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The Effectiveness of Scrapbook Media on Improving Students' Reading Comprehension Skills

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Abstract: Reading comprehension is an important competency in EFL learning, but the ability of most students in a private junior high school in Surabaya still has difficulty with reading comprehension activities in descriptive texts. This condition has prompted the need for innovative learning media, such as scrapbook media, a visual medium combining pictures, short texts, and interactive elements. This study examined the significant difference in reading comprehension improvement between students taught with and without scrapbook media and measured the magnitude of its effect. A two-group pretest-posttest quasi-experimental design was employed with 60 seventh-grade students (experimental and control group) and using a 20-item multiple-choice test as the instrument. Both groups started with an identical pretest mean of 54.50, confirming comparable initial abilities. After treatment, the experimental group outperformed the control group, with a higher posttest mean (80.17 vs. 68.33). Then, since the data were not normally distributed, the Mann-Whitney U test was selected as a non-parametric alternative, yielding $P = 0.000 < 0.05$ and confirming a statistically significant difference. The effect size ($r = 0.55$) indicated a large practical impact, meaning the improvement was educationally meaningful. N-Gain scores of 0.56 and 0.32 both indicate medium improvement, yet the experimental group improved almost twice as much. Thus, scrapbook media is both statistically and practically effective in improving reading comprehension of descriptive texts and is recommended as an alternative learning medium for the English language.

Keywords: EFL context, reading comprehension, Scrapbook media

INTRODUCTION

English language learning requires learners to develop four major language skills: listening, speaking, reading, and writing. Although each skill has its own learning focus, the four skills are interrelated and support one another in meaningful communication (Arzak & Prahani, 2023). Among these skills, reading occupies a central position because it enables students to access written information, understand learning materials, expand vocabulary, and build academic knowledge across subjects. In the context of English as a Foreign Language (EFL), reading is not merely the ability to pronounce words or recognize written symbols. It is a complex process in which learners decode language, connect textual information with prior knowledge, infer meaning, and evaluate the message of the text (Wong et al., 2025). According to the authors, this implies that teaching reading in an EFL context cannot be reduced to mere vocabulary drills or sentence

translations; rather, it must be approached as a cognitive and interactive process that actively engages students' thinking and prior knowledge.

Reading comprehension is particularly important at the junior high school level because students begin to encounter longer and more structured English texts, including descriptive, recount, narrative, and procedural texts. At this stage, students are expected to identify the main idea, locate specific details, understand vocabulary in context, identify references, and make inferences. These abilities are essential because comprehension becomes the basis for further language learning. When students fail to understand what they read, they may also experience difficulty learning grammar, vocabulary, and participating in writing and speaking activities that depend on textual input (Prihatini et al., 2023). Therefore, the authors believe that strengthening reading comprehension in junior high school is not an optional extra, but rather a fundamental necessity. Without it, students' English language skills and overall academic development will continue to suffer.

However, reading literacy in Indonesia still requires serious attention. The OECD PISA 2022 country note reports that Indonesian students performed below the OECD average in reading, mathematics, and science, and that only about 25% reached Level 2 or higher in reading (OECD, 2023). Level 2 is considered a minimum proficiency level at which, when guided, students can identify the main idea, find explicitly stated information, and reflect on the purpose and form of a text. This national evidence indicates that a large proportion of students still experience difficulty in understanding written texts. Therefore, reading comprehension instruction should be supported by appropriate strategies and learning media that can help students engage with texts more actively and meaningfully.

Several studies have shown that students' difficulties with reading English texts are related to limited vocabulary, insufficient reading strategies, low motivation, and limited exposure to English reading materials. Khafidhoh and Abdullah (2022) found that junior high school students often have difficulty understanding vocabulary, identifying main ideas, and comprehending the overall meaning of English texts. Fitri et al. (2022) also reported that students struggle to read descriptive texts because they have difficulty identifying details, inferring meaning, and interpreting unfamiliar words. These difficulties suggest that reading instruction should not rely solely on verbal explanations or textbook-based exercises. It should provide concrete, visual, and interactive support that enables students to connect the text with meaningful contexts.

The preliminary observation conducted at a private junior high school in Surabaya also revealed similar problems. Based on an interview with the English teacher in March 2026, many seventh-grade students had difficulty answering text-based questions, identifying main ideas, understanding detailed information, and summarizing information not directly stated. Students frequently stopped reading when they encountered unfamiliar words, which caused them to lose the overall meaning of the text. The teacher also indicated that students were not accustomed to reading English texts and tended to perceive reading activities as passive and boring. In addition, English reading lessons still relied heavily on textbooks and teacher explanation, while the use of varied and innovative learning media was limited. As a result, students were less actively involved in the learning process and had fewer opportunities to interact with the reading text in concrete, enjoyable ways.

Learning media can help address this problem because media provide a bridge between abstract textual information and students' concrete learning experiences. Visual and interactive media can attract attention, stimulate curiosity, and help students organize information from a text. Media are especially relevant for young learners and junior high school students because students at this level often benefit from concrete representations, pictures, colors, and structured activities. Çeken & Taşkın (2022) emphasize that effective learning media should be simple, relevant to the learning objectives, and designed to avoid unnecessary complexity. Thus, learning media should not serve only as decoration; they should guide students in understanding the lesson content and participating actively in learning.

One learning medium that can support reading comprehension is scrapbook media. Scrapbook media is a visual learning medium arranged as a book or album containing pictures, short texts, notes, and decorative elements, organized around a particular topic. In education, scrapbook media can be adapted as an instructional tool that combines visual elements with reading passages. Muktadir and Wardhani (2020) state that scrapbook media can increase creativity and make learning more attractive. Similarly, Latifaturrodhita and Wati (2023) found that scrapbook media can support reading comprehension by presenting text alongside pictures and structured activities that help students understand the content. In the context of descriptive text, scrapbook media is relevant because it aims to depict people, places, objects, or animals in detail. Pictures, labels, and interactive pages can help students visualize the object being described and understand the relation between the description and the text.

Despite the potential of scrapbook media, a review of previous studies indicates a gap in the literature. Kurnianti and Arini (2022) developed scrapbook media to improve first-grade students' reading skills, but their study focused on early-grade elementary students and on the media's feasibility. Fellasufah and Mustadi (2021) examined a scrapbook of children's stories, but the skill emphasized was storytelling rather than reading comprehension. Latifaturrodhita and Wati (2023) investigated the use of scrapbook media for reading comprehension among second-grade elementary school students using a one-group pretest-posttest design, without a control group. Lasmini et al. (2022) studied scrapbook-based digital books for literacy among third-grade elementary school students, but the study used a post-test-only design and focused on digital literacy.

The other previous studies on related topic are conducted by Melinda et al. (2026) and Fadilah et al. (2024). Melinda et al. (2026) discuss the use of authentic printed texts to improve reading comprehension and student motivation in EFL learning. Based on the recommendations and suggestions from Fadilah et al. (2024), further research is needed to use picture book media for students' reading skills. Thus, previous studies generally focused on elementary school contexts, early reading, storytelling, digital scrapbook products, or different learning media. However, limited attention has been given to the effectiveness of printed scrapbook media for improving EFL reading comprehension of descriptive texts among seventh-grade junior high school students using a two-group quasi-experimental design.

The novelty of this study lies in three aspects. First, this study specifically investigates printed scrapbook media as an instructional medium for reading comprehension of descriptive texts in a junior high school EFL context. Second, this study employs a quasi-experimental two-group pretest-posttest design, which allows the researcher to compare improvements between an experimental group taught using scrapbook media and a control group taught without it. Third, this does not only examine statistical significance; but also includes descriptive statistics, normality tests, the Mann-Whitney U test when parametric assumptions are not met, effect size analysis to determine the practical magnitude of the treatment effect, and improvement analysis through normalized gain. The combination of a contextual focus, a comparative design, and more comprehensive data analysis strengthens the contribution of this study.

Based on the explanation presented, the researcher considers scrapbook media a promising alternative medium for teaching reading comprehension, especially for descriptive texts. Scrapbook media can provide visual support, organize textual information, and encourage students to participate more actively in reading activities. Therefore, this study is conducted under the title "The Effectiveness of Scrapbook Media on Improving Students' Reading Comprehension Skills" which aims to examine whether there is a significant difference in reading comprehension improvement between students who are taught using scrapbook media and those who taught without scrapbook media, and identify the magnitude of the effect of scrapbook media on students' reading comprehension improvement.

METHOD

The research used by the researcher is of a quantitative type; while the method applied is a Quasi-Experimental Design by choosing a nonequivalent control group design (two-group pretest-posttest design). This design applies a treatment procedure to two groups, namely an experimental group and a control group, for comparison. Based on Table 1, both groups were tested for their initial reading comprehension ability through a pretest. Subsequently, the experimental group was given treatment in the form of learning by utilizing scrapbook media, while the control group received traditional learning (without utilizing scrapbook media). After the treatment was completed, both groups were tested for their final reading comprehension ability through a posttest, where, according to Sugiyono (2022), the purpose of this design is to compare the results before and after the treatment is delivered to the students.

Table 1. Procedure: two-group pretest-posttest design

Group	*Pretest*	*treatment*	*Posttest*
Experimental	T_1	X	T_2
Control	T_3	-	T_4

This study includes two variables; the independent variable is the use of scrapbook media. Operationally, scrapbook media refers to printed visual learning media containing pictures, reading passages, notes, and interactive tasks used to teach descriptive text. Meanwhile the dependent variable is students' reading comprehension. Operationally, reading comprehension refers to students' ability to understand descriptive texts, as measured by a multiple-choice reading comprehension test that covers main ideas, detailed information, references, vocabulary, and inferences.

The population of this study consists of seventh-grade students at a private junior high school in Surabaya. The sample for this study consists of two classes: Class VII C (30 students) and Class VII B (30 students). Class VII C is assigned as the experimental group, while Class VII B is assigned as the control group. The sampling technique used in this study is purposive sampling. According to Sugiyono (2022), purposive sampling is a non-probability sampling technique in which the sample is selected based on particular considerations. The selection of the two groups is based on the English teacher's information that both groups have relatively similar English proficiency levels and can be effectively managed during classroom learning activities.

The instrument of this study is a reading comprehension test. The test is used as both the pretest and posttest to measure students' reading comprehension before and after the treatment. The test consists of 20 multiple-choice questions based on four descriptive texts. Each question has four answer options. The design of texts and questions is based on the indicators of reading comprehension and adjusted to the students' level. The instrument has been validated by one expert lecturer and one English teacher. The total number of items is 20. Each correct answer receives a score of 5, while each incorrect answer receives a score of 0. Therefore, the maximum score is 100. The same blueprint is used for the pretest and posttest to ensure that both tests measure the same reading comprehension indicators.

The statistical hypotheses of this study are H_0 (There is no significant difference in reading comprehension improvement between students who are taught using scrapbook media and those who are taught without scrapbook media) and H_1 (There is a significant difference in reading comprehension improvement between students who are taught using scrapbook media and those who are taught without scrapbook media). The hypothesis testing uses a significance level of 0.05. If the significance value is less than 0.05, H_0 is rejected, and H_1 is accepted. If the significance value is greater than or equal to 0.05, H_0 is accepted, and H_1 is rejected.

After collecting the pre-test and post-test results, normality and homogeneity tests were conducted. The Normality test is used as a determinant of whether the obtained data distribution is normal or not (Faijah et al., 2022). Next, the data were tested with a hypothesis using the Mann-Whitney Test because the parametric assumptions of the obtained data were not met (did not conform to a normal distribution). The data analysis conducted in this study was assisted by SPSS version 21 software. Then, the data was tested with an effect size to determine the practical magnitude of the treatment effect. Statistical significance only indicates whether a difference exists, but it does not show how large or meaningful the difference is. Therefore, effect size is necessary to interpret the strength of the effect of scrapbook media on students' reading comprehension.

Next, to assess changes in students' reading comprehension levels, the data were processed using N-Gain analysis. This analysis helps determine the effectiveness of scrapbooks more accurately and fairly, and can be categorized as high, medium, or low improvement. The formula used to calculate the N-Gain is as follows.

$$\text{N-Gain} = \frac{Spost - Spre}{Smaks - Spre}$$

(Sukarelawa et al., 2024)

Based on the N-Gain scores obtained, the results are categorized in the following table.

Table 2. N-Gain Score Category

N-Gain Score	Category
$0{,}70 \leq n \leq 1{,}00$	High
$0{,}30 \leq n < 0{,}70$	Medium
$0{,}00 \leq n < 0{,}30$	Low

(Sukarelawa et al., 2024)

RESULTS AND DISCUSSION

This research was conducted in the seventh grade and focused on students' reading comprehension. This study obtained data based on two research questions: Is there a significant difference in reading comprehension improvement between students who are taught using scrapbook media and students taught without scrapbook media? What is the magnitude of the effect of scrapbook media on students' reading comprehension improvement? The results and discussion are presented in the following sections.

Is there a significant difference in reading comprehension improvement between students who are taught using scrapbook media and those who taught without scrapbook media?

The first stage of analysis in this study involves conducting descriptive statistics. To provide an overall picture of students' reading comprehension scores in both groups, such as the experimental and control groups. These descriptive statistics measures served as the foundation for comprehending the general pattern of result distribution before proceeding to inferential analysis. This formula included measures of central tendency, such as mean, median, minimum, maximum scores, and standard deviation, cause calculated for both the pre-test and post-test of the experimental and control groups. These students' results of descriptive statistics are presented in the following Table 3.

Table 3. Descriptive Statistics Result

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-experiment	30	40	65	54.50	9.317
Post experiment	30	60	95	80.17	8.251
Pre control	30	40	65	54.50	9.317
Post control	30	50	85	68.33	10.029
Valid N (listwise)	30				

Based on Table 3, both the experimental and control groups began with identical pre-test mean scores of 54.50, the same minimum score of 40, and the same standard deviation of 9.317, confirming that the two groups had comparable reading comprehension levels before the intervention. Following the treatment, a notable difference emerged between the two groups. The experimental group, which received instruction using scrapbook media, showed a substantial increase in mean scores from 54.50 to 80.17, with scores ranging from 60 to 95 and a standard deviation of 8.251. This indicates that scrapbook media contributed to a consistent and meaningful improvement across students in the experimental group.

In contrast, the control group, which received conventional instruction, showed only a medium improvement, with the mean score increasing from 54.50 to 68.33, scores ranging from 50 to 85, and a standard deviation of 10.029. The wider standard deviation in the control group suggests that the level of improvement was less consistent, with some students still experiencing difficulty in reading comprehension. Overall, these results indicate that the use of scrapbook media had a more positive impact on students' reading comprehension improvement compared to conventional teaching methods, as reflected in both the higher post-test mean and the more consistent score distribution in the experimental group.

Secondly, the research scores are tested for normality to determine whether the collected data meet the rules of a normal distribution or not, thereby allowing the determination of the next test to be used. If the significance prerequisite is recorded above 0.05, it indicates that the data conforms to a normal distribution. Conversely, if the significance is recorded at 0.05 or below, it indicates that the data does not conform to a normal distribution (Sugiyono, 2022). The summary of the students' normality test is presented in the following Table 4.

Table 4. Student Normality Test Results

Group	Shapiro Wilk			
	df	Alpha	Sig.	Interpretation
Experimental	30	0,05	0,001 (*Pretest*)	Not normally distributed
	30	0,05	0,319 (*Posttest*)	Normally distributed
Control	30	0,05	0,001 (*Pretest*)	Not normally distributed
	30	0,05	0,009 (*Posttest*)	Not normally distributed

Table 4 indicates that the pretest scores of both groups were not normally distributed, as their p-values were 0,001, which is lower than 0,05. The posttest score of the experimental group was normally distributed because its p-value was 0,319, which exceeded 0,05. However, the posttest score of the control group was not normally distributed, as its p-value was 0,009, which is lower than 0,05. Since not all data met the normality assumption, a non-parametric statistical test was considered more appropriate for testing the hypothesis.

Due to the normality test results not meeting a normal distribution, it was decided to use a nonparametric test in the form of the Mann-Whitney test. The Mann-Whitney test is used to

compare the differences in reading comprehension scores between students in the experimental group (utilizing scrapbook media) and students in the control group (not utilizing scrapbook media). The study tested two statistical hypotheses, namely H_0 here is no significant difference in students' reading comprehension between the two groups, and H_1 here is a significant difference in students' reading comprehension between the two groups. The results of the Mann-Whitney test are presented in Table 5.

The Mann-Whitney U test yielded an Asymp. Sig. (2-tailed) value of 0.000. In SPSS output, this value is interpreted as $p < 0.001$. Because the significance value was below 0.05, the null hypothesis was rejected, and the alternative hypothesis was accepted. This indicates a significant difference in reading comprehension improvement between students who are taught with scrapbook media and those are taught without it. Therefore, the use of scrapbook media was statistically effective in improving students' reading comprehension.

Table 5. Mann-Whitney U Test Results

Test Statistic	Result
Mann-Whitney U	155.500
Wilcoxon W	590.500
Z	-4.291
Asymp. Sig. (2-tailed)	0.000

After the Mann-Whitney U test indicated a statistically significant difference, the effect size was calculated to assess the practical magnitude of the difference. The effect size was computed using the formula r = Z / sqrt(N), where Z is the standardized value from the Mann-Whitney U output, and N is the total number of participants across both groups. The calculation is presented in Table 6.

Table 6. Effect Size Calculation

Component	Value
Z	-4.291
N	60
sqrt(N)	7.75
Effect size (r)	0.55
Interpretation	Large effect

The calculation of the effect size (r) showed a figure of 0.55. According to Cohen's criteria, an effect size of 0.50 or higher is considered large (Cohen et al., 2007). This indicates that the difference between the experimental and control groups was not only statistically significant but also practically meaningful. In other words, scrapbook media had a strong effect on students' reading comprehension in this study.

The next stage in this study is to analyze the changes in students' reading comprehension levels through N-Gain analysis, which is intended to examine how effective the scrapbook media used in the experimental English class to improve students' reading comprehension. In addition, changes in the scores of the control group, which did not utilize scrapbook media in their learning, are also analyzed through N-Gain analysis as presented in Table 7, the N-Gain analysis for the experimental group.

It is clearly evident from the data in Table 6 that the N-Gain score of 30 students in the experimental group shows an average of 0.57, which falls into the "Medium" category. Specifically, the majority of students (25 individuals) are in the "Medium" category, while five other students reach the "High" category with N-Gain scores above 0.71, with two of them even achieving a score of 0.85. The results also indicate that no students fall within the "Low" range.

This suggests that the use of scrapbook media is fairly effective in improving students' reading comprehension, although the improvement is still considered medium, with a small number of students experiencing a high level of improvement.

Meanwhile, the results of the N-Gain analysis from 30 students in the control group, which functioned as a comparison, were also presented, showing an average of 0.32, which also falls within the "Medium" category. However, when examined individually, out of 30 students, 16 showed the "Medium" category, while the rest fell into the "Low" category with values (N-Gain not above 0.3), and no student was in the "High" category. The highest N-Gain value achieved was only 0.62 (medium). Based on the differences in the analysis results of these two groups, this indicates that learning in the control groups that did not utilize the scrapbook media resulted in a relatively lower increase in students' reading comprehension and was limited in promoting an even enhancement of students' reading comprehension compared to the experimental groups that utilized scrapbook media.

Table 7. N-gain Score of Experimental and Control Groups

Roll Number Students'	Experimental Group		Roll Number Students'	Control Group	
	N-Gain Score	Category		N-Gain Score	Category
C1	0,56	Medium	B1	0,14	Low
C2	0,40	Medium	B2	0,33	Medium
C3	0,58	Medium	B3	0,25	Low
C4	0,67	Medium	B4	0,22	Low
C5	0,75	High	B5	0,40	Medium
C6	0,71	High	B6	0,09	Low
C7	0,55	Medium	B7	0,50	Medium
C8	0,62	Medium	B8	0,25	Low
C9	0,58	Medium	B9	0,12	Low
C10	0,57	Medium	B10	0,14	Low
C11	0,57	Medium	B11	0,28	Low
C12	0,33	Medium	B12	0,50	Medium
C13	0,50	Medium	B13	0,17	Low
C14	0,55	Medium	B14	0,28	Low
C15	0,42	Medium	B15	0,62	Medium
C16	0,42	Medium	B16	0,28	Low
C17	0,45	Medium	B17	0,14	Low
C18	0,54	Medium	B18	0,40	Medium

Roll Number Students'	Experimental Group		Roll Number Students'	Control Group	
	N-Gain Score	Category		N-Gain Score	Category
C19	0,50	Medium	B19	0,50	Medium
C20	0,62	Medium	B20	0,37	Medium
C21	0,71	High	B21	0,44	Medium
C22	0,56	Medium	B22	0,22	Low
C23	0,57	Medium	B23	0,42	Medium
C24	0,58	Medium	B24	0,40	Medium
C25	0,44	Medium	B25	0,50	Medium
C26	0,56	Medium	B26	0,37	Medium
C27	0,85	High	B27	0,16	Low
C28	0,60	Medium	B28	0,31	Medium
C29	0,85	High	B29	0,32	Medium
C30	0,57	Medium	B30	0,32	Medium
Average	**0,57**	**Medium**	**Average**	**0,32**	**Medium**

The effectiveness of scrapbook media in enhancing students' reading comprehension at the junior high school level is closely related to the stage of cognitive development that students are experiencing. As previously explained, at this phase, students are generally transitioning from interpreting texts literally to being able to grasp implicit meanings, draw their own conclusions, and think critically about the information they read. Scrapbook media is provided with its main appeal in the combination of visual elements, integrated text, and creative components that can stimulate students' interest and active engagement. The existence of this combination has been empirically proven to effectively serve as a bridge to support and facilitate the transitional period of reading skills. This aligns with several previous studies states that scrapbooks are pedagogically designed to support text comprehension at the elementary and middle school levels. The visual elements in scrapbooks are considered capable of helping students build mental representations of texts, while activities involving organizing and arranging scrapbooks can encourage active engagement that deepens cognitive processes (Iklimah et al., 2024; Salsabillah & Mayuni, 2021; Yana et al., 2023). Documentation of student and teacher activities in the experimental groups using scrapbook media is presented in Figure 1.

The process of creating a scrapbook by students involves information selection, idea synthesis, and creative expression. All of these aspects are skills required for 21st-century preparation. Research by Rahmadani et al. (2025) argues that the use of scrapbooks can help increase students' reading interest from a low category (27) to a high category (68) and stimulate active participation and enthusiasm among students in learning. Because of scrapbooking media has several advantages in physical form, which lie in its tangible nature, easy customization according to students' preferences, and the ability to be directly handled by students. Scrapbooks present reading texts combined with images, illustrations, and visual sticker elements that are

manually attached, thereby creating a more meaningful and memorable learning experience. In line with Dale's Cone of Experience concept, which conveys that learning is not sufficient through text or verbal explanation alone. The use of media that can be both seen and touched will provide a much better understanding because it involves the interaction of many senses (Arsyad, 2019). The finding is also consistent with (Latifaturrodhita and Wati (2023) in that scrapbook media significantly improved students' reading comprehension. However, the present study extends their finding by applying scrapbook media in a junior high school EFL context and using a two-group quasi-experimental design. The result is also supported by Kurnianti and Arini (2022), who reported that scrapbook media improved students' reading skills and that students responded positively. Although their study focused on elementary students and media development, it supports the idea that scrapbook media can make reading activities more engaging and easier to understand.



Figure 1. Student and teacher activities during the learning process
Source: Personal Documentation

Furthermore, the significant result can be explained by the stages of reading instruction. During the pre-reading stage, the scrapbook's pictures and title pages helped activate students' prior knowledge and draw their attention to the topic. During the while-reading stage, the combination of text, images, vocabulary labels, and mini-questions guided students to focus on key information. During the post-reading stage, the scrapbook's organized layout helped students review the content and confirm their comprehension. These activities encouraged students to become more active readers rather than passive recipients of teacher explanations. The results also address the problem identified in the study's background. Preliminary observations indicated that students at SMP Lab school Unesa 1 Surabaya often found reading activities boring and difficult, especially when instruction relied heavily on textbooks. Using scrapbook media made reading activities more concrete and visually supported. This helped students maintain attention and engage more actively with descriptive texts. Therefore, scrapbook media can be considered an effective alternative for teaching reading comprehension, particularly for descriptive texts in seventh-grade EFL classrooms.

What is the magnitude of the effect of scrapbook media on students' reading comprehension improvement?

The second research question examined the magnitude of the effect of scrapbook media on students' reading comprehension. The effect size calculation yielded r = 0.55, which, according to Cohen's criteria, is a large effect. This result indicates that the use of scrapbook media had a strong practical effect on students' reading comprehension. The large effect size strengthens the statistical finding by showing that the difference between the experimental and control groups was not only

statistically significant but also meaningful in educational practice. The large effect may be related to the characteristics of scrapbook media. First, scrapbook media is visual, so it helps students understand descriptive information through pictures and layout. Second, it is thematic, with content organized around a specific reading topic. Third, it is interactive, allowing students to observe, match, answer, and discuss information presented in the scrapbook. These characteristics are well-suited to teaching descriptive texts because such texts include details about places, houses, or objects that can be supported by visual representation.

This finding aligns with Fellasufah and Mustadi (2021) in that a scrapbook media of children's stories significantly improved students' storytelling skills. Although their focus was on storytelling, their study confirms that scrapbook media can support language learning by presenting content in creative and interactive ways. The present study demonstrates that the same medium can also be effective for a receptive language skill, namely, reading comprehension. This finding is further supported by Englis and Sudarsono (2022), who reported that learning activities on English material assisted by learning media can improve students' reading comprehension of descriptive texts. In this regard, the large effect size obtained in the present study ($r = 0.55$) reinforces the notion that the type of media used in teaching reading matters and that scrapbook media can serve as an effective tool for improving reading comprehension. The present study contributes to this area by demonstrating that printed scrapbook media can meaningfully enhance students' comprehension of descriptive texts.

This finding implies that English teachers or teachers of other subjects at junior high schools can use scrapbooks as one of the alternative learning media that are inexpensive, easy to make, and effective in making reading lessons more interesting and meaningful, thus helping to develop students' reading comprehension. In addition, for students, the use of poster books encourages more active reading. Not only listening to the teacher or read textbooks, but they can also interact with visual and written information. This can help them stay focused, feel less bored, and better understand descriptive texts. For schools, these findings highlight the need to support teachers in creating English learning materials that are simple, relevant, and well-designed. Nevertheless, it should be acknowledged that this study has limitations, namely requiring a longer time allocation compared to conventional methods, so careful planning is necessary for its use. Moreover, the use of scrapbooks is highly dependent on the teacher's ability to design learning activities so that the focus of learning remains on efforts to improve reading comprehension, rather than merely on the beauty or neatness of the scrapbook. Furthermore, with proper planning, scrapbook media can become an effective learning innovation to enhance reading comprehension for junior high school students.

CONCLUSION

Based on the research results and discussion that have been presented, it can be concluded that the use of scrapbook media has been proven effective in improving the reading comprehension of seventh-grade students at a private junior high school in Surabaya City. These findings indicate that the use of scrapbook media not only produces statistically significant differences but also has a strong practical impact on students' reading comprehension. Scrapbook media can be considered an effective teaching medium to support students' understanding of descriptive texts in EFL junior high school classes. Overall, this study shows that scrapbook media helps students improve their reading comprehension. The use of images, labels, brief notes, organized layouts, and interactive tasks helps students connecting what they read with visual information. This makes descriptive texts more concrete, engaging, and easier to accept and understand. Therefore, sticker books are a good alternative for teaching reading comprehension, particularly for descriptive texts.

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