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THE IMPLEMENTATION OF PICTURE SERIES IN TEACHING NARRATIVE READING TEXT

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ABSTRACT

This research aimed at finding out the implementation of picture series in teaching narrative reading text to the eight grade students of MTs al-Khairaat Uemalingku Ampa. This research was qualitative research, the subjects of this research were teachers and students. The data collection methods employed in this study were observation, interviews, and documentation. The data sources used in this study were primary data and secondary data. Data analysis techniques used were data reduction, data presentation, and data verification. The result of this research showed that the implementation of Picture Series in Teaching Narrative Reading Text to the Eight grade Students of MTs al-Khairaat Uemalingku Ampa consists of the following steps: firstly, the teacher trained the students to think and directed them to find answer to problems by playing drawing games. Secondly, the teacher explained the material deeply, such as the step to write narrative text. Thirdly, the teacher distributed some random pictures to the students to sort the pictures into a logical sequence and to find out the difference in the learning outcomes that had been achieved by students in learning narrative text. The learning evaluation was carried out at the end of the lesson.

Keywords: *Implementation; Narrative Reading Text; Picture Series*

INTRODUCTION

Language is the most important aspect in human interaction. People communicate and interact with others by using the language. One of the languages in the world is English. In a big community, English has become an international language. Most of the community in the world use English in order to communicate with others who have different language. Therefore, English is very important to be taught and learned by students in learning English. There are four skills and some components in learning English. The skills are listening, speaking, reading, and writing while the components are vocabulary, grammar, and pronunciation.

In an effort to develop human beings towards optimal and better resources, it is hoped that the potentials of a nation can develop. This is done through various educational processes either at home, school, or in the community. National Education as regulated in Educational Law No. 20 of 2003 concerning the Education System as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have the necessary strength, self-control, personality, intelligence, and skills.

The transformation from an ordinary school to an international standard school is a great hope for the nation progress. Through the process, lies a road that full of difficulties and challenges. For teachers as educators, one of the biggest challenges is how to improve their competence in mastering English.

Reading is very important not only for the students but also for teachers. Reading is believed as a required activity in learning most of all subjects since reading has been proved in increasing students' knowledge. Reading has a function as a means to access information in the global era.

Reading is a process that readers combine the information from a text and their own background knowledge to build meaning. Reading is an active skill, it constantly involves guessing, predicting, checking, and asking oneself questions (Nunan, 2003:49). In reading, the readers should be concentrated to the texts in order to get maximum comprehension. Tarigan argued that reading is a process that is carried and used by readers who want to get the message delivered by the writer through the medium of words in a written language (Silalahi n.d).

Reading is a passive skill which requires interactive process in comprehending the meaning in order to get information or ideas from written text. Understanding the meaning of the reading skill including the ability in reading from many experts who have different points of view is definitely important for the English teacher.

Teaching reading is an evolving process that works differently for each student. Thus, the English teachers should create an interesting and effective technique in their classes to attract the students' attention and their interest towards the texts. Picture series technique is one of the effective techniques that can be applied in the classroom.

However, in reality, the learning process in reading class carried out by the teacher is not optimal yet. The causes of this problem are: teachers still use conventional methods in the learning process, low utilization of learning media as supporting innovative learning, and lack of students' attention when teachers explain lessons during teaching and learning activities.

In addition, the low ability of students in reading narrative texts needs attention. Based on these conditions, there must be an effort to take action in applying teaching strategies towards narrative reading skills learning process. This is known based on initial reflection and experience during observations at MTs Al-Khairaat Uemalingku Ampapa. Learning to read narrative texts using picture series conducted by English teachers has been very effective so that the students are more cheerful and active in reading narrative texts.

The implementation of the picture series used by the English teacher at MTs Al-Khairaat Uemalingku Ampapa, is a means so that learning is not monotonous and creates a classroom atmosphere with this media. It is expected that children are stimulated to use the senses of sight and pronunciation to the fullest.

This problem then became a separate motivation for the researcher to conduct research at MTs Al-Khairaat Uemalingku Ampana, Tojo Una-una District, in Central Sulawesi Province. And raised the title "The Implementation of Picture Series in Narrative Reading Text to the Eighth Grade Students of MTs Al-Khairaat Uemalingku Ampana"

There have been several studies that related to this research. First, Rachmawati conducted a study entitled "The implementation of picture series in Narrative writing for Tenth Grades of SMAN 2 PONOROGO". This was qualitative research. The instruments used by the researcher were field notes, student writing assignments, and questionnaires. The results showed that the implementation of a series of pictures applied by the teacher help students in writing narrative texts (Rachmawati, 2021).

The first previous study is related to this study because it examines the same thing, the implementation of picture series. The previous study focused its implementation on writing skill while this study highlights the implementation of picture series in reading narrative text.

Second, Widiyanti employed a study entitled "The Implementation of picture series to improve children speaking skills in An-Nasuha Kindergarten, Pabedilan District, Cirebon Regency". The researcher stated that the ability to speak in children is still low, this can be seen in the aspects of children's fluency when speaking and telling stories in front of the class. The majority of children have not dared to express the feelings and messages they want to convey properly and correctly. One way to improve speaking skills is through picture series. Through the picture series, it is hoped that children can read the illustrations in the pictures so that they are able to speak.

The second previous study have a relation to this study. Both studies focused on the implementation of picture series in teaching. The difference lies on the skill and research method. The previous study focused on speaking skill and applied classroom action research, while this study focused on reading skill and applied a qualitative research method.

LITERATURE REVIEW

Narrative Text

Narrative is a form or product of written language whose contents express an idea, experience, and knowledge of a person to be read by various groups. Alwi in Nurdjan and Rustan states that an essay is a series of sentences related to connecting other propositions so as to form a unity which is story, fruit, pen, creation, composition, made-up story and the result of a series (Nurdjan & Rustan, 2010).

Based on some of these definitions, it can be concluded that an essay is the result of composing consisting of a series of related sentences to form a single unit.

Narrative is an essay or story that presents an event or occurrence and how the event took place based on the chronological order. The incident may actually happen, but it may also be just an illusion. Narrative contains facts: Biography, autobiography, or stories of experience while narratives in the form of fiction: Novels, short stories, or comics.

Expository narrative, is a form of narrative that aims to convey information about the ongoing event or process. Narrative is broadening the reader's knowledge. The stages in a process are conveyed in informative language with an emphasis on the use of denotative words. Suggestive narrative, is a form of narrative whose purpose is to give meaning to

events or events as an experience. The language used is more inclined to figurative language by using connotative.

Reading

According to Urquhart and Weirt in William Grabe, reading is the process of receiving interpreting information in language from via the medium of print (Grabe, 2009). Reading is useful for language acquisition. Provided the students more or less understand what they read, the more they read the better they get at it.

Intensive Reading

Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel or other source. For example : The students focus on linguistic or semantic details of a reading and focus on structure details such as grammar.

Extensive Reading

Extensive reading is type of reading involves learners reading texts for enjoyment and to develop general reading skills. For example : The students read as many different kinds of books such as journals, newspapers, and magazine as you can , specially for pleasure, and only needing a general understanding of the contents.

Aloud Reading

Aloud reading are reading by using loud voice and clearly. For example : reading poetry, dialogue, and other type of texts.

Silent Reading

Silent reading activity is mean to train the students to read without voice in order that the students can concentrate their attention or though to comprehend the texts. For example : The students reading a text by heart.

METHOD

The approach is the underlying assumption in using the mindset used to discuss the object of research. In writing scientific papers, the researcher used a qualitative descriptive research approach, which describes the aspects that are the target of the researcher. The approach in question is a research that seeks to describe the current problem solving based on the data, so that the authors can find certainty and authenticity of the data to be described as accurate research results. Descriptive research according to Suharsimi Arikunto "is more appropriate when using a qualitative approach" (Arikunto, 1993).

Qualitative research is a research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Sukmadinata, 2012).

According to Bogdan and Taylor as quoted by Lexy J. Moleong in a book entitled "Qualitative research methodology" said that "qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior" (Moleong, 2002).

FINDINGS AND DISCUSSION

Through the implementation of picture series learning, it can improve the quality of learning to make it more meaningful. Through picture series learning students are not only required to master a number of information, but also how national education is to be achieved which not only forms an intelligent humans, but also to form people who are pious and have skills. In addition, having a noble attitude.

In the teaching and learning process, the teacher applied picture series learning strategy to the VIII grade students at MTs Al-Khairaat Uemalingku, Ampaña. According to the English teacher, this strategy applied due to the students' difficulties in finding the ideas in reading passages. There were some steps that applied in this learning strategy. First, the teacher conveyed the competencies to be achieved. Next, the teacher explained the material deeply, such as the steps to write a narrative text. The teacher distributed ten pictures randomly, then the students sort the pictures into a logical sequence. The picture sorted on the students' respective tables. Last, the students were asked to write a narrative text based on the sequence of the image. At the end of the class, the teacher evaluated the students' work, and asked the students to improve their writing at home. During the learning process, the students seemed focus to the instruction given by the teacher. This strategy attracted their interest in learning.

The implementation of picture series can improve students' learning outcome and students' focus on learning activity in the classroom, especially in learning English. This was stated by the English teacher at MTs Al-Khairaat Uemalingku, Ampaña, during the interview. In addition, there was another information obtained by the researcher during the interview regarding the teacher's obstacles in the implementation of picture series learning strategies; time reduction of learning process and the students' heterogenous abilities in understanding the material. According to the English teacher, there are two solutions that overcomes these obstacles; the first solution is improving the teachers' quality in teaching and learning process by mastering some interesting techniques or strategies, so the teacher can apply the picture series strategy in the classroom totally. The second solution is collaboration. With the relevant to government (the education office) so that the teaching and learning process can return to normal without reducing the number of subject hours, so that teachers will be even more optimal in teaching students.

CONCLUSION

The picture series learning strategy was applied by the English teacher in teaching narrative reading text at MTs Al-Khairaat Uemalingku, Ampaña. The learning process was done by arranging pictures as in the material taught by the teacher. However, there were the inhibiting factors experienced by the teacher in implementing the strategies in teaching English to the VIII grade students; limited time and the students' heterogenous abilities in understanding the material.

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