

**Meningkatkan Pemahaman Membaca Teks Deskriptif Siswa dengan Menggunakan Teknik Gambar dan Gambar di Sekolah Menengah Pertama**

**Improving Students' Reading Comprehension of Descriptive Text by Using Picture and Picture Technique at Junior High School**

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**Abstrak**

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca siswa dengan menggunakan metode gambar. Penelitian ini menggunakan desain eksperimen semu dengan dua desain *kelas*, pre-test dan post-test sebagai desain penelitian. Sampel terdiri dari 23 siswa VIII A dan 23 siswa VIII B SMP Negeri 2 Tlogowungu tahun pelajaran 2022/2023. Para siswa dibagi menjadi dua kelompok: eksperimen dan kontrol. Uji-t digunakan untuk menganalisis data yang dikumpulkan. Analisis menemukan bahwa t-test memiliki nilai lebih besar dari t tabel ( $t_{hitung} = 10,017$ ,  $t_{tabel} = 2,074$  pada tingkat signifikansi 5%). Keterampilan membaca kedua kelompok meningkat, tetapi ada perbedaan yang signifikan antara kedua kelompok. Rata-rata hasil belajar posttest kelas eksperimen adalah 79,65, sedangkan rata-rata kelas kontrol adalah 61,39. Dengan demikian, dapat disimpulkan bahwa penggunaan teknik menggambar dan menggambar dapat meningkatkan keterampilan membaca siswa.

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**Kata Kunci;** Teknik gambar dan gambar, Pemahaman Membaca, Deskriptif, SMPN 2 Tlogowungu

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**Abstract**

This study aims to improve students' reading skills using Picture and Picture Technique. The study used a quasi-experimental design with two classes of pre-test and post-test designs as the research design. The sample consisted of 23 VIII A students and 23 VIII B students from SMP Negeri 2 Tlogowungu in the academic year 2022/2023. The students were divided into two groups: experimental and control. A t-test was used to analyze the collected data. The analysis found that t-test had a greater value than the t table ( $t_{count} = 10.017$ ,  $t_{table} = 2.074$  at the level significant 5%). The reading skills of both groups has improved, yet there is a significant difference between the two. The average post-test learning result of the experimental class is 79.65, while the average control class is 61.39. As a result, it is possible to conclude that using the Picture and Picture Technique can improve students' reading skills.

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**Keywords;** Picture and Picture Technique, Reading Comprehension, Descriptive, SMPN 2 Tlogowungu

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## PRELIMINARY

English is a compulsory subject in Junior High School and one of the most challenging courses for students, particularly reading comprehension. As stated by the 2013 curriculum, Reading is essential in Junior High School because students must understand what is being orally or written in the text (Kaimuddin, 2014); (Kokabudin, 2021). Based on the researcher's experience in teaching practice, there were still many students who find any difficulties in understanding a text. One of the interesting techniques that can help students understand reading texts is the use of picture and picture techniques (Apsari & Yana, 2015); (Mustika, 2015). As stated by Handayani, Ganing, and Suniasih (2017), Picture and picture learning models are collaborative learning approaches that emphasize the presence of sets of picture media arranged or grouped logically. The picture and picture technique itself also helps students to develop their interactions with each other in the classroom (Safitri et al., 2023). Students gain from a visually and emotionally engaging experience with the Picture and Picture Technique, which teaches creative and innovative thinking by displaying pictures (Sudatha, n.d.). By teaching reading comprehension through picture and picture techniques to motivate students and make them appreciate reading, they can exchange ideas with each other to find ideas to answer questions (Simarmata et al., 2019).

Based on the observations, researchers showed low results in the ability to read descriptive texts of grade VIII B students of Tlogo Wungu Junior High School. This is due to several factors: 1) Lack of interest in reading. Students may be less interested in reading descriptive texts due to a lack of interest in the material presented; 2) Vocabulary limitations. Reading skills can be hampered if students have limited vocabulary necessary to understand descriptive texts; 3) Lack of reading practice. Students may need more practice in reading descriptive texts, so their abilities are well honed; 4) Lack of understanding of context. Difficulty understanding the context of descriptive texts can also contribute to students' low reading ability; 5) Lack of Support and Guidance. Environmental factors and lack of guidance from teachers or parents can also contribute to students' low reading ability. These five factors led researchers to offer drawing and drawing techniques to learn to read descriptive texts. Based on the observations, researchers found that grade VIII B students at Tlogo Wungu Junior High School had low results in their ability to read descriptive texts. This was due to several factors, including a lack of interest in reading, vocabulary limitations, lack of reading practice, difficulty understanding context, and lack of support and guidance. Researchers suggested using drawing and drawing techniques to address these issues to teach students how to read descriptive texts. This approach can help students develop their vocabulary and understanding of context and increase their interest in reading. Additionally, drawing and drawing techniques provide students with a more interactive and engaging way to learn,

which helps to improve their reading skills. By addressing the factors contributing to students' low reading ability, researchers hope to improve their reading comprehension skills and help them become more confident and successful readers.

The picture-and-picture technique is a visual communication tool that uses two complementary images to convey a message or idea (Magdalena et al., 2023). This technique is often used in advertising, marketing, and graphic design to create a more engaging and memorable experience for the viewer (Tikaningsih, 2020); (Aghajani & Salehi, 2020). To use the picture and picture technique, you need to select two images that are related in some way. These images can be photographs, illustrations, or even abstract shapes (Mema & Mete, 2022). The key is to find two images that, when combined, create a new meaning or message greater than the sum of its parts (Alfitriya, 2023). For example, you might use a picture of a person looking sad next to a picture of a rainy day. The two images, when combined, create a message about feeling down or depressed. Alternatively, you might use a picture of a person reaching for a star next to a picture of a person standing on a mountaintop. The two images, when combined, create a message about achieving your goals or reaching for the stars. The picture-and-picture technique is a powerful way to communicate complex ideas or emotions simply and visually appealingly (Rusrianti, 2017). It can be used to create a sense of contrast or tension, to tell a story, or to evoke a particular mood or feeling. By using two complementary images, you can create an engaging and memorable visual experience (Sarifah & Apsari, 2020).

Multiple studies have explored the enhancement of students' reading comprehension skills through the utilization of the Picture and Picture Technique. One of these studies was authored by Mantiri et al. and was published in the Journal of English Language and Literature Teaching, Volume 4, Issue 02, in November 2019, under the title "Improving Students' Reading Comprehension Through Picture and Picture." The main objective of this study was to enhance students' comprehension of narrative texts using the Picture and Picture Technique. The researchers employed a pre-experimental design and collected data through pre-tests and post-tests. The results revealed that the implementation of the Picture and Picture Technique led to higher scores in the post-test compared to the pre-test. This indicates that the use of the Picture and Picture technique in teaching reading comprehension is effective (Mantiri et al., 2019). The second study was written by Mohibu and Ismail published in Journal of Linguistics, Literature, and Language Education Vol. 4, No. 2, October 2021 with entitled "The Application of the Cooperative Learning Model (Picture and Picture) to Improve the Students' Reading Skill." This study aimed to improve students' reading skills using picture and picture media. This research is Classroom Action Research. The data collection techniques in this study were observation and testing. The findings show that using

the use of picture and picture media can improve students' reading activities (Mohibu & Ismail, 2021). The third study was written by Sarifah and Apsari published by Professional Journal of English Education Vol. 3, No. 6, November 2020 with entitled "The Use of Picture and Picture Technique in Improving Student Writing Skill." The purpose of this study was to investigate the potential improvement of students' writing skills through the use of the picture and picture technique. The researchers employed a quantitative research approach with a one-group pre-test and post-test research design. The findings revealed that the null hypothesis was rejected, indicating that there was a significant improvement in students' writing skills. This was supported by the data obtained from the T-test, where the two-tailed significance value was 0.000, which is lower than the threshold of 0.05. In conclusion, the results demonstrate that the implementation of the picture and picture technique can indeed enhance students' writing abilities (Sarifah & Apsari, 2020).

There are several similarities and differences from the three previous studies. The similarity of this research with the first research is that they use image media as research. Meanwhile, the difference between this study and the first research mentioned above is that they use a pre-experimental design, while this research uses a quasi-experimental design. The similarity of this research with the second research is that they use image media as research. Meanwhile, the difference between this research and the second research mentioned above is that they use a Classroom Action Research, while this study uses a quasi-experimental design. The similarity of this research with the third research is that they use image media as research. Meanwhile, the difference between this research and the third research mentioned above is that focuses on Improving Students' Reading Comprehension of Descriptive Texts, while the previous research focused on Improve the Students' Reading Skill. This study is different from the previous studies mentioned above because the researcher focuses on Improving Students' Reading Comprehension of Descriptive Texts by Using Picture and Picture Techniques.

In this study, a quantitative research approach was employed. According to Creswell (2008); (Richard & Renandya, n.d.), there are three types of quantitative research designs: experimental, correlational, and survey (Sugiyono, 2013). The researchers opted for an experimental design, specifically a quasi-experimental design. This choice was made because the study involved two distinct classes - an experimental class and a controlled class - which were not randomly assigned. As a result, the researchers used the quasi-experimental design to investigate the effectiveness of the Picture and Picture Technique in improving students' reading comprehension skills. This research was carried out at SMP Negeri 2 Tlogowungu of a second-grade student, Jl. Tlogowungu-Lahar. Kec. Tlogowungu, Pati in the academic year 2022/2023 from 5<sup>th</sup> to 23<sup>rd</sup> May 2023. The target population for this study was students in

the second grade at SMP Negeri 2 Tlogowungu, who were separated into two classes, namely VIII A-VIII C. As a result, the total population was 70 students with samples 23 students. The researchers make pre-test and post-test as data collection technique. Pre-test was done in the first meeting to controlled group and experimental group. In this research, the data collection procedure was divided into two procedures. Firstly, the data collection procedure for the experimental group, and secondly the data collection for the control group.

## DISCUSSION

Based on Istarani (2011), the picture and picture technique focused on the picture sorted by the students into logic sequences; it also helps students develop their interactions with each other in the classroom. This technique relies on pictures as learning media. When the researcher decided on the idea of using the picture and picture technique as a learning medium during the research, the writer believed that the picture and picture technique could be used as an additional tool to make the class lively and fun. Students look more active and interested so that students can follow the lesson well.

### *Findings*

In the first meeting, the researcher introduced herself to the students. Then, the researcher checked the attendance list. After that, the researcher asked about the student's condition. All the students gave good responses to the researcher questions. The researcher gave a worksheet in the form of pre-test instrument to the students. Before the students started working, the researcher explained the instructions more clearly and gave students the opportunity to ask questions. Next, the students of control class were given treatment by using traditional teaching method in descriptive text. The students of experimental class were given experiments by using Picture and Picture Technique in teaching descriptive text. After both classes were given treatment, they were given a post-test.

**Table 1.** Descriptive Statistics of Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	2				
Experimental	3	29	84	51.22	14.397
Post-Test	2				
Experimental	3	63	100	79.65	11.412
Valid N (listwise)	2				
	3				

In the experimental group, the researchers analyzed the outcomes and observed the following results. For the pre-test, one student achieved the lowest score of 29, while another

student obtained the highest score of 84. The average (mean) score in the pre-test was calculated to be 51.22, with a standard deviation of 14.397, indicating the spread of scores around the mean. Moving on to the post-test, one student achieved the lowest score of 63, while another student obtained the highest score of 100. The average (mean) score in the post-test was found to be 79.65. These findings demonstrate the performance of students before and after the implementation of the Picture and Picture Technique, indicating an improvement in their reading comprehension skills. Standard deviation was 11.412. From the data it can be concluded that there is a significant difference in the scores both pre-test of experimental group and post-test of experimental group. Students from class VIII A as an experimental group get more improvement than they class VIII B as a control group who are taught without using this technique. This is in accordance with the theory of Apsari and Yana (2015) state that there are several techniques that can be used in teaching reading comprehension, students' reading skills can be improved.

The results of this study strengthen the results of research conducted by Nasir (2020), Rusianti (2017) and Tikaningsih (2020) which showed that students' ability reading comprehension could be improved through the use of certain techniques, for example Nasir and Tikaningsih using Pictures, Rusianti using Picture Series. This research also greatly strengthens the results of research conducted by Mantiri et al. (2019) and Mohibu and Ismail (2021) which strengthens that the use of the picture and picture can improve reading comprehension in students. The researcher taught VIII B without using technique. Because in this class the students were taught without using technique, they lacked motivation and felt bored in learning, less understanding the material of descriptive text. The score mean of pre-test in this class was 47.87. and the post-test was 61.39. it can be said teaching reading comprehension of descriptive text without using technique is "Poor".

**Table 2.** Descriptive Statistics of Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	23	14	77	47.87	18.074
Post-Test Control	23	38	88	61.39	14.844
Valid N (listwise)	23				

Based on the data collected from the control group, the researcher determined the following statistics. In the pre-test, one student achieved the lowest score of 14, while

another student attained the highest score of 77. The mean score for the pre-test was calculated to be 47.87, with a standard deviation of 18.074, indicating the spread of scores around the mean. Moving on to the post-test, one student achieved the lowest score of 38, while another student obtained the highest score of 88. The mean score for the post-test was found to be 61.39, with a standard deviation of 14.844. Based on these data, it can be concluded that there is a significant difference in scores between the pre-test and post-test of the control group.

The researcher taught VIII A using technique. The researcher taught descriptive text using the picture and picture technique. In this class, the teacher and students used the picture and picture technique to understand descriptive text material. This technique helped students to improve their motivation thinking in reading comprehension. It was seen that score mean of pre-test was 51.22. and the post-test was 79.65 it showed that there was an improvement of the students' ability in reading comprehension of descriptive text and it can be said "Adequate".

It was found there was any significant difference of the students reading comprehension in descriptive text between those who were taught using The Picture and Picture Technique and those who were taught without using The Picture and Picture Technique. It can be seen by the mean score of the post-test in experimental class was 79.65. that was higher than the mean of post-test in control class which was 61.39. It also could be seen that the hypothesis t-test score is higher than  $t_{table}$   $10.017 > 2.074$ . based on the score the researcher concluded that t-test is accepted.

**Table 3.** The Result of Normality Tests

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest_Eskperimental	,163	23	,115	,931	23	,115
Posttest_Eksperimental	,111	23	,200	,951	23	,312
Pretest_Control	,128	23	,200	,952	23	,328
Posttest_Control	,149	23	,200	,952	23	,319
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The results of the analysis indicated that all data groups in the study were normally distributed. The significance values obtained from the Shapiro-Wilk normality test for all variables were greater than 0.05. Based on this normality test, it can be concluded that the



research data is both paired and normally distributed. Consequently, to assess the significant difference in reading comprehension abilities among second-grade students at SMP Negeri 2 Tlogowungu, the researchers can utilize the paired sample t-test. This statistical test is appropriate for comparing the mean scores of two related groups, one taught using the Picture and Picture Technique and the other without it.

**Table 4.** The Result of T-Test Paired Sample

		Paired Samples Test					t	df	Sig. (2-tailed )
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Eskperim	-					-		
	Posttest_Eksperi	28.435	13.614	2.839	-34.322	22.548	10.017	22	.000
Pair 2	Pretest_Control-	-					-		
	Posttest_Control	13.522	17.010	3.547	-20.878	-6.166	3.812	22	.001

Based on the output provided, the significance values (2-tailed) for the experimental group and the control group were 0.00 and 0.01, respectively. As you correctly mentioned, if the significance value (sig.) is less than 0.05, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. In this case, both the experimental group (sig. = 0.00) and the control group (sig. = 0.01) have significance values less than 0.05. Therefore, the conclusion based on these results is that there is a significant difference in the students' learning scores between the experimental group (taught using the Picture and Picture Technique) and the control group (taught without using the Picture and Picture Technique). The significant differences in the learning scores suggest that the Picture and Picture Technique had a measurable impact on the students' reading comprehension abilities. This interpretation focused on the result of research and data analysis showing the impact of the picture and picture technique on student reading comprehension abilities at SMP Negeri 2 Tlogowungu Pati.

It can be analyzed that the increasing students' skill in the experimental class which was taught by using Picture and Picture Technique. The mean score was 79.65. On the other hand the control group was 61.39. It can be concluded that the Picture and Picture Technique increase score in reading comprehension.



### ***Hypothesis Testing***

Based on the calculations performed using SPSS version 25, the t-table value obtained at a 5% level of significance is 2.074, while the t-count value was calculated to be 10.017. The key observation here is that the t-count value (10.017) is higher than the t-table value (2.074). In other words, we can express this as  $10.017 > 2.074$ . Based on these results, the researcher concludes that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This means that there is a significant effect of the Picture and Picture Technique on students' reading comprehension of Descriptive Text at SMP Negeri 2 Tlogowungu Pati. The higher t-count value indicates a substantial difference between the experimental and control groups' learning scores, further supporting the effectiveness of the Picture and Picture Technique in enhancing students' reading comprehension abilities.

In sum, the use of The Picture and Picture Technique as a technique to improve students reading comprehension could make a significant improvement on the students' score. It could be said that The Picture and Picture Technique can be solved the students' reading comprehension problem and it can increase the students' reading comprehension. The hypothesis said that "there is a significant difference of reading comprehension in descriptive text between the students who were taught by using The Picture and Picture Technique and those who were taught without using The Picture and Picture Technique" is accepted.

### ***Improving Students' Reading Comprehension of Descriptive Text by Using Picture and Picture Technique at Junior High School***

Improving students' reading comprehension of descriptive text by using picture and picture techniques at junior high school can be achieved through several steps. Here are some suggestions: 1) Introduce the concept of descriptive text: Before starting the lesson, introduce the concept of descriptive text to the students. Explain that descriptive text is a type of writing that uses words to create a vivid image in the reader's mind (Hayati & Prima, 2023); (Markamah, 2023) 2) Use pictures to illustrate the text. Use pictures to illustrate the descriptive text. Show the students a picture and ask them to describe what they see. Then, read the descriptive text aloud and ask them to compare their description with the text. Please encourage students to use descriptive language when writing their descriptive text. Provide them with a list of descriptive words and phrases that they can use to enhance their writing (Sardjono et al., 2020); (Simarmata et al., 2019) 3) Use visual aids. Use visual aids such as diagrams, charts, and maps to help students understand the text. These aids can help them visualize the information and make it easier to understand; 4) Practice, practice, practice. Encourage students to practice reading and writing descriptive text. Please allow them to write and share their descriptive text with their classmates (Alfitriya, 2023); 5) Value the

students' progress. Provide feedback to students on their writing. Highlight the areas where they have done well and suggest areas for improvement. This feedback is crucial for their growth and understanding of descriptive text; 6) Spark excitement with technology. Use technology to enhance the learning experience (Handayani, D. N. M., Ganing, N. N., & Suniasih, 2017). Show students the exciting possibilities of online resources such as videos, podcasts, and interactive games to help them understand the concept of descriptive text. By following these steps, you can help improve students' reading comprehension of descriptive text using the picture and picture technique at junior high school.

The reading skills of both groups has improved, yet there is a significant difference between the two. The average post-test learning result of the experimental class is 79.65, while the average control class is 61.39. As a result, it is possible to conclude that using the Picture and Picture Technique can improve students' reading skills. Based on the provided information, it is evident that there is a significant difference in the average post-test learning results between the experimental class (79.65) and the control class (61.39). The higher average score in the experimental class indicates that the Picture and Picture Technique has positively improved students' reading skills compared to traditional methods. The difference in the average scores suggests that the experimental group, which utilized the Picture and Picture Technique, showed greater improvement in their reading skills compared to the control group. This outcome supports the conclusion that the Picture and Picture Technique can enhance students' reading skills. It is important to consider factors such as sample size, consistency in implementation, and any other variables that may have influenced the results. However, based on the data provided, it is reasonable to conclude that incorporating the Picture and Picture Technique in teaching descriptive text can effectively improve students' reading comprehension skills.

Based on the researcher's opinion, reading descriptive text for grade VIII B students of Tlogo Wungu Junior High School is appropriate if the Picture and Picture Technique is used. This technique effectively improves students' reading comprehension skills, as evidenced by the significant difference in the average post-test learning results between the experimental and control classes. The Picture and Picture Technique uses pictures to illustrate the text and encourage students to use descriptive language. This approach can help students visualize the information and make it easier to understand. The technique can also help students develop their critical thinking and analytical skills, as they are required to compare their descriptions with the text. Overall, the Picture and Picture Technique is useful for teaching descriptive text and improving students' reading comprehension skills. The researcher's opinion supports using this technique for grade VIII B students of Tlogo Wungu Junior High School.

## CLOSING

From the discussion above the researcher conclude that There was significant difference between the students who were taught with picture and picture technique and the students who were taught without picture and picture technique. To the next researcher, the researcher suggest to use picture and picture technique that has been formulated in this final project as a reference for conducting and developing further research. Researcher can use other classes with different levels of students and also different English material to improve learning. Based on the study's findings, the researcher concludes that there is a significant difference between students taught with the Picture and Picture Technique and those taught without it. The researcher suggests that future researchers use the Picture and Picture Technique as a reference for conducting and developing further research. To improve learning, researchers can use other classes with different levels of students and different English materials. This can help to determine the effectiveness of the technique across different contexts and with different types of learners. Using the Picture and Picture Technique as a reference, researchers can build on the findings of this study and explore new ways to improve students' reading comprehension skills. This can ultimately contribute to developing more effective teaching methods and materials for English language learners.

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