

**The Use of Picture Series to Improve Students' Reading Achievement at The  
First Year of Sman 1 Pringsewu  
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**ABSTRACT**

Penelitian ini bertujuan untuk membuktikan apakah ada peningkatan pemahaman membaca siswa pada teks naratif setelah penerapan teknik *Picture series*. Penelitian ini telah dilaksanakan di SMAN 1 Pringsewu tahun ajaran 2019/2020. Subjek penelitian ini adalah 33 orang siswa kelas sepuluh. Data dikumpulkan menggunakan soal tes teks naratif. Hasil pretes dan posttest siswa dibandingkan menggunakan SPSS 20 untuk menemukan level signifikan data tersebut. Hasil menunjukkan level signifikan kurang dari 0.05. Hasil tersebut menandakan bahwa ada peningkatan statistik yang signifikan dalam pemahaman membaca siswa setelah penerapan teknik *Picture series*. Sebagai tambahan, mengidentifikasi ide pokok menjadi aspek membaca siswa yang mengalami peningkatan tertinggi. Oleh karena itu, hasil dari penelitian ini menunjukkan bahwa teknik ini membantu siswa meningkatkan kemampuan pemahaman membaca mereka.

This research was aimed to investigate whether there was statistically significant improvement of students' reading comprehension achievement on narrative texts after the implementation of the picture series technique. The research was conducted at SMAN 1 Pringsewu in the academic year of 2019/2020. The subjects were 33 students of the first grade. The data were collected by using narrative reading tests. The result of pre-test and post-test were compared using SPSS 20 to see the significance level. It showed that the significance level was less than 0.05. The results indicated that there was a statistically significant improvement of students' reading comprehension achievement after the implementation of picture series technique. In addition, identifying main idea was the highest aspect that the students significantly improved. Therefore, this suggest that the technique facilitates students to improve their reading comprehension achievement.

***Keywords: reading comprehension, a narrative text, picture series technique.***

## INTRODUCTION

Reading is an ability to understand text. And since English language has become prominent in all fields in almost every part of the world and has become the main language in many professional and scientific settings (Gündoğdu, 2005). Text book, articles, and magazine are some examples of reading media which contain information and many of them are written in English. Reading skills acquisition is the process of acquiring the basic skills necessary for learning to read, or “the ability to acquire meaning from printed text” (Verhoeven, 2000). According to Grabe and Stoller (2002), reading is the ability to draw meaning from a printed page and interpret the information appropriately. To comprehend the information within the text is very important, the reader does not only need to understand the meaning of the words, but to get the message of the text as well.

The reality is that not everyone is good at reading. Many students face difficulties to comprehend a text. The researcher did a pre-interview with a number of first grade students in SMAN 1 Pringsewu and found the problem that some of the students had difficulties comprehend the text as the target of the curriculum. It is hard for some students to understand the text because of their limitation of vocabulary, their misinterpretation of a single word can change the true meaning of the text. The students also lacked the background knowledge of a text they learn in the class. This is because they had not learnt every type of texts when they were in junior high school. The teacher also plays a role here because when asked about how their teacher teach in class, they said that their teacher only used the handbook to teach the material, which is not the wisest choice. All the problem that the students mentioned above are very important to be solved in order to be able to understand reading text better, thus be able to choose the correct answer in test.

Many reading techniques can be used to make the students more active in class. *Picture series technique* is one of them that considerably effective to be applied in the classroom. Pictures are aids that can help the teachers in the teaching learning process. Debby (2007) stated that picture books are easy to access, and that it can stimulate cognition and cultivates emotional value. Hirsh-Pasek and Golinkoff (2003) indicated that picture books could be a natural and non-threatening way to help students develop skills and learn important concepts. Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students.

In this matter, the researcher implemented *picture series technique* to improve student's reading comprehension achievement. By implementing the *picture series technique*, the learning process can be more effective and enjoyable because this technique provides students more visual representation of the text they read. Schugar, H. R., Smith, and Schugar, J. T, (2013) state that when reading, there are many ways that they can infer the meaning of unknown vocabulary words, including examining the context of the word in the text and using the pictures to gain clues about the meaning of the word. Therefore, the researcher chose a topic of "The Use of Picture Series to Improve Students' Reading Achievement at The First Year of SMAN 1 Pringsewu".

To support this study, there are several studies on picture series in increasing reading comprehension skill. First, a study conducted by Fitriainingsih (2013), based on her research, picture series can help the students to increase their reading comprehension ability. In treatment activities she also found some students who cannot understand the text. But when they had to make inferences based on the pictures, they can tell some inferences relate to the pictures. Second, a study was conducted by Minarti (2008) found that the picture series technique can increase students' reading achievement of a reading text. The results indicate that the increase in students' in reading comprehension scores in the experimental class after treatments were significant. Those conclude that Picture series technique can be implemented to increase students' reading comprehension.

Based on those problems and reasons, the researcher was interested to investigate whether: (1) there was a significant improvement of students reading comprehension achievement in a narrative text after the implementation of picture series technique; and (2) which aspect of reading comprehension that improved the most after the implementation of picture series technique.

## **METHODS**

The research' subject was a class of 33 students in SMAN 1 Pringsewu in academic year 2019/2020. The researcher implemented picture series technique aimed to improve the students' reading comprehension achievement and to develop their participation to become more active in learning process in reading class. The researcher using the narrative text as the material of teaching and as the test of reading.

The quantitative data was used to collect the data after the picture series technique were implemented. The design in this research was one group pre-test and post-test. The researcher used one class where the students received pre-test, then treatments, and post-test after the treatments. For the data collection instruments, the researcher used reading tests. The pre-test was administered after conducting a try-out test. The test was in written form of 30 questions of multiple choices in 60 minutes. The post-test was done after the treatments which questions were re-arranged from the pre-test. Then, a paired simple t-test was used in SPSS to determine the differences among pre-test and post-test.

## **RESULTS**

The researcher used Picture series technique to investigate if there was an improvement in students' reading comprehension achievement. At the start of this activity, the pre-test was applied to find out their reading comprehension achievement before the treatments were given. The total score of the pre-test was 1683; the mean score was 51.00; the highest score was 67.00; the lowest score was 33.3. From those result, the students' scores were various. We can see that there were 4 students with a 30-40 score, 13 students had 41-50, 13 students had 51-60, and 3 students had 61-70 score. It showed that most of the students' scores

were lower than minimal mastery criterion (KKM) in SMAN 1 Pringsewu which required the students to get 70. It indicated that the students' reading comprehension achievement was poor.

After three treatments, the researcher then administered post-test to find out whether there is a statistically significant improvement of students reading comprehension achievement or not. The results showed that the total score of the post-test was increased to 2399; the mean score was 72.70; the highest score was 87.00; and the lowest score was 67.00.

**Table 1. The Analysis of the Hypothesis Testing Paired Differences**

Pair1	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
POST-TEST PRE-TEST	21.697	6.899	1.201	19.251	24.143	18.067	32	.000

Table 1. above shows that the result of t-test shows that t-value is 18.067, and the two-tail significant show that  $p < 0.05$  ( $p = .000$ ). It can be inferred that  $H_1$  is accepted and  $H_0$  is rejected since  $0.000 < 0.05$ . In short, there is a statistically significant difference of students' reading comprehension achievement before and after using the picture series technique. Thus, the hypothesis is accepted.

The result of both reading tests indicated that there was an improvement on students reading comprehension achievement after the implementation of picture series technique. The mean score of the post-test was increased to 72.70. Moreover, the researcher describes the improvement of each aspect, which showed in table below:

**Table 2. The Comparison of Aspects of Reading Improvement**

No.	Reading Comprehension Aspects	Mean Difference		Improvement
		Pre-test	Post-test	
1.	Identifying the Main Idea	14.50	27.00	12.50
2.	Specific Information	17.50	21.62	4.12
3.	Determining Reference	14.50	23.83	9.33
4.	Making Inference	19.33	28.33	9.00
5.	Vocabulary	17.00	20.25	3.25

Table 2. presents each of the aspects of reading comprehension that increased after the implementation of picture series technique. It could be said that all aspects of reading could be increased after implementing the picture series technique. Identifying the main idea had the highest gain by 12.50, next Finding Specific Information was 4.12, then Determining Reference was 9.33 after that

Making Inference was 9.00, and Understanding Vocabulary was the lowest gain at 3.25. Of those five aspects, the aspect that improved the most was Identifying Main Idea with gain of 12.50.

## **DISCUSSIONS**

The results pointed out that there was a significant improvement of students' reading comprehension achievement after the implementation of picture series technique. The researcher found that as the students were taught using picture series technique, they found it easier to find the information within the text.

The use of picture series technique also could help the students read the text efficiently. According to Hibbing (2003), the supplementation of text with visuals provides readers with two sources of information from which draw upon when reading the material. It tells us that reading combine with picture series help students to have a better understanding. When the reader cannot comprehend a particular passage, then they may shift their attention from the text to accompanying visual image. Thus, they could find the general and details information in the text without reading it as a whole text. This statement supported the finding of this research in which students' reading achievement improved and got better after the implementation of Picture series technique.

The findings of this research confirmed the previous study by Fitrianiingsih (2013), based on her research, picture series can help the students to increase their reading comprehension ability. In treatment activities she also found some students who cannot understand the text. But when they had to make inferences based on the pictures, they can tell some inferences relate to the pictures.

## **CONCLUSION**

From on the results above, it can be inferred that the implementation of the picture series technique can improve students in reading comprehension achievement. It is supported by the findings of the improvement of students' reading score after the implementation of picture series technique at the first-grade students of SMAN 1 Pringsewu. After the treatments, the average of all five aspects in reading have improved. The aspect with highest improvement is identifying main idea among the other aspects since the technique provided the students to gain more and process their information based on the picture. Meanwhile, the lowest improvement is understanding vocabulary.

## **SUGGESTIONS**

### **1. For English Teacher**

Practically, the result of the research will serve picture series as an alternative strategy for teachers to teach reading in high school and also for the students in improving their reading comprehension. Based on the results of this research, the researcher recommends the English teachers to use picture series to increase students' reading comprehension achievement significantly.

### **2. For the further Researcher**

This research is limited only to whether using picture series can improve students' reading comprehension achievement. Therefore, the researcher expects the other researchers who will conduct a similar research to use more instruments such as interview, questionnaire and observation or combine with other technique for a better result.

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