluntary activity. They would like to read

without being told before or forced by others. It is because when an individual is interested in reading, the activity will be a pleasure activity.

3. Concept of Picture Story Dominoes

According to (Brown, 2004, p. 180) stated that “using a variation of media will increase the chance that the learners will recall better what they learn in developing the performance of skill they are expected to improve”. There are many varieties of teaching media that can be used to deliver the lesson and one of them is picture.

According to (Harmer, 2001, p. 134) stated that “picture is one of the variability of teaching supports which is used to describe language meaning structure, to employ learners in a topic, or as the base of an entire activity”.

Based on the definition above Picture Story Dominoes is a fun game in learning teaching for young learners, teens and adults by using small pictures with teamwork or group. And it is a free tool which provides a platform supporting collaboration between teacher and students.

3. METHOD

The researcher used experimental analysis with a factorial design to split the students' reading comprehension scores into two classes in this sample. They were divided into two groups: the experimental group, which obtained running dictation, and the control group. The researchers divided the students' reading interest into two groups before implementing both techniques: high students' reading interest and low students' reading interest. reading interest was used as a moderator variable in the study. As a result, the researchers high reading interest (Y1) and low reading interest (Y2).

3. FINDINGS AND DISCUSSION FINDINGS

A. Findings.

1. Descriptive Statistics

This section describes the data obtained from the experimental group's pre-test, experimental group's post-test scores, control group's pre-test, control group's post-test scores, experimental group's pre-test, control group's post-test scores, experimental group's results of reading interest, and control group's results of reading activity.

1.1 The result of pre-test score in experimental group

The questionnaire 3 students received the score 55 (6.7%), 5 students received the score 54 (26.7%), 4 students received the score 53 (26.7%), 5 students received the score 52 (26.7%), 2 students received the score 51 (26.7%), 4 students received the score 50 (26.7%), 23 students received the score 49 (23,7), 13 students received the score 48 (26.7%), 5 students received the score 47 (26.7%).

1.2 The Result of Post-test Score in Experimental Group

From the calculation of scores of the student reading interest on the questionnaire 5 students received the score 70 (6.7%), 18 students received the score 69 (26.7%), 5 students received the score 68 (26.7%), 2 students received the score 67 (26.7%), 10 students received the score 65 (26.7%), 3 students received the score 63 (26.7%), 3 students received the score 62 (23,7), 3 students received the score 61 (26.7%), 4 students received the score 60 (26.7%), 2 students received the score 69 (26.7%), and five students received the score 77 (16.7%), 2 students received the score 69 (26.7%), 1 students received the score 58

(26.7%), 7 got a score of 56 (10.0%). 1 students received the score 53 (7%).

A. Discussions

Based on the test results with the help of the SPSS 21 program, the findings were obtained and several points were explained as follows:

Problem 1

First, the students' pretest score in the experimental group was found in descriptive statistic, the mean score of the students' pretest in reading test was found to be 68.59. The minimum score was 59.00. The mean score of the students' posttest in reading test was 77.03 and the minimum score was 65.00. It showed that the distribution of the data was normal. Since the students' posttest score was higher than the students' pretest score, it was interpreted that teaching of reading ability using picture story dominoes is effectively applied in one of group. The students' pretest score in the control group was found in descriptive statistic with mean 59.53 and the minimum score was 50.04, while in the posttest mean score was 75.31 and the minimum score was 50.04. It showed that the distribution of the data was normal. Since the students' posttest score was higher than the students' pretest score. In Kolmogorov-Smirnov was consider normal (higher than 0.05) and the result test of homogeneity of variance indicated the data taken from picture story dominoes and traditional teaching method were in homogeneity variance (higher than 0.05). The independent sample t-test was found that the p-output (0.000) was lower than mean significant difference at the 0.05 level. It can be interpreted that there was a significant effect of picture story dominoes and reading interest on the eighth grade students' reading ability of those who have

high and low reading interest of Junior High School 19 Palembang.

Problem 2

Second, the independent sample t-test analysis of the eighth grade students' reading ability who had high and low reading interest in the control group were taught by using traditional teaching method, it was found that the p-output (0.002) was lower than mean significant difference at the 0.05 level and it could be interpreted that there was a significant effect of traditional teaching method towards the eighth grade students' reading ability of those who have high reading interest and those who have low reading interest of Junior High School 19 Palembang.

Problem 3

Third, since the p-output (0.000 in experimental group and 0.002 in control group) of the independent sample t-test analysis of the eighth grade students' reading ability who had high and low reading interest in the experimental and control group were taught by using picture story dominoes and traditional teaching method were lower than mean significant difference at 0.05 level, it could be interpreted that there was a significant effect of picture story dominoes (PSD) and traditional teaching method towards the eighth grade students' reading ability of those who have high reading interest and those who have low reading interest of Junior High School 19 Palembang.

Problem 4

Fourth, the calculation of using two-way ANOVA to measure an interaction effect of picture story dominoes and traditional teaching method towards

students' reading interest resulted p-output was 5.180 with p-value 0.013. Since the p-value was lower than 0.05, it meant that there was a significant interaction effect of picture story dominoes (PSD) and reading interest towards the eighth grade students' reading ability of Junior High School 19 Palembang.

B. CONCLUSION

After analyzing the research, and getting the results of the research, the researcher has the following conclusions:

1. There is a significant effect of picture story dominoes (PSD) towards the eighth grade students' reading ability of those who have high reading interest and those who have low reading interest of Junior High School 19 Palembang.
2. There is a significant effect of traditional teaching method towards the eighth grade students' reading ability of those who have high reading interest and those who have low reading interest of Junior High School 19 Palembang.
3. There is a significant effect of picture story dominoes (PSD) and traditional teaching method towards the eighth grade students' reading ability of those who have high reading interest and those who have low reading interest of Junior High School 19 Palembang.
4. There is a significant interaction effect of picture story dominoes (PSD) and reading interest towards the eighth grade students' reading ability of Junior High School 19 Palembang.

SUGGESTIONS

From these findings, the researcher suggests that the English teacher be able to apply various teaching techniques or strategies to help and make it easier for

students to learn English, especially to develop students' reading comprehension. reading interest towards the eighth grade students' reading ability comprehension. In the teaching and learning process in the classroom, the teacher must be able to be creative with various approaches so that students can enjoy activities to avoid students' ignorance in the learning process. With this new innovation, it also makes it easier for the students to understand the material and attracts high interest in students' learning. These aspects are teacher teaching strategies, active student participation, interesting learning materials and many other factors.

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