

IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH PICTURE SERIES AT THE FIRST GRADE STUDENTS OF SMA NEGERI 3 METRO

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Abstrak. Penelitian ini bertujuan untuk mengetahui i) apakah ada peningkatan yang signifikan pada kemampuan membaca siswa dalam Teks Naratif setelah diajar dengan menggunakan Picture Series, dan ii) respon siswa terhadap penggunaan Picture Series dalam pembelajaran reading Teks Naratif. One group pretest and posttest design adalah desain yang digunakan dalam penelitian ini. Data penelitian diperoleh melalui pretest, posttest, dan questionnaire. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan pada kemampuan membaca siswa setelah diajar menggunakan picture series dengan tingkat signifikan 0.05. Selain itu, siswa juga memberikan respon yang baik terhadap penggunaan picture series. Sehingga, dapat disarankan bahwa picture series sebagai media memfasilitasi siswa untuk meningkatkan kemampuan membaca pada Teks Naratif.

Abstract. This research was aimed to find out i) whether there was a significant improvement of the students' reading comprehension in narrative texts after the students were taught through picture series, and ii) how the students' responses of the implementation of picture series in teaching reading narrative texts. One group pretest and posttest design was used in this research. The data were obtained from the pre-test, the post-test, and questionnaires. The results showed that there was a statistically significant improvement of the students' reading comprehension after they were taught through picture series with the significant level 0.05. Moreover, the students gave good responses of the use of picture series. This indicates that picture series as the media facilitates the students to improve their comprehension in reading narrative texts.

Keywords: *picture series, narrative text, teaching reading*

INTRODUCTION

It has been widely known that the purpose of teaching English language at school is to develop the students' language skills. One of the skills that cannot be neglected is reading skills because the success of their study depends on the greater part of their ability to read. By reading, the students are able to access much information which might have otherwise been unavailable, especially English textbook. Therefore, reading skill should be given serious attention so that the target designed can appropriately be achieved.

In relation to previous description, Dallman (1982: 23) mentions that reading is an academic activity which is not only knowing what each alphabet stands for; but reading involves more than word recognition; that comprehension is an essential of reading. For this reason, Caldwell (2008:4) states that comprehension in reading is the process of extracting and constructing meaning through interaction and involvement with written language. Comprehending is a major concern, of all teachers who use printed material in the classroom. Without comprehension no reading takes place; thereby, comprehension is stressed in mastering reading skill.

Naturally, reading skill is one of the language skill that very complex as it involves: (1) determining main idea i.e. how to determine important information of a paragraph, (2) identifying specific information i.e. how to identify particular piece of information in the text, such as place, time and character, (3) reference i.e. how to interpret and determine one linguistic expression to another, (4) making inference i.e. how to guess certain ideas from the information which we have read or known, and (5) vocabulary i.e. how to determine the meaning of vocabulary items from context. Whereas, in the guidelines of school-based curriculum, it has stated that one of the objectives of teaching and learning process in reading skill for Senior High School is that the students are able to construct meaning from the text.

Unfortunately, there were some problems found that most of the students were not able to (1) determine main idea, (2) find supporting detail, (3) understand

vocabulary, (4) find inference meaning, and (5) find reference as the target of the curriculum. A few of the students in the class were hard to understand the text because they did not know an appropriate strategy to comprehend the text. They sometimes felt that English class especially reading class is not interesting. Presumably, this condition was caused by the fact that most of the students did not study efficiently.

In line with the illustration above, one of the factors that can cause students' problem in reading comprehension is the strategy that the teacher used in teaching reading. The teacher said they still used conventional strategy that makes reading activity became passive and boring activity. The teacher only focused on giving many texts to the students and asked them to answer the questions without seeing whether the students were really able to do it or not. The reading materials which were taken from students' textbook was monotonous so that they were not interested in reading comprehension activity. Consequently, the students' scores of reading comprehension were relatively low. In contrast with statement Setiyadi (2006) that the teacher considerably needs to provide the students with the right techniques, so that they are optimally engaged in studying. One of the successful keys in teaching learning process may depend much on the method or strategies the teachers employ in the classroom.

Facing the problem above, the teacher should attentively find the alternative way to solve the problem. They should also consider an interesting technique or use an interesting media to make the students understand easily. So, they can increase their reading skill especially their skills in comprehension. In reading comprehension there are five aspects that the students should improve. The five aspects are determining main idea, inference, reference, finding detail information, and the last is vocabulary.

Basically, in teaching of reading there are some media and techniques which are good to improve students' reading comprehension. One of the media is picture series. According to Kunzle (1973), picture series comprises of graphic art for

reproduction that told stories through the use of both picture and words. Pictures series can be an interesting thing to attract students in learning narrative text because the stories that they convey accompanied by verbal expressions and realistic colorful illustrations can easily be understood by the students. Picture series could make students easier to get the point of the material by the picture or images in the narrative text. This media prepares a chance for students to develop their understanding by the image or picture.

In previous studies, Minarti (2008) found that picture series is an effective media to increase students reading achievement in comprehension. Besides, Fitriyaningsih (2013) believed that picture series can increase one of reading comprehension aspects.

Based on the problem above, the researcher would like to conduct the research which aimed to find out whether or not picture series improve students' reading comprehension in narrative text and which aspects of reading improve the most after being taught by using picture series and also the students' responses toward reading comprehension in the narrative text by using picture series.

METHOD

This research was intended to find out whether there was a significant improvement in reading comprehension narrative text after being taught by using picture series. One group pretest posttest design was used in this quantitative research. The samples of this research were class X IPA 5 as experimental class which consisted of 30 students. Reading test and questionnaire was the instrument which was used in this research.

RESULT AND DISCUSSION

Result

After administering pretest and posttest, the results of pretest were compared with the results of posttest in order to analyze the difference of students' reading comprehension ability through picture series. The comparison of pretest and

posttest showed that students' reading comprehension improved after being taught through picture series. The comparison between the total score of pretest and posttest improved from 1840 to 2446. Besides that, it could be seen in the table below that the mean of students' scores in pretest and posttest improved from 61 to 82. Table below provides students' mean score of pretest and posttest.

Table 1 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	61.30	30	7.576	1.383
Posttest	81.60	30	5.887	1.075

From the table 1, it can be seen that the students' mean score of pretest and posttest was improved about 20 point after the treatment of teaching reading comprehension through picture series was implemented. Besides that, the highest score of pretest was 73 and the highest score of posttest was improved to 93, in which the highest score gain was 20. The lowest score of pretest was 47 and the lowest score of posttest was 70, in which the lowest score gain was improves to 23.

Table 2. Improvement of Aspect of Reading

No	Aspects of Reading Comprehension	Mean Score		Improvement	Significant Level
		Pretest	Posttest		
1	Main Idea	16.33	22.33	6.00	.009
2	Specific Information	17.67	27.17	9.50	.000
3	Inference	21.00	26.50	5.50	.027
4	Reference	20.17	25.83	5.66	.013
5	Vocabulary	16.50	20.50	4.00	.043

In line with the table 2, picture series can improve students' reading comprehension in all aspects of reading comprehension. The highest improvement was finding specific information i.e. 9.50 points. Then, main idea improved 6.00 points, reference improved 5.66 points, and inference improved 5.50 points. The lowest

improvement was vocabulary i.e. 4.00 points. From the description, it can be concluded that the media applied in the experimental class, picture series, is effective.

To answer the third research question, the data of students' responses questionnaire were analyzed by using SPSS 16 to know the questionnaire is reliable or not and checking the result manually. To be more concrete whether the data collected from the questionnaire is reliable or not, the reliability analysis based on *Cronbach Alpha Coefficient* of SPSS for Window was used. *Cronbach Alpha Coefficient* is the most common used to measure the consistency among indicators in the questionnaire which is counted based on the correlation between each items. According to Nunally (1978) the score minimum of *Cronbach's Alpha* for reliable items was 0.7.

Having analyzed the items, the researcher found that the reliability coefficient of the questionnaire was 0.829. The score indicates that all items in the questionnaire were reliable so that it could be used to find out students' responses.

Discussion

The findings supported the previous research done by Minarti (2008), she found that picture series is an effective media to increase students reading comprehension. In the same opinion with Minarti, Fitrianingsih (2013) also confirms that picture series can increase students' reading comprehension. This is because the students were able to avoid the unnecessary repetition of the words or phrases.

Along the treatment, the students were motivated in reading because of the picture that can help the students to comprehend the text easier. Setiyadi (2007:85) states that the purpose of the use physical objects is to make meaning perceptible through concrete objects or by representation of experience. The result of the research found that picture series motivated students in reading and it gave students many visual cues for helping them in comprehending the text.

While table 2 showed that specific information had the highest increase among others because picture series let students to get the information easily from the flow of the story, during the treatment the students feel that picture make them easy to comprehend the text and to get the information. So, picture series helped them to find out the detail of the text and supporting details had a relation with main idea. But, picture series have a small impact to the aspects in vocabulary. It is because the answer of vocabulary can not be told by picture series. Vocabulary is being the lowest because eventhough they comprehend and understand the message that was showed in picture, it is not guarantee that they know the meaning in the text. According to Setiyadi (2007: 49) vocabulary is learned more effectively if they use it in full sentences rather than memorize it.

Supporting the research, the researcher also used questionnaire to prove whether picture series is useful for the students and answer the third research question about students' responses toward picture series. It shows that the mean of teacher's performance is 4.46. It is because the teacher used the media which made students interested to the lesson. The teaching material is 4.33. It is because the students loved picture series, and they were happy when the teacher taught them by using picture series. The last, teaching learning process is 4.33. This is because the teacher adopted the story that they familiar about. In short, picture series can improve students' reading comprehension.

In this research, the researcher used narrative text. The researcher's reason used narrative text and collaborated it with picture series is because narrative text is a the representation of a series of events. The events in narrative text has a relation from one paragraph to another paragraph. This text is matched with picture series which contained not only one picture but some pictures and the pictures have relation too from the first picture until the last picture. So, the picture will be matched according to the paragraph story tells about.

By using picture series all aspects of reading can be increased. It is because picture series help the students to comprehend the text well. For example like main idea

and finding supporting detail, picture series help them to know the detail story of the text. It is also happen in reference and inference. But, picture series has a small impact to vocabulary. It is because the answer of vocabulary can not be told by picture series.

For the sake of brevity, the description above has flowed to a single conclusion that picture series has a positive impact on reading comprehension achievement where there is a significant different between students' reading comprehension achievement in pre test and post test. The all aspects of reading comprehension are also increase and specific information becomes the most increased. In addition, the students also gave good responses toward picture series as the media in reading.

CONCLUSION AND SUGGESTION

Conclusion

In line with the results of the data analysis and discussion, the writer comes to this following conclusion:

1. After the research has been conducted, it is concluded that picture series is a good media for reading comprehension because it can help the students to comprehend the text well. The increased can be seen from the mean and also the gain in pre test and post test. In pre test, the mean of the students score is 61.30 and in the post test is 81.60. And the gain is 20.30.
2. Specific information was the aspect of reading that improved the most with the gain was 9.50, ranging from 17.67 to 27.17.
3. The use of picture series as a media is effective to improve the students reading comprehension. It can be proved from the result of the questionnaire shows the students gave good responses to the media.

Suggestions

1. As can be viewed that vocabulary aspect ranged the lowest achivement in this study, it is then requires strategies by teachers to improve this aspects. For example, giving more exercises such as antonym, synonym.

2. Further research can try to implement picture series in different level of students with different kind of texts such as recount text, procedure, etc.
3. It is better for the resercher to use colorful picture rather that the black white copy, and the pictures must be suitable with the level of the students.

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