

TEACHING READING THROUGH PICTURE SERIES IN NARRATIVE TEXT AT THE SECOND GRADE STUDENTS OF SMAN 1 KOTA AGUNG

Diah Astuti¹, Bambang Setiyadi, Sudirman

English Department, Lampung University

Abstract: Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan yang signifikan dari kemampuan pemahaman membaca siswa, aspek membaca manakah yang paling meningkat, dan masalah yang dihadapi siswa dalam pembelajaran pemahaman membaca menggunakan *picture series*. Sasaran penelitian ini mencakup 35 siswa kelas XI-H di SMAN 1 Kota Agung Tahun Akademik 2018/2019. Data penelitian berupa nilai yang dianalisis menggunakan t-test dengan derajat signifikan $p < 0.05$. Penelitian ini adalah penelitian kuantitatif dan kualitatif. Data diperoleh dengan menggunakan tes membaca berbentuk pilihan jamak dengan empat alternative jawaban. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan dari pencapaian pemahaman membaca siswa setelah diajar menggunakan *picture series*. Aspek membaca yang paling meningkat adalah informasi spesifik. Masalah yang dihadapi siswa dalam pembelajaran pemahaman membaca menggunakan *picture series* adalah kecepatan dalam membaca, membuat simpulan, dan pemahaman kosa-kata.

Abstract: The aims of this research were to find out whether there was significant improvement of students' reading comprehension ability, which aspect of reading improved the most, and the students' obstacles in learning reading comprehension through picture series. The subjects of the research were 35 students of class XI-H at SMAN 1 Kota Agung in academic year 2018/2019. The data in form of scores were analyzed by using t-test with the significant level $p < 0.05$. This research was quantitative and qualitative research. The data were collected through reading test in form of multiple choices with four alternative answers. The result of the research showed that there was a significant improvement of the students' reading comprehension achievement after being taught through picture series. The aspect of reading that improved the most was specific information. The obstacles faced by the students in learning reading through picture series were speed in reading, making inference, and understanding difficult words in vocabulary.

Key words: reading comprehension, narrative text, picture series.

¹diahastuti2112@gmail.com

INTRODUCTION

According to the English Curriculum 2013, the objective of teaching reading for Senior High Schools is to enable the students need to construct meaning from text. One of the texts the students need to master is narrative text. It is a kind of text which has function to entertain and amuse readers with actual or vicarious experience in different ways. It indicates that reading is something crucial and indispensable in learning English for the learners, because the success of their study depends on the greater part of their ability to read. Reading activity focuses on understanding context and getting information from the text. It is a skill that works as a communication way of a written text between a writer and a reader. According to Grabe and Stoller (2002: 9) reading is the ability to draw meaning from the printed page and interpret the information appropriately. It means that comprehending and interpreting the information of the text are important in reading.

Naturally, reading skill has five aspects: (1) determining main idea, i.e. how to determine important information of the paragraph, (2) determining specific information, i.e. how to determine particular piece of information in the text, such place, time, and character, (3) finding 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) understanding vocabulary, i.e. how to determine the meaning of vocabulary items from the text.

One of media in teaching reading is using picture series. According to Wright (1989) pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences that the teacher should help the students to cope with. He also states that picture series is sequences of pictures which are closely related to a narrative text. Also, a study conducted by Mich, Pianta, and Mana (2013) compared stories with pictures to stories without pictures and discovered that adding pictures to a story support reading comprehension ability. They state that “the simplified and illustrated stories, having a higher readability index, make the comprehension easier” (Mich et al., 2013). It can be concluded that adding pictures to a story can enhance reading comprehension.

By doing this research, it is expected that the result of this research can have significant uses theoretically and practically. Furthermore, it is also expected that teaching narrative text through picture series can overcome the difficulty in reading comprehension.

METHOD

This research applied *one group pretest-posttest design* (Setiyadi: 2006). The data of this research were in the forms of scores for quantitative and description for qualitative. The data were collected through reading test in form of multiple choices with four alternative answers and questionnaire. The students were given

pretest before treatment to find out the students' basic ability in reading and were given posttest after the treatment to see the improvement in their reading ability after being taught through picture series. Meanwhile, in collecting the qualitative data, the researcher used a questionnaire. The research was conducted for six meetings. Each meeting took two lesson hours (2x45 minutes). The first meeting was for pretest session and treatment, then the next day was the treatment for the students which was conducted three times, then the next day was the fifth treatment and posttest. And the next day was conducting the questionnaire. This research was conducted to the second grade students of SMAN 1 Kota Agung in academic year 2018/2019. The sample was class XI-G which consisted of 35 students. The researcher determined the sample by using purposive sampling technique in this research.

In conducting the research, the writer applied some procedures as follows: 1) determining subject of the research, 2) selecting and determining the materials, 3) Administering tryout test, 4) administering the pretest, 5) Conducting the treatments, 6) administering posttest, 7) conducting questionnaire, and 8) analyzing the data.

In order to get the result of this research, the data were analyzed by some steps as follows: 1) scoring the pretest and posttest, 2) tabulating the result of the test and calculating the scores of pretest and posttest, 3) drawing conclusions by comparing the means of the pretest and posttest, and 4) analyzing the result of questionnaire.

The instrument of this research was reading test and questionnaire. In the first meeting, the researcher gave the pretest and the fifth meetings after the treatments were posttest. The last meeting was conducting the questionnaire. The test was in form of multiple choices with four items. The students were asked to answer the questions related to the five aspects of reading. And questionnaire related to the obstacles faced by the students during the learning process through picture series. In addition, the students had to choose the same topic in the pretest and posttest. Both took 60 minutes.

In analyzing the score, there were five criteria of reading scales. They are main idea, specific information, reference, inference, and vocabulary. The data from reading test were collected through the scores of students' pretest and posttest scores. The data from questionnaire were analyzed where the researcher tried to sort the result of the research's data then sorted into the pattern and describe in descriptive form and then it should be in report writing where the researcher wrote the result of the research in descriptive form.

RESULT AND DISCUSSION

After conducting the research, the researcher gathered the result of pretest and posttest as follows:

In order to see whether the objectives of the research can be achieved or not, the

researcher analyzed the test result of the pretest and posttest which is displayed in the following table.

Table 1. The Result of the Pretest and Posttest Statistics

		Pretest	Posttest
N	Valid	35	35
	Missing	0	0
Mean		54.79	69.50
Minimum		40.00	52.50
Maximum		75.00	85.00

Table 1 shows that the students' reading ability improved after the treatments. It can be seen from the mean of the posttest which was higher than the pretest. Even though the mean of the pretest was 54.79, it did not mean that all of the students reached it. The minimum score of the pretest was 40.00, while the maximum score was 75.00. On the other hand, the students got 69.50 for the mean of the posttest. Similar with the pretest, the posttest' mean did not show that all of the students got that score. They got 52.50 for the minimum and 85.00 for the maximum score. Therefore, in order to make them clear about distribution of the students' pretest and posttest score, the data are presented.

Table 2. Distribution Frequency of Students' Pretest Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	4	11.4	11.4	11.4
	45	2	5.7	5.7	17.1
	47.5	4	11.4	11.4	28.6
	50	3	8.6	8.6	37.1
	52.5	4	11.4	11.4	48.6
	55	3	8.6	8.6	57.1
	57.5	2	5.7	5.7	62.9
	60	4	11.4	11.4	74.3
	62.5	2	5.7	5.7	80.0
	65	4	11.4	11.4	91.4
	67.5	1	2.9	2.9	94.3
	70	1	2.9	2.9	97.1
	75	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on table 2, it shows that there are 33 students (94.29%) who get score below 70 as the target minimum competencies criteria (KKM) score. Clearly, there are only 2 students (5.71%) who get score ≥ 70 from 35 students.

Table 3. Distribution Frequency of Students' Posttest Scores
Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52.5	1	2.9	2.9	2.9
	55	2	5.7	5.7	8.6
	57.5	1	2.9	2.9	11.4
	60	3	8.6	8.6	20.0
	62.5	1	2.9	2.9	22.9
	65	5	14.3	14.3	37.1
	67.5	3	8.6	8.6	45.7
	70	4	11.4	11.4	57.1
	72.5	2	5.7	5.7	62.9
	75	5	14.3	14.3	77.1
	77.5	3	8.6	8.6	85.7
	80	3	8.6	8.6	94.3
	85	2	5.7	5.7	100.0
Total		35	100.0	100.0	

Table 3 above shows that the distribution frequency of students' scores for the posttest after the treatments of teaching reading comprehension through picture series. There are 16 students (45.71%) who get score below 70 as the target minimum competencies criteria (KKM) score. And there are 19 students (54.29%) who get score ≥ 70 . Therefore, the students' achievement of students' reading comprehension improved after being taught through picture series.

Afterward, in order to prove whether the hypothesis proposed by the researcher is accepted or not, Paired Sample T-Test is used to test the hypothesis.

H_1 : There is a significant improvement of students' reading comprehension after being taught through picture series. The criteria of H_1 is lower than 0.05 (sign < 0.05).

In testing hypothesis, *Paired Samples T-Test* is used and also statistically tested by using statistical computation SPSS 16.0 for windows, in which the significance is determined by $p < 0.05$. The T-Test revealed that the result is significant ($p = 0.000$). The result is shown in the following table:

Table 4. T-Test Result of the Hypothesis Analysis
Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	1.471	4.688	.792	16.32	13.10	18.57	34	.000

Table 4 above shows that the result of the computation the students' reading comprehension improves after the implementation of picture series. It can be seen from the increase of the mean in which mean of pre-test is 54.79 and mean of post-test is 69.50. The result of the computation shows that the-value of two-tailed significance is 0.000. It means that H_1 is accepted as $0.00 < 0.05$. Therefore, there is an improvement of students' reading comprehension in narrative text through picture series. It proves that the treatments given have a better effect to the students' reading comprehension ability. The researcher scored the students' reading based on the reading aspect from Nuttall (1996). The differences of students' achievements in aspects of reading are presented as follows:

Table 5. Improvement of Pre-test to Post-test for Each Aspect of Reading Comprehension

No	Aspect of Reading	Total Answered		Increase	Percentage		Increase	Significant Level
		Pre-test	Post-test		Pre-test	Post-test		
1.	Main Idea	155	198	43	55.36%	70.71%	15.35%	0,000
2.	Specific Information	138	192	54	49.29%	68.57%	19.28%	0,000
3.	Reference	130	178	48	46.43%	63.57%	17.14%	0,000
4.	Inference	179	208	29	63.93%	74.29%	10.36%	0,016
5.	Vocabulary	165	197	32	58.93%	70.36%	11.43%	0,004

It can be seen from table 5 that there is an improvement in all aspects of reading including main idea, specific information, reference, inference, and vocabulary after the use of picture series. The highest improvement is in specific information (54 points), followed by reference (48 points), main idea (43 points), and vocabulary (32 points), while making inference has the lowest score of improvement (29 points).

Finally, according to the result above, it can be concluded that the implementation of picture series can significantly improve students' reading ability in narrative text.

Result of the Questionnaire

This section attempts to answer the third research question. It was conducted in order to find out the students' obstacles in learning reading comprehension through picture series. The questionnaire was in the form of open-ended-questions. The questionnaire was administered after the post-test. The questionnaire consists of 10 items.

Table 6. Result of Questionnaire

No	Question	Answer		Total	Percentage		Total
		Yes	No		Yes	No	
1	Do picture series help you to comprehend a text?	19	16	35	54 %	46 %	100 %
2	Do you think your teacher is able to make you being active during learning reading comprehension by using picture series?	18	17	35	51 %	49 %	100 %
3	Do you need a long time to read and understand a text?	27	8	35	77 %	23 %	100 %
4	Do you have problem in identifying main idea in the text?	16	19	35	46 %	54 %	100 %
5	Do you have problem in identifying specific information in the text?	10	25	35	29 %	71 %	100 %
6	Do you have problem in determining reference in the text?	13	22	35	37 %	63 %	100 %
7	Do you have problem in making inference in the text?	29	6	35	83 %	17 %	100 %
8	Do you have problem in understanding the difficult words (vocabulary)?	31	4	35	89 %	11 %	100 %
9	Do picture series after be implemented makes you was easy to answer the questions?	24	11	35	69 %	31 %	100 %
10	Do you have problem in learning reading comprehension by using picture series?	14	21	35	40 %	60 %	100 %

From table 6 above, the result of the questionnaire filled by the students are explained below.

Based on the first item, the result shows that there are 19 of the students (54%) say that picture series can help them to comprehend a text. Besides, there are 16 of the students (46%) argued that picture series can help them to comprehend the text. It can be concluded that most of students agree that picture series help them to comprehend the text. The second item, there are 18 of the students (51%) say that their teacher is able to make them active in learning reading comprehension by using picture series, but there are 17 of the students (49%) state that their teacher is not able to make them active in learning reading comprehension. It means that the teacher is able to make the students active during learning process.

Based on the third item, there are 27 of the students (77%) have problem in speed reading and understanding the text. While there are 8 of the students (23%) do not have problem in speed reading and understanding the text. It can be concluded that majority of the students have problem in speed reading and also understanding the text; they have habit of slow reading. Based on the fourth item, there are 16 of the students (46%) who have problem in determining main idea. Besides, there are 19 of the students (54%) do not have problem in determining main idea. It means that most of the students do not have problem in determining main idea. Referring to the item number five, there are 10 of the students (29%) have problem in identifying specific information. While there are 25 of the students (71%) state that they do not have problem in identifying specific information. It means that the students do not have problem in identifying specific information. Based on the item number six, there are 13 of the students (37%) who have problem in determining reference. Besides, there are 22 of the students (63%) state that they do not have problem in determining reference. It means that most of the students do not have problem in determining reference. Based on the seventh item, there are 29 of the students (83%) who have problem in making inference. While there are 6 of the students (17%) state that they do not have problem in making inference. It can be concluded that majority of the students have problem in making inference. They still cannot comprehend the text well. Referring to the item number eight, there are 31 of the students (89%) who have difficulty in understanding the difficult words (vocabulary). Besides, there are 4 of the students (11%) state that they do not have problem in understanding the difficult words. It can be concluded that majority of the students have no good vocabulary mastery. Based on the item number nine, there are 24 of the students (69%) agree that picture series make them easier in answering the questions. While, there are 11 of the students (31%) state that picture series cannot make them easier in answering the questions. It can be concluded that most of the students easier in answering the questions through picture series. The last item, there are 14 of the students (40%) who have problem in learning reading through picture series. while there are 21 of the students (60%) state that they do not have problem in learning reading through picture series. it can be concluded that most of the students do not have problem in learning reading through picture series.

Based on the data obtained from the questionnaire it is found that almost all students have problem in speed reading, making inference and understanding vocabulary. There are 27 of the students (77%) who have problem in speed reading. There are 29 of the students (83%) who have problem in making inference and 31 of the students (89%) who have problem in understanding vocabulary from the total of 35 students.

DISCUSSION

The result of this research showed that the students' reading ability in narrative text significantly improved after being taught through picture series. It can be seen from the comparison between the students' pretest and posttest score. The result of the mean score of the pretest was 54.79 and in the posttest 69.50 with the gain 14.71 points.

However, after implementing picture series, the aspects of reading namely main idea, specific information, reference, inference, and vocabulary improved. The improvement in the post-test is a result of five treatments of picture series. In each treatment, the researcher implemented picture series to help the students comprehend reading narrative text. The students were given different narrative text to comprehend the text using picture series. The reason why all aspects of reading improved is stated as follows. First, during the teaching and learning process, the researcher taught the students to make the questions related to the five aspects of reading. And also it was discussed by the researcher and all of the students. That was why specific information got the highest improvement among other aspects of reading. Second, the improvement of reference was because by using picture series they got the clues in the text. Next, the improvement of main idea was because the students already understand how to find the main idea in the text. The researcher taught and asked them to indent the main idea of the text. Then, the feedback given by the researcher and the students was the thing caused vocabulary aspect improved. As their friends presented their work, they got new words to use in their own text. And the lowest improvement was in making inference. It was most of the students felt difficult in concluding the story of the text and it was also hard for them to determine the moral value of the story.

Having conducted the research, the researcher found the students' obstacles in learning reading comprehension through picture series at the second grade students of SMAN 1 Kota Agung in academic year 2018/2019. The obstacles which the researcher found during implementing picture series as follows: The students read the text very slowly as they want to understand the text or even to decode and understanding the meaning of words. They look up word by word in dictionary or asked the teacher, so it makes the students have problem in speed reading. Then, the students faced some difficulties while they were learning English, especially in reading comprehension which covered determining main idea, identifying specific information, determining reference, making inference, and understanding vocabulary. From those five aspects of the reading, the students mostly get difficulty in making inference and understanding vocabulary. For making inference the students could not answer the questions well because most of the students felt difficult in concluding the story of the text and it was also hard for them to determine the moral value of the story. For example, the students were hard to combine the information that they got from the text with the implementation in real life or their knowledge, so that most of the students felt difficult to determine the moral value of the text. While for understanding vocabulary most of the students felt difficult in understanding vocabulary in the text because they were very lack in vocabulary. For example, in reading or discussing the reading text, the students kept asking the researcher about the meaning of the difficult words.

The finding was supported by the previous study which was conducted by Hidayah (2018) who said that picture series is one of the best media because it is an effective way to improve students' reading comprehension. She also confirmed that for five aspects that mostly improved is specific information.

However, according to Preszler (2006:2), process of making inferences is difficult for beginners; the process of teaching students to make inference is not an easy one. Like so many good reading habits, it does not come naturally for most of students. Besides, according to John (2000:16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language.

According to the findings of the previous research and this research, it is concluded that the students gained the improvement after the implementation of picture series for their reading.

From the explanation above, it can be concluded that the use of picture series can significantly improve students' reading, especially in terms of specific information.

CONCLUSIONS

According to the finding and discussion of the result provided in the previous chapter, three conclusions are drawn as follows:

1. There is a significant improvement of students' reading comprehension achievement after being taught through picture series at the second grade students of SMAN 1 Kota Agung. It can be seen from the difference of the students' mean score of pre-test which improves from 54.79 up to 69.50 in the post-test with gain of 14.71 points. The result of hypothesis test shows that the hypothesis of this research is accepted ($p < 0.05$, $p = 0.000$).
2. The aspect of reading improves the most is specific information. It is proved by the mean score which was improved from 138 in the pretest up to 192 in the posttest with the gain 54 points.
3. Result of questionnaire shows that there are some obstacles faced by the students during the implementation of picture series:
 - a. The students read the text very slowly as they wanted to understand the text or even to decode and understand the meaning of words. They looked up word by word in dictionary or asked the teacher, so it makes the students have problem in speed reading.
 - b. From those five aspects of the reading, the students mostly got difficulty in making inference and understanding vocabulary. For making inference the students could not answer the questions well because most of the students felt difficult in concluding the story of the text and it was also hard for them to determine the moral value of the story. While for understanding vocabulary most of the students felt difficult in understanding vocabulary in the text because they were lack of mastery in vocabulary.

SUGGESTIONS

Relating to the research finding previously presented, some suggestions are proposed as follows:

Suggestion for English teachers

1. English teachers are recommended to apply picture series as alternative media in teaching reading narrative text as material. It is because picture series can encourage the students to be more active and interested in teaching learning process.
2. English teachers should give the students exercises in making inference. It is because inference aspect get the lowest achievement in this research, and then it requires strategies by teachers to improve this aspect, for example the teachers can provide the exercise such as creating crossword puzzle using the statement and the inferred meaning as questions and answers.
 - a. Beside inference, aspect of reading need to be improved is vocabulary. It suggests that the teachers should give more exercise about vocabulary such as matching words, antonym, and synonym.
 - b. Then, the students need to improve speed in reading the text. It suggests that the teachers should give more exercise on reading speed of the text.
 - c. The pictures that are going to be used should be suitable with the students' level. For example, the picture for elementary school related to the animal whereas for senior high school related to romance or sad stories.

Suggestions for further researchers

1. In this research, the researcher applied picture series as a medium to increase the students' reading comprehension ability in narrative text as material at the second grade students of Senior High School students. Other researchers can conduct other kinds of text, i.e descriptive, recount, report, and exposition text.
2. Further researchers may use this medium on different level of students. It can be applied in Junior High School or University students.

REFERENCES

- Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. Harlow: Pearson Education Limited.
- Hidayah, D. R. (2018). Improving students' reading comprehension in narrative text through picture series at the first grade students of SMA Negeri 3 Metro. Faculty of Teacher Training and Education, University of Lampung.
- Mich, O., Pianta, E., & Mana, N. (2013). *Interactive stories and exercises with dynamic feedback for improving reading comprehension skills in deaf children*. Computers & Education.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language (New edition)*. Heinemann Educational Book: Oxford University Press.
- Preszler, J., et al. (2006). *Making Inference*. Dakota: Black Hill Special Service Cooperative (BHSSC).
- Red, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.
- Setiyadi, Ag. B. (2006). *Metode penelitian untuk pengajaran bahasa asing (Pendekatan Kuantitatif dan Kualitatif)*. Yogyakarta: Graha Ilmu.
- Wright, A. (1989). *Pictures for language learning*. Edinburg: Cambridge University Press.