

## THE EFFECT OF PICTURE SERIES ON STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT

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### *Abstrak*

*Penelitian ini bertujuan untuk mengetahui pengaruh seri gambar pada pemahaman bacaan siswa. Dengan demikian, percobaan (XI IPA3) dan kelompok kontrol (XI IPA 2) dibuat: kelompok eksperimen diajar oleh Picture Series sedangkan kelompok kontrolnya adalah PowerPoint. Sampel penelitian ini adalah 60 orang siswa sains SMU 1 Ulakan Tapakis, Sumatera Barat, yang terdaftar di dua kelas IPA kelas XI dan kelas XI IPA 2 pada tahun 2015/2016 tahun akademik. Penelitian ini merupakan desain eksperimental, instrumen adalah lembar observasi dan uji bacaan. Hasil penelitian menunjukkan bahwa dari rata - rata skor kelas eksperimen 87,87 dan nilai rata - rata kelas kontrol 84,67. Data dianalisis dengan menggunakan program SPSS for windows versi 18. Hasil pembacaan skor menunjukkan bahwa  $2,42 > 1,68$  atau  $\text{sig } 0,003 < 0,05$ . Hal ini menunjukkan bahwa pengajaran membaca dengan menggunakan Picture Series diterima secara statistik. Dapat disimpulkan bahwa Picture Series memberikan pengaruh yang signifikan terhadap pemahaman bacaan siswa pada kelas XI SMA 1 Ulakan Tapakis*

*Kata kunci: Picture Series, Reading comprehension, Analytical Exposition Text*

### ***Abstract***

*This research was aimed at examining the effect of picture series on students' reading comprehension. Thus, the experiment (XI IPA3) and control groups (XI IPA 2) were created: the experiment group was taught by Picture Series while the control group was PowerPoint. The total sample of this research are 60 students of science High School 1 Ulakan Tapakis, West Sumatera, who were enrolled in two classes of grade XI IPA 3 and grade XI IPA 2 in 2015/2016 academic years. This research was experimental design, the instruments were observation sheet and reading test. The result showed that from mean score of experimental class 87.87 and mean score of control class 84.67. The data were analyzed by using SPSS program for windows version 18. The result of readings score showed that  $t_{\text{calculate}} 2,42 > t_{\text{table}} 1,68$  or  $\text{sig } 0,003 < 0,05$ . It showed that teaching reading by using Picture Series was accepted statistically. It can be concluded that Picture Series gave significant effect on students' reading comprehension at grade XI High School 1 Ulakan Tapakis*

**Keywords:** *Picture Series, Reading comprehension, Analytical Exposition Text*

## **1. Introduction**

English as a foreign language has been learned by Indonesian students since they are Secondary High School to university. It means that English is an important or compulsory subject in Indonesia curriculum. The students have to learn four skills to help them to understand English language. There are four skills namely listening, speaking, reading and writing. One of the four language skill is reading. It means that reading is a skill that has be learned by the students. By reading, the students can know the content of a text.

Based on the our experience and observation at Grade XI students' High School 1 Ulakan Tapakis Padang Pariaman, West Sumatera in the academic year 2015/2016, there were some problems that caused the low of the students' reading comprehension. First, many students did not understand part generic structure of analytical exposition, They still had difficulties in understanding about main idea and some argument of the text, When, the teacher gave task about analytical exposition, the students still made mistakes in generic structure in doing test. It is caused the students did not give full attention in studying. The impact of this problem, the students got low score in reading test.

Second, reading activity was not interesting. The students had difficulties to comprehend the message from a text, because they were lack of vocabulary, they will read when the teacher instructs them to read the text. They just read did not have purposes to read the text and they did not know what they read. The students were not interesting in following reading activity in the class.

Third, another factors caused by lack of media that were used by the teacher in teaching reading. For this reason, the teacher has important function in teaching reading. As the teacher, we have to be creative in choosing or using media. The teachers have to use an interesting media and efficient to encourage their students to join the activity of reading. Right now, there are many media that can be used in teaching reading such as TV, photograph, comic, picture and other.

Based on the problem above, we did a research dealing with the effect of picture series toward students reading comprehension of analytical exposition text at grade XI High School 1 Ulakan

Tapakis Padang Pariaman, West Sumatera. The use of picture series can be one of alternatives to lead the teaching in classes. It also made students feel more fun in learning English.

Reading comprehension is a very complex process. Reading comprehension does not focus on the word meaning but it emphasizes on full understanding of the text. Snow states that reading comprehension is as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”<sup>1</sup>. Krudener states that “comprehension is an active process and the reader must interact and be engaged with the text”<sup>2</sup>. Furthermore, Dhakal (2002:484) states that reading comprehension is someone ability making your eyes and brain work together to process words at a high rate of speed<sup>3</sup>. It is really clear information that to understand the text as efficient as possible, the reader should predict and understand the text first. After that, they can get the meaning and comprehend the text.

Based on definition above, reading comprehension is the process of extracting and constructing meaning from the text. There are three interactive elements which impact comprehension: the reader, the text, and the context. The reader is doing the

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<sup>1</sup> Snow, Catherine, E. *Reading for Understanding Toward an R&D Program in Reading Comprehension*. US Department of Education: RAND Education. 2002.p.11.

<sup>2</sup> Kruidenier, John. *Research-Based Principles For Adult Basic Education Research Instruction*. RMC Research Cooperation. 2002.p.77

<sup>3</sup> Dhakal, Kumar. *Journal of Making Sense of Nonsense: Strategy to Improve Reading Comprehension*, retrieved on January 7<sup>th</sup>, 2012 from <http://rbtdhakal@yahoo.com> p.484

comprehension. The reader includes capacities, abilities, knowledge and experiences impact the act of reading. The text is anything that is read. The context is the activities of which comprehension is a part.

A picture series is a number of related composite pictures linked to form a series of sequence. Hence, its main function is to tell a story or sequence of events.. According to Kemp picture series is number of picture each related to the one before it.<sup>4</sup> It means that picture series show the events or scene from number from of picture that related to each other. According to Arsad "the function of picture that it make them important in teaching learning process"<sup>5</sup>. The function of picture entails three elements. First latency function which is purposed to attract and aim students' attention to concentrate on learning material. Second affective function that can stimulate students' attitude and emotional.

Rosa, et al, states that analytical exposition is text type describes pattern of discourse structure organization that focusing in giving the thesis that states of writer's position in which contains a number of argument and ending with conclusion and argument consists of a point and elaboration sequence and analytical exposition text explains about writer's argument about the case in

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<sup>4</sup> Kemp, Jemold *Palnning and Producing Instructional media*. New York : Harper and Row Publisher. 1997.p.120.

<sup>5</sup> Asyad, Azhar. *Media Pengajaran*. Jakarta: PT. Raja Grafindo Persat.1997.p17.

this text consists, thesis, arguments and reiteration.<sup>6</sup> Painter , analytical exposition text has generic structure beginning is called thesis, middle is called argument and the ending is call reiteration<sup>7</sup>. Sudarwati and Grace state that hortatory exposition has text organization (generic structure) and language feature<sup>8</sup>.

## 2. Research Method

This research was an experimental design. According to Gay, the purpose of experimental design is to establish cause-effect relationship between two variables<sup>9</sup>. They also said experimental research involves a comparison of two groups, an experiment and control group. In this research, we took two samples group. One group as experimental class will give treatment by using picture series and other one as control class will give conventional teaching. The population of the research is second year students of Secondary High School I Ulakan Tapakis in the academic year of 2015/2016. There were three classes and the total were 91 students.

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<sup>6</sup> Rosa, RN, And All. (2008). *English for General Purpose: A Course For University Students*. Padang: Sukabina Press. 2008.p.88

<sup>7</sup> Painter. *Understanding Genre and Register Implication for language Teaching*. Sidney: Macquire University.2007.p7.

<sup>8</sup> Sudarwati and Grace. *Look a Head an English Course for Senior High School Students Year XI*. Jakarta: Erlangga.2005.p.194

<sup>9</sup> Gay, L. R. et all. *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice Hall. NC. 2009. P.240

In this research, we used two classes as the sample. The sample of this research consists of two groups are experimental group and control group. In this research, we will choose sample by giving test to all population. Then, we gave normality and homogeneity test to find whether data which is collected come from normal distribution or not. Next, we used cluster sampling technique. We used cluster sampling because the population is very large which is distributed into three classes.

The instrument of this research was reading test and observation. This reading test was constructed in multiple choice by using 1 genre, analytical exposition text, the test consist of 30 items. We gave eight meetings. The text consists of five analytical exposition texts. The students were given 60 minutes to do the try out test at non sample. The instrument should have validity, reliability and items difficulty and items discrimination to get the research finding. The observation was used to record and to collect real information of teaching and learning process during conducting the research. The data is collected through direct observation on both teacher and students during teaching and learning process.

### **3. Results and Discussion**

After doing pretest, we taught reading to the students by media picture series in several times and followed by posttest. There were 30 students who were taught by Picture Series. The students got score 76-80 was 4 students, the students got score 84-88 was 15 students, and the students got score 92-96 was 11 students. The total of students' score were 2636 with the mean

score 87.87, the standard deviation 5.704. The highest score students' reading 96 and lowest score was 76.

There were also 30 students who were taught by PowerPoint. The students got score 72-76 was 3 students, the students got score 80-84 was 16 students, the students got score 88-92 was 9 students, the students got score 96 was 2 students. The total of students' score were 2540 with the mean score 84.67, the standard deviation 6.042. The highest score students' reading 72 and lowest score was 96.

At experimental class, the total score students before using picture series was 2060, and after using picture series the total score students was 2636. Therefore using picture series could increase the total score students as many as 576. While at control class, the total score students before using power point was 1980, and after using PowerPoint the total score students was 2540. Therefore using power point can increase the total score students as many as 560.

Based on explanation above, it showed that teaching reading using picture series can increase reading comprehension students about analytical exposition text. The students can improve their reading comprehension about coherence, vocabulary and background knowledge on the text through picture series. The students find coherence of the text between sentences of one and another and they can see the story directly. The students know vocabulary from the picture car should be banned in the city, such as walking, driving, riding, across of the picture based on the text of analytical exposition text. Using picture series the students can improve their background knowledge about the phenomenon.



The result of Kolmogorov-Smirnov statistics analysis showed that the significant score for all groups are higher than 0.05, it means that the data of the students' reading comprehension were obtained from normal distributed samples. Based on the results of the output variance test for normality using the one sample kolmogorov - smirnov test, significant value in the data experimental group 0.575 and control class 0,302, because of significant value both classes take more than 0,05 it can be said that class control and experimental with normal distribution

In this study, the homogeneity was tested to know whether each class had the same variance or not. It was tested by variance formula. It can be concluded that  $F_{\text{observed}}$  for students' reading comprehension was bigger than ratio  $F_{\text{table}}$  ( $F_{\text{observed}} > F_{\text{table}}$ ) and  $\text{Sig} < 0,05$ . It means that both of variance were homogenous.

#### **4. Conclusion**

Based on the data analysis above, it can be concluded that teaching reading by using Picture Series was more effective for students to comprehend the text. It is shown the result of this research that the mean score of experimental class (87,87) was higher than the mean score of control class (84,67). Furthermore,  $t_{\text{calculated}}$  (2,42) at the degree (58) of level significant 0,05 was bigger than  $t_{\text{table}}$  1,69 or  $\text{sig } 0,03 < 0,05$ . Thus, the hypothesis of this research is accepted. In other words, teaching reading by using Picture Series gave significant effect on students' reading comprehension of Analytical exposition text at High School 1 Ulakan Tapakis.

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