

**IMPROVING READING COMPREHENSION USING GRAPHIC  
DESIGN FOR THE FIRST GRADE OF BUDURAN 2 VOCATIONAL  
HIGH SCHOOL**



**THESIS**

**By**

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Demikian surat pernyataan ini saya buat dengan sebenar – benarnya.

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## **MOTTO**

That's that, This is this

## ACKNOWLEDGMENT

In completing the research entitled " IMPROVING READING COMPREHENSION USING GRAPHIC DESIGN FOR THE FIRST GRADE OF BUDURAN 2 VOCATIONAL HIGH SCHOOL", the researcher encountered numerous difficulties and challenges.

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## **ABSTRACT**

**Hanif Fisabil Ikhsan**, 2023 Improving Reading Comprehension using Graphic Design for the First grade of Buduran 2 Vocational High School. A thesis of English Education Department, Faculty of Language and Science, University of Wijaya Kusuma Surabaya. A thesis guided by Siti Azizah, S.Pd. M.Pd. and Dra. Bektı Wirawati, M.Pd.

The objectives of this research was to find out that using Graphic Design media to improve reading comprehension skill and to describe the implementation of Graphic Design in reading class in grade X MM 2 of Buduran 2 Vocational High School. This research used grade X MM 2 (Multimedia) as participant. There are 36 of students with 18 boys and 18 girls. This research used Classroom Action Research and consist of one cycle, where the cycle consist of planning, action, observation, and reflection. After assessing students's reading comprehension in cycle 1, the data were obtained. The result of this research can be seen on the first cycle. The first cycle showed that 28 or 77% students in the class improved, It was more than standard. It showed that the research in first cycle succeeded.

Keywords: Reading Comprehension, Graphic Design

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Reading is an important aspect and has an essential role in people life. By reading, people able to have wide knowledge and lots of information about the world. Moreover, students from elementary to college students should have a lot of reading. However, the fact lots of students especially Vocation High School haven't mastered yet about reading very well because reading is a complex, interactive process (Murcia, 2001). It means that students should construct meaning through transaction with written text which has been created by symbols that represent language. The meaning is used to comprehend what they read (Grabe, 1991 in Murcia, 2001).

The problems found in SMKN 2 Buduran based on the researcher's practice teaching, the reality in the field, learning reading comprehension in class X is not as expected. The strategy or method used by the teacher was still conventional, the teacher just taught conventionally. They only asked the students to do assignments in LKS for reading comprehension and the teacher just asked the students to answer the questions based on the text. It was known from the interview with some students in that school, that it was difficult to answer the questions based on the contents of the text. It was also known from the low students' scores in answering the questions from the text, that the students still felt difficult to find the main idea in the text. It was discovered based on the researcher's experience when asked the students to read the text for some minutes and then asked them orally "Who knows the main point of the text?" almost all of the students just silent, and only one two-persons were brave to answer the researcher's questions orally. Besides, students had a low vocabulary, making

them still confused in their understanding of the text. It was also discovered that when the researcher's asked the students to retell the text's story in their words, they were still afraid and unable to do the assigned task.

Teaching methods of reading which were still conventional would not make students more active and creative. Teaching methods with traditional approaches were not able to create communicative classroom conditions. This was due to the dominance of the teacher in learning so that involvement was very less and the students were passive. The traditional teacher approach only asked students to skim and answer questions without allowing students to understand the content of the text deeply. The teacher didn't use the media or strategy which made students interested in involving reading comprehension.

According to Suhendar (2007), reading comprehension is understanding reading material by capturing deeper points of thought, so that there is a certain satisfaction after the reading is finished. Reading can be maximized, it is necessary to have a reading comprehension strategy, namely the appropriate and effective. Effective reading uses a variety of strategies according to the text and context to construct meaning when reading. This strategy varies according to the type of text and the purpose of reading.

Based on the reason above, the researcher used Graphic Design to help students understands the reading comprehension easily. Graphic design can be an effective tool for improving reading comprehension, particularly for younger students. Graphic design elements such as images, charts, and diagrams can help to clarify and illustrate complex or abstract concepts, making them more accessible and easier to understand. Additionally, the use of color and other visual aids can help to engage and motivate students, increase their interest in the material and encourage deeper comprehension.

As stated by Meyer (2014) Graphic design is a visual form that utilizes image media to convey or promote a message to be more effective. An aspect of graphic designs such as texts

is considered an image because the text itself is often called a symbol to explain the meaning. Collin (2023) also writes in her Journal Graphic Design refers to the art and practice of visual communication. Dr. Collins explains that graphic design involves the creative integration of images, symbols, typography, and other elements to effectively convey a specific message or idea.

The benefits of implementing graphic design for reading comprehension are stated by Tan and Melles (2012) that incorporating graphic design into reading comprehension instruction in vocational high schools offers tremendous benefits. By leveraging visual elements, such as infographics and illustrations, educators can transform reading materials into engaging experiences that cater to students' visual learning preferences. Visual representations not only enhance students' comprehension and retention of information but also cultivate their critical thinking skills. The integration of graphic design fosters a multisensory learning environment, promoting active engagement and facilitating deeper understanding. It empowers students to decode complex texts, recognize text structures, and make connections between ideas, ultimately equipping them with essential skills for academic success and real-world applications. Based on the information above, the researcher conducts a research under the title “IMPROVING READING COMPREHENSION USING GRAPHIC DESIGN FOR THE FIRST GRADE OF BUDURAN 2 VOCATIONAL HIGH SCHOOL”

## **1.2 Research Question**

Based on the above background, the researcher focuses on answering the following problem statement:

Can the use of Graphic Design improve reading comprehension of the 10<sup>th</sup> grade for SMKN 2 Buduran students?

## **1.3 The Purpose of the Study.**

Based on the problem above, the purpose of the study is to find out whether the use of Graphic Design can improve reading comprehension of 10<sup>th</sup> grade for SMKN 2 Buduran?

## **1.4 The Significance of the Study**

The significance of this research are:

For teacher:

Teachers can strengthen learners' understanding and skills with advanced tasks according to learning objectives

For students:

- a. Students are able to understand and convey the message effectively and efficiently.
- b. Students are expected to have an increase in reading comprehension by using Graphic Design.
- c. Students are able to Summarize information or research concisely and attractively to help publicize it and generate discussion.

For School:

This research is expected to contribute an idea, to use innovative instructional strategies, creative and provide maximum results in the learning process.

## 1.5 Definition of Key Terms

The researcher will clarify the terms used in this study:

1. Graphic design is a career in which people produce visual material to convey messages. Designers utilize typography and graphics to fulfill users' demands and focus on the logic of presenting materials in interactive designs to maximize the user experience and message delivered by using visual hierarchy and page layout approaches.
2. Reading comprehension is a highly complex cognitive process involving the interaction between the reader and the text to create meaning. In the words, comprehension doesn't just happen, it requires effort. Must intentionally and purposefully work to create meaning from what they read (David J. Chard, 2008:1). This ability to read text, process it, and understand the meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences.
3. Improve definition is *to enhance in value or quality / make better*. The value is verified using the increase in scores.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This Chapter presents a theoretical overview of the research variables that underlie the research. It is presented under headings: Reading, Media, Graphic Design, Assessment, And Previous study

#### **2.1 The Concept of Reading**

##### **A. Definition of Reading**

In English lessons, there are several aspects of skills, namely reading, listening, writing and speaking. According to Armbruster & Osborn (2010) define reading is an active cognitive process of interaction with print and monitoring understanding to build meaning. It can be concluded that reading can be a progress of a skill in students. According to Tarigan (2015), reading is a process carried out and used by readers to obtain messages, which are conveyed by the researcher through the medium of words or written language. Reading skills are unique and act as the main communication tool for human life. These skills also play an important role in the development of knowledge (Iskandarwassid & Sunendar, 2011). Someone who often reads will have more knowledge and indirectly they are more up-to-date, Over the last few decades, research results show that someone who has reading skills will be able to think logically because reading has logical and linguistic elements (Murtono, 2015). Based on the statement above, it can be concluded that there are four skills in English, one of which is reading. Reading is an activity where students can get and process information from reading, in other words, students can understand the intent of the researcher writing. In addition, reading

skills are something that builds the development of knowledge and makes students think logically. Through reading one can find out what was previously unknown.

## **B. The Purpose of Reading**

Reading activities have a purpose, one of which is for students to gain more insight. Reading has been taught from an early age, according to Tarigan (2015) reading is a process that is carried out and used by readers to get the message that the researcher wants to convey through the medium of words/written language. According to Tarigan (2015), the purpose of reading is reading to obtain details or facts, reading to obtain main ideas, reading to find out the order or arrangement, and organization of stories, reading to conclude, reading to classify and classify reading to assess and evaluate and read to compare or contrast.. The purpose of reading is pleasure, perfecting reading aloud, using certain strategies, updating his knowledge about a topic, linking new information with the information he already knows, obtaining information for oral or written reports, and confirming or rejecting predictions.

## **C. Reading Comprehension**

According to Gunning (2010) reading comprehension is a constructive process in which student creates meaning based on their background knowledge. The reading comprehension practice is also expected to encourage students to read as a habit and to enable them to comprehend the meaning of the text and to represent what they have read in their own language. The teaching of reading comprehension as one of the language competencies in English is seen important since students will be able to add and obtain new information from any type of text via reading. It is possible to teach students how to infer, which involves predicting and drawing conclusions.

According to Suhendar (2007), reading comprehension is understanding reading



material by capturing deeper points of thought, so that there is a certain satisfaction after the reading is finished. Reading can be maximized, it is necessary to have a reading comprehension strategy, namely the appropriate and effective. Effective reading uses a variety of strategies according to the text and context to construct meaning when reading. This strategy varies according to the type of text and the purpose of reading.

#### **E. Reading Comprehension for Vocational High School**

The 2013 curriculum includes teachers' creativity and capacity to use curricular theory in the classroom, notably in the teaching and learning process. The fundamental competency of the 2013 curriculum is curriculum 2013 also includes a scientific approach to teaching and learning, which includes steps such as observing, inquiring, investigating, associating, and communicating.

English teachers must be more creative and original in their teaching and learning processes in order to meet the requirements of the 2013 curriculum. The English teacher must be able to effect change in the English classroom. It implies that they must abandon the old teaching method, in which the learning content is centered on the linguistic structure (grammar). The language competency as a means of communication to transmit the idea and knowledge that is appropriate with the requirement of the 2013 curriculum should be taught or centralized in English instruction.

If a reading teacher agrees that comprehension is a key component of the reading process, Heilman, Blair, and Rupley (1981) suggest that two aspects of teaching reading must be placed in the right context: 1) Transforming print into sound; and 2) Transforming a language-representative picture into meaning. The best method for reading comprehension is also determined by the aim of reading. Decoding is only one aspect of reading comprehension.

When a reader is aware of the reading objectives and understands how to apply the skills and techniques that are suitable for the type of material, reading comprehension results.

Heilman, Blair, and Rupley (1981) also state that by allowing students to consider and discuss how they read in their home language, teachers can help students become more aware of the reading process and reading methods. There are seven techniques for teaching reading, first use reading material to give kids the chance to practice all of their reading techniques. Second, in their reading assignments for class, students put their reading methods into practice. It teaches pupils to be aware of their actions while carrying out reading assignments. Third, to obtain a feel of the organization and content of a reading selection, look over the titles, section headings, and photo captions. Fourth, applying subject-matter expertise to develop content and vocabulary predictions and assess understanding; making predictions regarding discourse structure based on the text's kind and purpose; making writing, vocabulary, and content predictions using information about the author. Fifth, Skimming and scanning are methods for quickly recognizing the primary concept of a document, its structure, and whether or not predictions are correct. Sixth, understanding from context: determining the meaning of words without stopping to look them up by using prior knowledge of the subject and the ideas presented in the text as hints. And the last is, repeating the details and concepts from the book at the end of a section to gauge understanding.

## **2.2 Media**

Learning English can't be separated from media, especially in reading.

According to Chan (2011) on his book "Media in Foreign Language Teaching and Learning, Studies in Second and Foreign Language Education" media has always been intricately related to educational processes. In both formal and informal

learning situations, media have always been closely tied to teaching and learning processes.

There are two-sub definition about media based on Chan(2011), (1) a communication, information, or entertainment channel or system, (2) something that can store information (such as a magnetic disk). The use of multiple media has an additive impact, increasing the possibility that all relevant educational elements will be covered. Weidenmann (2006) identifies five aspects of media:

1) Hardware

The physical or tangible dimension of a medium, such as a computer, data projector, or even a chalkboard, is known to as this.

2) Software

The "program" that is sent through the hardware, such as a video film or a Flash animation, is referred to as software.

3) The use of symbols

This refers to the method of encoding the data sent across the wire. In a text, for example, information is encoded using symbols. It would be coded through a linguistic system as well as a graphical language in a sound film, but one that involves both. As a result, it differs or extends from other motion pictures.

4) Sensory networks

The sensory channels that capture the information carried by the medium, such as the eyes (sight), ears (sound), and hands (touch), naturally match to the

symbol systems in which the information is coded.

## 5) Message

The fact that technology brings up new options for us but also exposes us to yet unknown threats, as described by Weidenmann (2006) in a short clip, is an example of such a message. Kozma (1991) described three components form of media, those are : technology, symbol systems, and processing capability. The technology of a medium has only a tangential impact on learners' cognition and learning. Its primary function is to enable and constrain a medium.

## 2.3 Design Graphic

### A. Definition of Graphic Design

According to Dr. Emily Collins (Collins; "The Art of Visual Communication: Exploring the Depths of Graphic Design"; Journal of Design Studies; Vol. 10; No. 2; 2023), the term "Design Graphic" refers to the art and practice of visual communication. Dr. Collins explains that graphic design involves the creative integration of images, symbols, typography, and other elements to effectively convey a specific message or idea.

### B. Types of Graphic Design

Graphic design is a broad, creative subject that employs images to convey concepts and provide solutions. Since graphic design deals with a wide range of issues, it can be roughly split into eight distinct but frequently overlapping fields. Here are some Smith, J., 2007, Graphic Design categories.

## **1. Web Design**

Web design is quickly rising in value as one of the most valuable abilities for creative people in today's market. To develop digital media, this branch of graphic design combines technology with the established rules of composition and form.

## **2. UI and Interactive Design**

User interface (UI) and interaction design are becoming increasingly valuable abilities, much like web design. Through aesthetically beautiful forms and layouts, this field focuses on bridging the gap between complicated computing and the user experience.

## **3. Advertising and Marketing Design**

Almost every business relies on visual marketing and advertising, whether it's to build a company's internal brand or draw clients.

## **4. Motion Graphics and Animation**

You'll put a lot of emphasis on animating visual media if you study motion graphics. Typography, imagery, and everything in between are all included. Motion graphics and animation, a relatively recent area of graphic design, offer fascinating chances to mix technical and creative abilities..

## **5. Packaging Design**

Everything has product packaging, from the food we eat to the electronics we purchase. A profession in packaging design enables you to combine the technical components of manufacturing, 3D mockups, and printing with the creative and branding techniques of advertising design.

## **6. Game Design**

Similar to user interface design and motion graphics, game design is on the cutting edge of innovation. In order to generate engaging experiences for players, game design is a multifaceted field that integrates art, science, and psychology. A wide range of factors, including as gaming mechanics, aesthetics, storyline, player involvement, and balance, go into game design.

## **7. Illustration**

The majority of artistic disciplines, particularly illustration, are built on drawing. You'll have the opportunity to design cover art, logos, and more as a graphic illustrator by utilizing the basic principles of form, color, and composition.

## **8. Publication and Typographic Design**

Designers in this sector concentrate on the creation, administration, and management of visual media, which is frequently mass-produced. Books, magazines, and other media are included. Publication and typography designers provide unified visual media by honing their printing, editorial layout design coordination, and typesetting communication skills.

### **C. Function of Graphic Design**

The value of science communication has been well established (see Treise and Weigold 2002; Bickford et al. 2012; Rull 2014; Makri 2017); thus, having tools to increase the effectiveness of these efforts is imperative (Cooke et al. 2017; Illingworth 2017). Best practices in the field of science communication come from a comprehensive body of knowledge from a wide range of disciplines (Guenther and Joubert 2017). Within the peer-reviewed literature, guidance on improving and assessing the effectiveness of written and oral presentation skills has dominated (see Baram-Tsabari and Lewenstein 2013; Kueffer and Larson 2014; Cirino et al. 2017; Rakedzon et al. 2017). Less emphasis, however, has been placed on improving the visual aspects of science communication. Visuals may accompany an oral presentation or may

be standalone, and encompass both print (e.g., posters, reports, newsletters) and digital media (e.g., slides, websites, blogs).

#### **D. Advantage of implementing Graphic Design**

Tan and Melles (2012), made a case for activity theory in graphic design research with the following statement:

*“Incorporating graphic design into reading comprehension instruction in vocational high schools offers tremendous benefits. By leveraging visual elements, such as infographics and illustrations, educators can transform reading materials into engaging experiences that cater to students' visual learning preferences. Visual representations not only enhance students' comprehension and retention of information but also cultivate their critical thinking skills. The integration of graphic design fosters a multisensory learning environment, promoting active engagement and facilitating deeper understanding. It empowers students to decode complex texts, recognize text structures, and make connections between ideas, ultimately equipping them with essential skills for academic success and real-world applications.”*

In summary, the integration of graphic design in reading comprehension instruction in vocational high schools enhances engagement, comprehension, critical thinking skills, and text analysis abilities, providing students with valuable skills for academic success and real-world applications.


#### **2.4 Teaching Reading Comprehension at Vocational High School**

Based on Kurikulum 2013, Vocational High School should master four essential language abilities: listening, speaking, reading, and writing. For Vocational High School students should be able to understand Descriptive Text, Announcement, Recount Text and Narrative Text. The Researcher chose Descriptive Text for 10<sup>th</sup> Grade Vocational High School. The students received the text from LKS or other resources. The English Teacher requested the Researcher to help students able to comprehend the text given easily. For the reason above, The Researcher used Graphic Design to accomplish Reading comprehension as follows.

## 2.5 Steps for Implementing Graphic Design for Teaching Reading Comprehension

With graphic design in Class X high school can bring valuable benefits. Through a discussion between the researcher and the collaborator, the classroom teacher, both the researcher and the collaborator recognize the potential of incorporating graphic design elements to enhance reading comprehension. We jointly acknowledge the importance of engaging students by integrating visually appealing images, illustrations, and infographics into the curriculum.

1. Prepare the text that will be taught during class: Below that is the text that was used in the practice of the research

<h1>Visiting Niagara Falls</h1>	
	
<p>Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island.</p>	



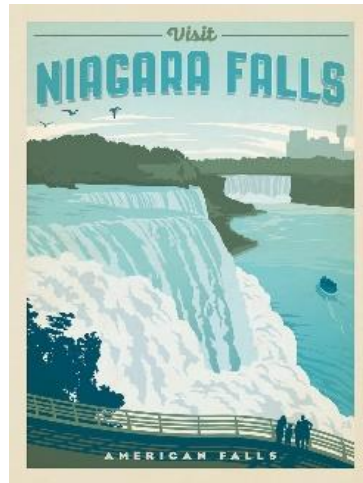
There are various attractions that people can enjoy in Niagara Falls, six of them are described here. The First to enjoy in Niagara Falls is Cave of the Winds. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

a. After that, follow the steps below for implementing the text given into a Graphic Design:

2. Identify the Core Elements: The core elements to be represented in the design include Niagara Falls, the three waterfalls, Cave of the Winds, the Hurricane Deck, and the illuminated falls at night.
3. Create a Conceptual Framework: Envision a composition that showcases the *grandeur* and power of Niagara Falls. Consider a dynamic layout that incorporates the waterfalls, a sense of motion, and the nighttime illumination.



4. Select a Design Style: Choose a style that reflects the natural beauty and awe-inspiring nature of Niagara Falls. Opt for a realistic or illustrative approach with vibrant colors, flowing lines, and detailed textures



5. Gather Visual References: Look for photographs or illustrations of Niagara Falls, the waterfalls, and the Cave of the Winds attraction to gather visual references that align with the intended style and mood.
6. Design Iterations: Using graphic design software, create multiple iterations of the design. Experiment with color palettes, composition, and the placement of key elements to create a visually striking representation of Niagara Falls and its attractions.
7. Use Visual Elements: Utilize realistic or illustrative depictions of the waterfalls, paying attention to the details of the Horseshoe Falls, American Falls, and Bridal Veil Falls. Include the Cave of the Winds attraction and the Hurricane Deck to convey the experience of getting up close to the falls.
8. Incorporate Text: Integrate textual elements, such as titles or captions, to highlight key attractions and features. Consider using a typography style that complements the overall design and enhances readability.
9. Refine and Review: Review the design critically, seeking feedback from others if possible. Ensure that the representation captures the essence of Niagara Falls and effectively communicates the excitement of the attractions.

When teaching reading comprehension, the teacher should simultaneously focus on developing students' receptive and practical skills. Reading comprehension stands as one of the crucial language abilities that students must acquire. Within the educational program, effective speaking involves the proficient use of diverse language forms, ensuring accuracy, ease, and appropriateness in everyday conversations. Students should be able to articulate their thoughts and objectives in English both within and outside the classroom environment. Instruction in reading comprehension encompasses various learning aspects aligned with the classroom-centered educational program. When it comes to reading comprehension, students should be able to:

- Recognize and understand the words and vocabulary they have learned.
- Interpret the text accurately.
- Engage in meaningful and coherent discussions related to the reading material.

## 2.6 Assessment of Reading Comprehension

Several factors related to measurement are associated with the word assessment, and it is crucial to highlight their significance. The assessment offers proof of fundamental principles in early literacy that can forecast students' future reading success (Kline, T. J. B., 2005). These reading concepts include letter knowledge, phonemic awareness, decoding, fluency, and understanding.

Subject	Score Range	Statement
Letter Knowledge	1-25	Limited knowledge of letters; struggles to recognize and identify letters
	26-50	Developing knowledge of letters; beginning to recognize and identify letters
	51-75	Proficient knowledge of letters; able to recognize and identify letters accurately

	76-100	Advanced knowledge of letters; easily recognizes and identifies letters
<b>Phonemic Awareness</b>	1-25	Minimal awareness of individual sounds in words; difficulty manipulating sounds in spoken language
	26-50	Developing awareness of individual sounds in words; starting to manipulate sounds in spoken language
	51-75	Proficient awareness of individual sounds in words; able to manipulate sounds in spoken language
	76-100	Advanced awareness of individual sounds in words; effortlessly manipulates sounds in spoken language
<b>Decoding</b>	1-25	Struggles with decoding unfamiliar words; relies heavily on guessing or context
	26-50	Developing decoding skills; beginning to decode unfamiliar words with some accuracy
	51-75	Proficient decoding skills; accurately decodes unfamiliar words using phonics and word attack skills
	76-100	Advanced decoding skills; automatically and effortlessly decodes unfamiliar words
<b>Fluency</b>	1-25	Reads slowly and with great effort; frequent pauses and hesitations
	26-50	Developing fluency; improving reading speed and pace; occasional pauses and hesitations
	51-75	Proficient fluency; reads with appropriate pacing and expression; minimal pauses or hesitations
	76-100	Advanced fluency; reads fluently and smoothly with natural pacing and expression
<b>Understanding</b>	1-25	Limited understanding of the text; struggles to comprehend main ideas and key details
	26-50	Developing understanding of the text; starting to comprehend main ideas and key details
	51-75	Proficient understanding of the text; able to identify main ideas and key details

	76-100	Advanced understanding of the text; demonstrates inferencing, making connections, and analyzing text
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Source: *Principle for the Evaluation of Reading Assessment Tools*, E.Akib (2020)

## 2.7 Previous Study

There are several studies that are related to this subject. Previous research on the issue of reading habits and reading comprehension has been conducted by Carrie Anna Courtad (2019) under the title "MAKING YOUR CLASSROOM SMART: UNIVERSAL DESIGN FOR LEARNING AND TECHNOLOGY." Henley High School in Australia's Class XI students is utilizing Design Graphic Media. There were five meetings. According to the research findings, applying Design Graphics is beneficial in boosting students' writing skills in terms of content and structure. This is demonstrated by the fact that the total t-test value of 6.30 is more than the t-table value. Following the program, the kids' interest in writing grew. This is demonstrated by the student's responses to the questionnaire. Most of the students gave a positive response to the use of Design Graphic to increase their interest in writing, they even thought that this method could be applied in the classroom to attract their attention and interest.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher discusses research design, the setting of the research, participant of the research, technique of data collection, instrument of data collection, the technique of analysis data, the procedure of data analysis, and the success indicator.

#### **3.1 Research Design**

The research design is a design or model that will be carried out in research and is arranged for the smoothness of the researcher (Aprilianty, 2016). In this study, the researcher used a research design from Kemmis and Taggart (1988) which is known as the Spiral model. Kemmis and Taggart's spiral model is known as the cyclical system. This means that in one cycle there is one round of activities consisting of planning, acting, observing, and reflecting. The reason the researcher used the research design was that the Cooperative Integrated Reading and Composition (CIRC) method was carried out in one meeting only, this matched the Spiral Model research design from Kemmis and Taggart which in one cycle the actions could be carried out in one meeting. However, when the historical narrative presentation was carried out at the next meeting. So in other words, in this research, one cycle is carried out in two meetings.

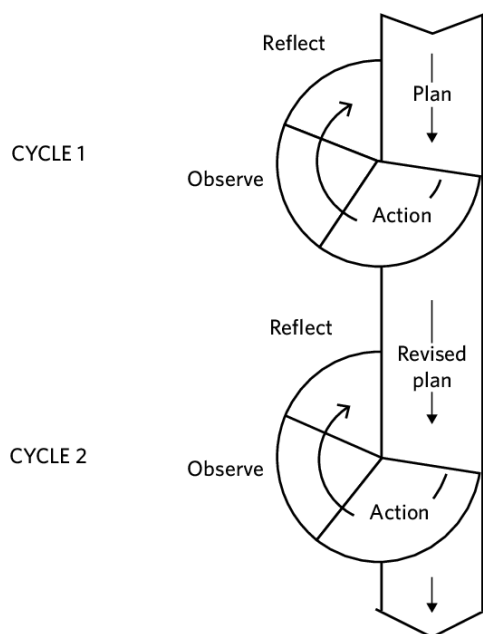


Figure 3.1 Spiral Model of Kemmis and Taggart (1988)

### 3.2 Setting of the Research

This research was conducted at SMKN 2 Buduran which is located in It was located at Jenggolo 2 A Street, Siwalan Panji, Sidoarjo. Vocational High School of Buduran 2 Sidoarjo was one of the state schools in Sidoarjo. It has 15 classes. The subjects of this study were students of class X for the academic year 2022/2023, which consisted of two classes. From the two classes, one classes were taken, namely X MM (Multimedia) 2.

This research process has been carried out on April 03, 2023 – April 19, 2023, on the hours and days according to English language subjects. This research was conducted in several stages, namely: 1) the initial measurement stage of students' reading comprehension ability (pretest) for both groups, 2) the treatment stage for the class, 3) the implementation stage for the final test (posttest) of reading comprehension ability. The data collection process can be observed through the table below.

### **3.3 Subject of this study**

The research population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2011). The subject in this study were students of class X SMKN 2 Buduran which consisted of 145 students divided into 4 classes, namely X MM 1 37 students, X MM2 36 students, X MM 3 36 students, and X MM 4 36 students.

### **3.4 Research Procedure**

The research procedure to be carried out in this study is as follows:

- **Classroom Action Research**

- a. **Planning**

In class X, the activities in the planning are included by using the Graphic Design application as learning English media to increase students' reading comprehension skills:

1. Give permission to the school and teachers of related subjects to use Graphic design applications as learning English.
2. The researcher made a lesson plan that will be applied in the teaching and learning process.
3. The researcher designed the steps using Graphic Design
4. The researcher prepared the material, that is Descriptive Text
5. The researcher coordinated with the teacher in English for class X related to developing research instruments, which include: attitude assessment format, preparing tests, and others related to the implementation of the research. that is multiple choice.



b. Acting

The researcher developed an action plan using Classroom Action Research which was carried out using Graphic Design media in the following steps:

1. Students greet and pray.
2. The Researcher and collaborator checks the presence of students and provides brainstorming before starting learning.
3. The Researcher and collaborator conveys the goals and benefits of learning about the topic to be taught.
4. The Researcher and collaborator asks the previous material to find out the students' memories.
5. The Researcher and collaborator gives a short video about descriptive text with the theme of tourist attractions.
6. Students are asked to observe each explanation in the video.
7. The Researcher and collaborator gives questions about the video that has been played.
8. The Researcher and collaborator asks about some of the things contained in the video.
9. The Researcher and collaborator appoints 5 children to answer the questions posed.
10. Collaborator apply Graphic Design media for teaching.
11. The Researcher and collaborator explains the subject matter through Graphic Design.

12. The Researcher and collaborator explains each sentence that is taught.
13. The Researcher and collaborator gives tests to students through the Graphic Design platform.
14. The Researcher and collaborator gives instructions and procedures for using Graphic Design correctly before students start working on the test.
15. The Researcher and collaborator asks students to reread the text and retell it in front of the class.
16. The Researcher and students reflect on learning experiences.
17. The Researcher and collaborator conveys the lesson plan at the next meeting and pray

The researcher and the collaborator, as a team, find value in the multimodal approach, as it caters to diverse learning preferences and promotes critical thinking. They also appreciate how graphic design fosters creativity and develops visual literacy skills, which are increasingly relevant in today's digital era. With their shared enthusiasm and agreement, the researcher and the collaborator are confident that implementing teaching reading comprehension with graphic design will create a more engaging and effective learning experience for Class X high school students.

a. Observing

In developing and carrying out several action plans, the researcher observed and evaluated the teaching and learning process. Throughout the activity process, the researcher is observing everything that happened in the classroom. The conclusion of the discussion is

important data that will be used as an evaluation for the implementation of the action that intends to increase future action.

b. Reflecting

Following the teaching-learning process, analysis and reflection were done. This stage's objective was to reflect or evaluate previous stages; it was done based on data collected to hold evaluation for continuing the next cycle. If there were still issues, it was necessary to go to the next cycle until the problems were resolved. That would be the research's reflecting stage.

### **3.5 Data Collection Technique**

This research used two data collection technique. They were a test and observation sheets.

1. Test

Based on Zainal Arifin (2016), test is a technique used in the context of carrying out measurement activities, in which there are various questions, or a series of tasks that must be done or answered by students to measure aspects of student behavior. In this research, the researcher used Test of Reading comprehension after implementing Graphic Design in the Teaching Learning Process.

2. Observation

In the study written by Gorman and Clayton (2005), the definition of Observation is “involve the systematic recording of observable phenomena

or behaviour in a natural setting”. In this research, the researcher used Observation for the teacher and students.

### **3.6 Research Instruments**

This research used two instruments. They were a reading test and observation sheets.

#### a) Reading Test

To get the data, the researcher used the reading test in the form of multiple choice test in analyzing descriptive text. It consisted of 10 questions of multiple choice. The test was taken from English Lesson Media.

#### b) Observation Sheets

In this research, the researcher used observation sheet for teacher and students. The observation sheets for teacher to find out the implementation graphic design for teaching reading comprehension. Observation sheets for students to gain the students understanding and conditions in following teaching learning process.

### 3.1 Observation Sheet for Teacher

No	Activities	Practice checklist		Note
		Yes	No	
1	The teacher led praying before starting the lesson			
2	The teacher checked attendace list before learning			
3	The teacher gave brainstorming before starting the lesson			
4	The teacher told the material of study			
5	The teacher told the method that going to be used			
6	The teacher reviewed the previous study			
7	The teacher explained the meaning of descriptive text			
8	The teacher asked for the students about the material			
9	The teacher applied media for teaching reading			
10	The teacher gave suggestion in the end of teaching			

### 3.2 Observation Sheet for Student

No	Indicator	Yes	No
1	Students understood about the topic		
2	Students told about the meaning of descriptive text with the component		
3	Students comprehended the text		
4	Students got more score in answering questions based on the text		
5	Students enjoyed learning using Graphic Design		

### 3.7 Data Analysis Technique

In this stage, the researcher wanted to know the improvement of students' reading comprehension skills. After the researcher got the students' scores, the researcher classify them into four groups as follows :

Table 3.6.1 Classification Score from the English Class Teacher

Score	Value	Notes
100	Excellent and Improved	The students did well and understand all the information in the text.
80	Very Good and improved	The students did well but some of them didn't get enough concentration.
60	Good but not improved	The students didn't get enough concentration and didn't understand the text.
<60	Poor and not improved	The students didnt understand the text and some of them didn't read the text.

After the researcher classified them into that kind of score, the researcher counted the percentage of the students using this kind of formula :

$$P = \frac{N}{n} \times 100\%$$

$$P = N/n \times 100$$

N = total of students who improved

n = total students

### **3.8 Success Indicator**

In this stage, the researcher created the indicator of success. The researcher indicated that if the result showed 75% of the students in the class got score more than 75 it can be told that they understood about the material and had increased their understanding in reading. It indicated that this research was successful. In other hand, if 75% of students in the class got score less than 75 it can be told that they had not understood the material yet. It indicated that this research should be done in cycle 2. The standard score in Vocational High School 2 Buduran is 75.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

The researcher describe discoveries and discussion in this chapter. The conclusion provides a description of the facts from the conceptual stage to the reflective stage. The analysis and description of each cycle make up the debate. In this chapter, the researcher describe findings and discussion as follows:

#### **4.1 Findings**

All of the data from the teaching and learning activity were described by the researcher in this data, along with the reading comprehension strategy for the students. The method for gathering data from precycle and cycle 1 were described in this stage.

##### **4.1.1 Precycle**

The observation was done by the researcher on April 3rd, 2023. The goal of this observation was to discover specific problems that came up while learning English and to look at the techniques the teacher employed. There were 36 students enrolled in the session, and lessons began at 12.00 p.m. and ended at 13.20 p.m. The researcher discovered that students in X MM 2 had a lot of trouble learning English, especially reading. Most of them used worksheet books and English Book Guides from school to study because their teacher used them for maincourse of teaching-learning process.

The scores were obtained from previous grading session. The grade of the students from the precycle as follows:



*Table 4.1 Score of PreCycle*

<b>No.</b>	<b>Name</b>	<b>Score in Precycle</b>	<b>Pass/Fail</b>
1	Aditya Kusuma Putra	80	Pass
2	Ana Sudiati	72	Fail
3	Budi Santoso Wijaya	78	Pass
4	Ciaobella Hartati	73	Fail
5	Citra Pratiwi Lestari	76	Pass
6	Danu Damanik	80	Pass
7	Dewi Anggraeni Rachmawati	66	Fail
8	Eka Dwi Puspita Sari	80	Pass
9	Eli Sarumpaet	65	Fail
10	Ethan Kembaren	86	Pass
11	Fajar Setiawan Nugroho	71	Fail
12	Galang Siregar	75	Pass
13	Galuh Sirait	70	Fail
14	Ganjaran Sihombing	73	Fail
15	Gita Saraswati Dewi	72	Fail
16	Hadi Prasetyo Wibowo	83	Pass
17	Hani Purwanti	77	Pass
18	Indra Kusuma Wardhana	67	Fail
19	Irfan Saptono	66	Fail
20	Irma Wulandari	71	Fail
21	Jaya Pramudita Hidayat	79	Pass

22	Julia Padmasari	70	Fail
23	Kadek Dewi Ratnawati	69	Fail
24	Lila Permata Sari	65	Fail
25	Made Adi Kurniawan	78	Pass
26	Nita Sari Wulandari	73	Fail
27	Prayoga Samosir	85	Pass
28	Puspa Puspita	73	Fail
29	Raditya Hardiansyah	72	Fail
30	Raisa Melani	70	Fail
31	Saiful Simbolon	86	Pass
32	Susilo Hamdani Kusuma	69	Fail
33	Tina Nasyidah	78	Pass
34	Vera Ratna Kartawijaya	83	Pass
35	Yance Kuswandari	83	Pass
36	Yani Wastuti	72	Fail

The provided table displayed the scores obtained by students in the Precycle examination. The table consisted of several columns, including the student's name, their respective scores, and a pass/fail indicator. In this grading system, a score of 75 or above was considered a passing grade, while anything below 75 was regarded as a failing grade. The table revealed that out of the 36 students, approximately 44.44% or 16 students were able to meet the passing criteria, while approximately 55.56% or 20 students did not achieve the minimum required score. The table provided a concise overview of the students'

performance, enabling easy identification of those who passed and those who needed to work towards improvement.

The researcher found that the learning environment and conditions in the reading class as follows:

(1) Many students lacked confidence in applying their reading skills. They were hesitant to read due to concerns about grammar, pronunciation, fluency, and vocabulary errors.

(2) Only a few students demonstrated enthusiasm and active engagement in reading. They willingly volunteered to read texts, comprehended the meaning, while others struggled to understand the content.

(3) Some students in the class were disruptive and inattentive. When the teacher addressed this issue directly, the class would become quiet, and the students remained passive unless instructed to participate.

(4) The teacher utilized digital platforms such as Google Classroom and WhatsApp groups for teaching, but the students did not find the learning experience enjoyable. Consequently, this lack of motivation resulted in their scores falling below the school's standards.

The researcher also asked for the previous score from the teacher to analyze them. It showed that most of students' score of X MM 2 were less than standard. There were only 6 students who got score more than standard set by school. Others were less than standard.

#### **4.1.2 Analysis of First Cycle**

In the first cycle, the researcher discussed about the activity in the school on first and second meetings. The activity was planing stage, action stage, observation stage, and reflection stage

##### **1. Planning Stage**

By selecting a topic, the researcher was able to begin the planning process. In the first cycle, the researcher selected the topic of descriptive text. The activities and materials that would be used in the class over the course of the research were also prepared by the researcher. The researcher created an observation checklist and test for classroom observations. The test ran to determine each student's personal score and level of learning after utilizing Design Graphic.

##### **2. Action Stage**

The researcher started to do research on Monday, April 10 2023. The following activity was described below

###### **(a) Opening**

The researcher started the class by greeting and the students answered the greeting. The researcher checked the attendance and called students one by one to got to know them. The significance of utilizing graphic design techniques to enhance reading comprehension was emphasized, highlighting the potential benefits for student engagement and understanding. The teachers were invited to participate voluntarily in the intervention program and were provided with an overview of the upcoming training and implementation process.

(b) Main Activity

**Observing**

The researcher showed video about descriptive text with the theme of tourism place. The researcher asked students to watch carefully the video. The students watched the video carefully the researcher given. The teachers were introduced to various graphic elements, such as visual aids, infographics, and illustrations, and were guided on how to incorporate these elements effectively into their instructional materials. The sessions also provided opportunities for collaborative discussions and sharing of ideas among the teachers.

**Questioning**

Following the training phase, the teachers implemented the newly acquired graphic design techniques in their first-grade classrooms. The researcher asked the students some questions about the video that students watched. Some questions were what was the video told about, where the video took place and what the place for was. Classroom observations were conducted to assess how the students responded to the graphic design-enhanced materials and their ability to comprehend the texts. The researcher occasionally checked in with the teachers to gather their observations and insights on the students' reading comprehension progress.

## **Exploring**

After the researcher gave the students video about tourism places, the researcher told about definition and function descriptive text. After that the researcher asked the students to access Design Graphic with the link given to tell the next material that was prepared before. The students accessed Design Graphic with the link, when the link was clicked, the material appeared on their screen. There was text for the students to read it. The researcher asked the students to read the text carefully. The researcher told each part of the text. The researcher provided minimal guidance to the teachers during this phase, allowing them to independently explore and refine their implementation strategies. The students were exposed to a range of reading materials enhanced with graphic design elements, and the teachers utilized interactive teaching methods that incorporated visual cues and graphic representations to support comprehension.

## **Associating**

The researcher asked the students to open their books. The researcher next opens the graphic design in form of PowerPoint Presentation in front of the class and the students will write the point instead of reading the whole presentation. After they finished learning, they filled in their nickname and waited for the researcher to 36 launch the quiz for their assessment test. There were 5 questions in 1 text. Before the students started to do the quiz, they had to read the text carefully because it only appeared once. The time was set by system so the students had to answer quickly.

## **Communicating**

The researcher asked the students to read again and retell the text to their deskmate. The researcher also asked the students about the material that they did not understand yet, and asked them how their feeling was after using Design Graphic.

### **(c) Closing**

The researcher ended the class by giving some motivation for students and told the researcher's experience in reading. It was expected to raise the students' interest in reading. The quantitative results from the assessments and reading tasks were analyzed to measure the improvement in students' reading comprehension skills. The qualitative data obtained from classroom observations and the teachers' insights were also analyzed to gain a deeper understanding of the impact of graphic design techniques on students' reading comprehension. The findings from the analysis were then synthesized and summarized, paving the way for the next stage of the research process, which would involve drawing conclusions, discussing implications, and offering recommendations based on the outcomes of the study. After that the researcher led praying and left the class.

## **3. Observation Stage**

After the researcher applied Design Graphic in the first cycle, the researcher found that there were only several students who improved. There was active and passive participation of the students in classroom teaching and learning activities. The result of cycle 1 scores were described :

Table 4.2 Score of Cycle 1

<b>NO</b>	<b>Name</b>	<b>Score of Cycle 1</b>	<b>Pass/Fails</b>
1	Aditya Kusuma Putra	82	Pass
2	Ana Sudiati	92	Pass
3	Budi Santoso Wijaya	95	Pass
4	Ciaobella Hartati	69	Fail
5	Citra Pratiwi Lestari	76	Pass
6	Danu Damanik	92	Pass
7	Dewi Anggraeni Rachmawati	93	Pass
8	Eka Dwi Puspita Sari	84	Pass
9	Eli Sarumpaet	92	Pass
10	Ethan Kembaren	93	Pass
11	Fajar Setiawan Nugroho	91	Pass
12	Galang Siregar	91	Pass
13	Galuh Sirait	94	Pass
14	Ganjaran Sihombing	74	Fail
15	Gita Saraswati Dewi	90	Pass
16	Hadi Prasetyo Wibowo	80	Pass
17	Hani Purwanti	74	Fail
18	Indra Kusuma Wardhana	92	Pass
19	Irfan Saptono	86	Pass
20	Irma Wulandari	84	Pass
21	Jaya Pramudita Hidayat	95	Pass



22	Julia Padmasari	88	Pass
23	Kadek Dewi Ratnawati	80	Pass
24	Lila Permata Sari	68	Fail
25	Made Adi Kurniawan	92	Pass
26	Nita Sari Wulandari	76	Pass
27	Prayoga Samosir	79	Pass
28	Puspa Puspita	70	Pass
29	Raditya Hardiansyah	75	Pass
30	Raisa Melani	94	Pass
31	Saiful Simbolon	79	Pass
32	Susilo Hamdani Kusuma	83	Pass
33	Tina Nasyidah	80	Pass
34	Vera Ratna Kartawijaya	86	Pass
35	Yance Kuswandari	70	Fail
36	Yani Wastuti	88	Pass

Based on Table 4.2 there were 31 Students that passed the KKN In the Cycle 1, which is 86.11% of 36 students. In the Precycle, there were only 16 students who got scores more than standard or KKM, the percentage was 20%. Since the Cycle 1 has fulfilled the KKN standard, the research will not proceed to Cycles 2.

## 4.2 Discussion

The research was conducted from Monday, April 3rd, 2023, to Wednesday, April 24th, 2023, with the objective of enhancing the reading comprehension skill of the grade X MM 2 students at Vocational High School 2 of Buduran Sidoarjo. Despite the teacher's use of modern

media to teach English, the materials did not have a significant impact on the students' performance. As a result, their English scores fell below the standard set by the school.

During the Precycle stage, the researcher discovered that the majority of students scored below the standard level. The scores were obtained from the teacher, and as indicated in Table 4.1, a significant percentage of students in X MM 2 failed to meet the standard, with only 44% or 16 of the students scoring above it.

*Table 4.3 Score Precycle and Cycle 1*

<b>NO</b>	<b>Name</b>	<b>Score In Precycle</b>	<b>Score in Cycle 1</b>	<b>Note</b>
1	Aditya Kusuma Putra	80	82	Improved
2	Ana Sudiati	72	92	Improved
3	Budi Santoso Wijaya	78	95	Improved
4	Ciaobella Hartati	73	69	Not Improved
5	Citra Pratiwi Lestari	76	76	Not Improved
6	Danu Damanik	80	92	Improved
7	Dewi Anggraeni Rachmawati	66	93	Improved
8	Eka Dwi Puspita Sari	80	84	Improved
9	Eli Sarumpaet	65	92	Improved
10	Ethan Kembaren	86	93	Improved
11	Fajar Setiawan Nugroho	71	91	Improved
12	Galang Siregar	75	91	Improved
13	Galuh Sirait	70	94	Improved
14	Ganjaran Sihombing	73	74	Improved

15	Gita Saraswati Dewi	72	90	Improved
16	Hadi Prasetyo Wibowo	83	80	Not Improved
17	Hani Purwanti	77	74	Not Improved
18	Indra Kusuma Wardhana	67	92	Improved
19	Irfan Saptono	66	86	Improved
20	Irma Wulandari	71	84	Improved
21	Jaya Pramudita Hidayat	79	95	Improved
22	Julia Padmasari	70	88	Improved
23	Kadek Dewi Ratnawati	69	80	Improved
24	Lila Permata Sari	65	68	Improved
25	Made Adi Kurniawan	78	92	Improved
26	Nita Sari Wulandari	73	76	Improved
27	Prayoga Samosir	85	79	Not Improved
28	Puspa Puspita	73	70	Not Improved
29	Raditya Hardiansyah	72	75	Improved
30	Raisa Melani	70	94	Improved
31	Saiful Simbolon	86	79	Not Improved
32	Susilo Hamdani Kusuma	69	83	Improved
33	Tina Nasyidah	78	80	Improved
34	Vera Ratna Kartawijaya	83	86	Improved
35	Yance Kuswandari	83	70	Not Improved
36	Yani Wastuti	72	88	Improved

Based on Table 4.3 there were 28 students who improved their scores. In the precycle, there were only 16 students who got scores more than standard or KKM, the percentage was 44%, While in Cycle 1 the result tells that 31 students or 86% has passed the KKM

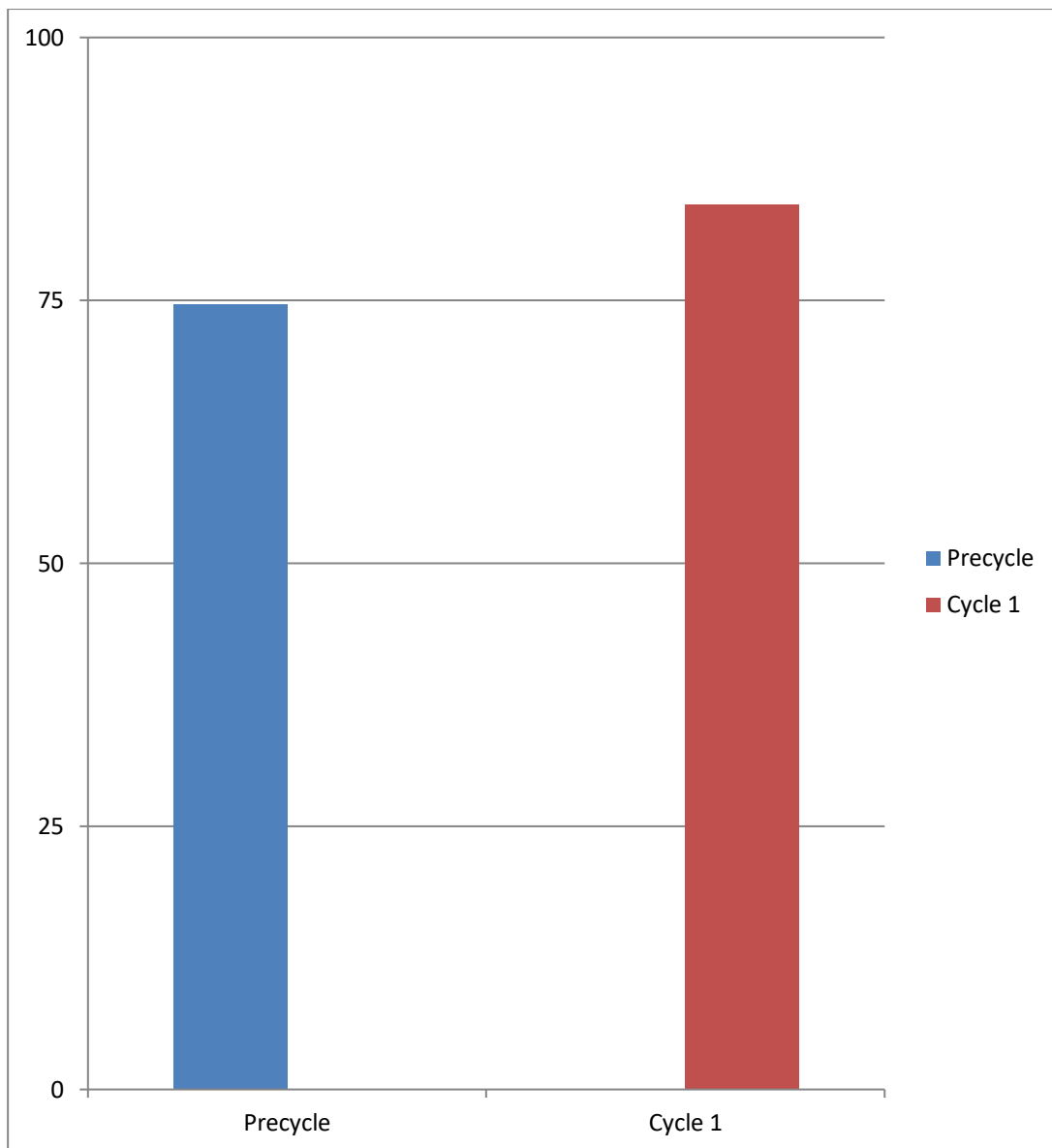
$$P = \frac{28}{36} \times 100\% = 78\%$$

During the Reflecting Stage, the researcher has identified the process in cycle 1 and has determined that it was successful based on the obtained score. The factors that contributed to the improved scores of the students were as follows:

(a) The material was presented in a manner that was easy for the students to understand, thereby generating their interest in it.

(b) Several students were bold enough to ask the teacher difficult questions about the material, thus enhancing their vocabulary.

(c) The content of the material was designed to include animation pictures that made the learning experience more engaging and enjoyable for the students, thus preventing boredom.



During the first cycle, 28 students were observed to have improved their scores, representing 78% of the class. The level of improvement achieved during this cycle was deemed to be highly satisfactory, exceeding the required threshold of 75%, and as such, it was not deemed necessary to proceed to the next cycle. The success of the using Design Graphic to improve the students' reading comprehension skills was evident in the results of the first cycle. The students demonstrated a greater attentiveness and willingness to listen to the teacher's instructions and paid close attention to the material, thus performing better than in the precycle.

The students expressed a greater sense of enjoyment and comfort in the classroom environment, with the use of Graphic Design, a familiar media to them, facilitating their understanding of the subject matter. The platform also fostered a heightened level of engagement among the students, as evidenced by their increased confidence during testing and question-answering. Overall, the outcomes of the classroom action research were deemed satisfactory, with Graphic Media being identified as an effective aid for learning English, particularly during reading activities, and enhancing the students' comprehension of the text's content.

# **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

This chapter addresses the conclusions and recommendations derived from the present study on the efficacy of Graphic Design in enhancing the reading comprehension skills of Grade X MM 2 students at Vocational High School 2 Buduran Sidoarjo. The following section outlines how the use of Graphic Design contributed to improvements in the student's reading comprehension abilities.

### **5.1 Conclusion**

The study conducted at Buduran 2 Vocational High School provides evidence that the use of graphic design techniques can improve the reading comprehension of 10th-grade students at SMKN 2 Buduran. The study resulted in a remarkable 78% improvement in students' scores, exceeding the required threshold. Graphic design enhanced the visual representation of information, engaged students, and made abstract concepts more understandable. The study emphasizes the importance of providing teachers with training and guidance to effectively incorporate graphic design into their teaching practices for sustained improvement in reading comprehension.

### **5.2 Suggestion**

From the conclusion above, the following suggestions are provided for teachers, and students:

#### **For Teachers:**

- 1 Continuous Professional Development: Teachers should be provided with continuous professional development opportunities specifically focused on integrating graphic

design strategies into reading instruction. These sessions should equip teachers with the necessary knowledge and skills to create visually engaging materials and utilize interactive teaching methods that incorporate graphic design elements.

- 2 Collaborative Environment: Foster a collaborative environment where teachers can share best practices and engage in discussions related to the integration of graphic design techniques. Encourage teachers to collaborate, reflect, and exchange ideas on effective ways to implement graphic design interventions for reading comprehension.
- 3 Feedback and Reflection: Incorporate regular feedback loops and reflection sessions to facilitate ongoing evaluation and improvement of graphic design practices in the classroom. Encourage teachers to reflect on their teaching practices, gather student feedback, and make adjustments accordingly, ensuring the sustained effectiveness of graphic design techniques in promoting reading comprehension.

**For Students:**

Students can benefit from the integration of graphic design techniques to enhance their reading comprehension skills. By utilizing visually appealing and interactive reading materials enriched with graphic design elements, students can be more engaged and motivated to read. The incorporation of graphic design elements, such as visual aids, infographics, and illustrations, can provide additional support and reinforcement for understanding the text. Students can actively participate in reading activities and improve their comprehension by connecting the graphic design elements to the content they are reading.



**For Schools:**

Teachers can utilize the power of graphic design to enhance reading comprehension among students. By integrating visually appealing elements such as infographics, diagrams, and illustrations, teachers can make textual information more accessible and engaging. Incorporating graphic design principles, such as effective use of colors, fonts, and layout, can help students visualize and better understand complex concepts. Additionally, interactive digital tools and platforms can be leveraged to create interactive reading materials, fostering active participation and deeper comprehension. By incorporating graphic design techniques, teachers can transform reading experiences into visually stimulating and comprehension-enhancing activities.

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# Appendix

## Rencana Pelaksanaan Pembelajaran

Sekolah : SMKN 2 Buduran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / 1

Alokasi Waktu : 2 x 40 menit

KD : 3.4 dan 4.4

Pertemuan ke : 2

Materi : Teks Deskriptif, Tempat Wisata dan Bangunan Bersejarah Terkenal.

### A. TUJUAN

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Menganalisis struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya

### B. METODE PEMBELAJARAN

Dalam pembelajaran ini menggunakan metode Scientific Approach.

### C. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

Media : worksheet siswa, lembar penilaian, PowerPoint platform

Alat : papan tulis dan spidol

Sumber : buku paket bahasa Inggris.

### D. MATERI PEMBELAJARAN

Pada pertemuan hari ini, materi yang akan diberikan berupa

- Deskriptif teks
- Simple present tense

### E. LANGKAH-LANGKAH PEMBELAJARAN

Media : worksheet siswa, lembar penilaian, PowerPoint platform

Alat : papan tulis dan spidol

### **Pendahuluan (10 menit)**

- Peserta didik memberi salam dan berdoa
- Guru mengecek kehadiran peserta didik dan memberikan brainstorming sebelum mulai pembelajaran.
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menanyakan materi sebelumnya untuk mengetahui ingatan peserta didik

### **Kegiatan Inti (60 menit)**

- **Mengamati** : Guru memberikan video singkat mengenai deskriptif teks dengan tema tempat wisata. Peserta didik diminta untuk mengamati tiap penjelasan yang ada dalam video tersebut.
- **Menanya** : Guru memberikan pertanyaan seputar video yang telah di putar. Guru menanyakan tentang beberapa hal yang terdapat dalam video. Guru menunjuk 5 anak untuk menjawab pertanyaan yang disampaikan.
- **Mengeksplorasi** : Guru mengaplikasikan media Desain Grafis untuk pengajaran. Guru menjelaskan materi pelajaran melalui Desain Grafis. Guru menjelaskan tiap kalimat yang diajarkan.
- **Mengasosiasi** : Guru memberikan tes kepada peserta didik melalui platform Desain Grafis. Guru memberikan instruksi dan tata cara menggunakan Desain Grafis dengan benar terlebih dahulu sebelum peserta didik memulai mengerjakan tes.
- **Mengomunikasikan** : Guru meminta peserta didik untuk membaca ulang teks dan menceritakan kembali di depan kelas.

### **Penutup (10 menit)**

- Guru bersama peserta didik merefleksikan pengalaman belajar
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

## **F. PENILAIAN**

Pengetahuan : Lembar LKS

Keterampilan : Kinerja & Observasi diskusi

Mengetahui,  
Guru Mata Pelajaran

Sidoarjo, 03 April 2023  
Peneliti

Dewi Indah Puspita, S.Pd.

Hanif Fisabil Ikhsan