

TEACHING OF READING COMPREHENSION OF NARRATIVE THROUGH SHORT STORY AND PICTURE SERIES

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ABSTRACT

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat sebuah peningkatan yang signifikan dari pencapaian siswa dalam cerita narasi antara siswa yang diajarkan menggunakan gambar berseri dan cerita pendek. Dan menganalisis teknik manakah yang lebih efektif dalam meningkatkan kemampuan membaca siswa. Sampel penelitian ini adalah kelas X2 dan X3 dari kelas sepuluh SMAN 1 Purbolinggo pada tahun 2014/2015. Penelitian ini diterapkan dengan menggunakan kelompok desain pretest posttest eksperimen dengan menggunakan instrumen tes membaca dan kuesioner. Hasil dari pembelajaran membaca dengan menggunakan gambar berseri menunjukkan bahwa terdapat sebuah peningkatan yang signifikan dalam pemahaman membaca siswa ($p < 0.05$, $p = 0.00$). Jumlah nilai dari posttest di kelompok satu adalah 2232 dan di kelompok dua adalah 2086, itu artinya kelompok satu lebih tinggi dari kelompok dua. Nilai rata-rata posttest kelompok satu adalah 74.43.

The aim of this research were to find out if there was any significant difference in the improvement in narrative text between students' who are taught through picture series and short story and which technique is more effective in improving students reading. The sample of this research was class X² and X³ of the first grade of SMAN 1 Purbolinggo in the year 2014/2015. This research applied pretest posttest experimental group design with the instrument was reading test and questionnaire. The result of study showed that there is a significant difference on students' reading comprehension since ($p < 0.05$, $p = 0.00$). The total score of posttest in experimental class one was 2232 and experimental class two was 2086, it is mean that experimental class one was higher than experimental class two. The average in posttest experimental class one 74.43.

Keywords: *comparative, narrative text, picture series, short story.*

INTRODUCTION

English plays an important role in this globalization era. The reading skill becomes very important in the education field, and reading is also crucial and indispensable for the students because the success of their study depends on their ability to read. Reading is important for the students because it is an essential factor that influences one's activity in communication. In reading, the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection.

There are several factors that may cause the students to get difficulties in comprehending the text. The first is their interest in the material (the text). If the students are not interested in material, they do not have motivation in their self to get information from the material. The second is schemata, that is a cognitive framework or concept that helps the students to organize and interpret information.

Considering the statement above, the researcher is intended to use a technique that can motivate. The technique that can be applied to use teaching reading are picture series and short story. Thornburry (2006) says that series pictures can illustrate the script of conversation in order that people can memorize it easily. According to Ratih Nurmala (2012) stated that short story is effective as teaching material. Teaching and

learning reading through short story can create an interesting teaching learning and students have better comprehension after reading the story.

Based on the explanation above, the researcher assumes that picture series and short story is an interesting tool to use as an alternative way in teaching students' comprehension. Therefore, the researcher tries to find out whether there is significant difference in the improvement of students' reading comprehension achievement of English narrative text between students taught through short story and through picture series technique and to find out which technique is more effective in improving the students' reading comprehension achievement of English narrative text.

METHODS

The researcher used quantitative research design, in which the data were analyzed statistic of measurement in deciding the conclusion (Setiyadi, 2006:96). To gain the objectives of the research, the researcher conducted quantitative design with *pretest posttest experimental group design*. The researcher selected two classes, one as the experimental group one and the other as the experimental group two. According to Hatch and Farhady (1982:22) the design of the research is described as follows:

G1 : T1 X₁ T2

G2 : T1 X₂ T2

Notes:

G1 : experimental group one

G2 : experimental group two

T1 : pre-test

T2 : post-test

X₁ : treatment for Experimental Group one (Picture Series Technique)

X₂ : treatment for Experimental Group Two (Short Story Technique)

(Hatch and Farhady, 1982:20)

This research was conducted in six meetings with presentation as follows. The first meeting was for try-out test, the second meeting is for pre-test, the third until fifth meetings are for treatment, and the sixth meeting for post-test and questionnaire.

The population of this research was the first grade students of SMA Negeri 1 Purbolinggo of 2014/2015. The researcher chooses the first grade because the reading text is suitable for the research (narrative text). There are eight classes in which each of them consists of about 35 students.

In collecting the data, the researcher used reading test that consists of Pretest and Posttest. The pretest is administered in order to find out the students' reading comprehension achievement before treatment. The posttest is administered at the end of treatments in order to find out the results of students' reading comprehension achievement. Then the researcher used questionnaire was distributed on the last

meeting of teaching learning reading comprehension by using picture series and short story. The purpose of the questionnaire to trace the students' opinion about teaching learning used picture series or short story is more interesting.

RESULTS AND DISSCUSIONS

This research was primaly aimed to answer the question whether there was a significant difference in the improvement of students' reading comprehension achievement of English narrative text between the students taught through short story and those taught through picture series and which technique is more effective in improving students' reading comprehension achievement of English narrative text.

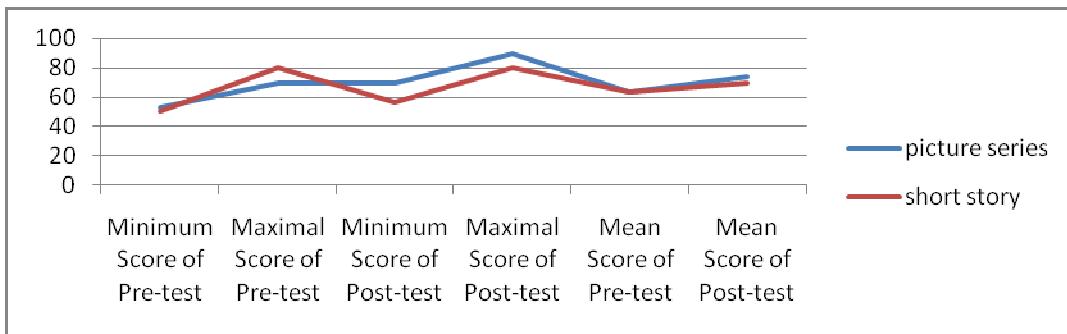
The writer has explained briefly before in the chapter two that there were some researches related to this study. Hastomo (2009) used a picture series to improve their ability in English at SMPN14 Bandar Lampung. He found that students score in pre test is 52 and post test is 84. He fully convinces that picture series carries benefits toward students' reading comprehension achievement. Herawati (2006) has found out whether picture series technique can increase students' reading achievement of new item. Her result indicates that the increase of students' reading comprehension scores in the experimental class after treatments was significant. It increases from 62.50 up to 77.16. Shaw (2003) found that picture series make the learners enthusiastic to learn all four skills. Moreover, they like learning through series pictures because it was positive and interesting.

The result of the research indicated that there was significant difference between students taught through picture series and short story. It can be seen for average in the experimental class one was 74.43 and the experimental class two was 69.00 it is mean that the experimental class one were more higher than experimental class two with the total score in the post-test. The mean difference was 8.335. The significant value of students was 0,000 ($p=0,000$). It can be found that the students' significant score was lower than 0.05 ($0,000<0.05$). H_0 was rejected. In other words, H_1 is accepted that there was a significant difference of students' reading comprehension achievement between those who were taught through picture series and short story.

Than the results of the questionnaire is good to the picture series. Many students answer that they more interest in teaching reading by using pictute series. Picture series made the students more active in reading. The results of students' opinion was analyzed by questionnaire. The researcher was given the questionnaire to 30 students in two classes (experimetal class one and experimental class two). The total is 60 students was given the questionnaire, they say yes in picture series. The answer yes indicated that the students more agreed when the teaching with the picture series. For further information it can be seen in the graphic below:

Graphs 1.

The graphs of Picture Series and Short Story



The used of pictures series can also make the situation in English classroom more fun, therefore students' motivation was increased. When the students looked at the pictures which actually had relation one to each other they guess at the story, but the students had to read the text first to know the real story so they could arrange those pictures which represented the story in the text. In addition, Harmer (2001) said that pictures can appeal students. Therefore, students have extra visualization about what they are reading. Thus, those pictures help them to pay attention to the relevant information.

Pictures helped the students to grasp the material. While the students guess the picture series after they looked at the picture, they could find the real story and construct their imagination to arrange the picture. Moreover the teacher did not need to explain many things, just showed the pictures were easy to grasp, to remember in vocabulary and to be understood because one of the characteristic of student is their understanding comes not just from explanation, but also from what they see.

At the end of the research, the used of icture series was more appropiate and possible to used in increase the students' reading comprehension achievement of english narrative text significantly and applying picture series can help the students in reaing

comprehension of narrative text. The picture series can made the students' more enjoyable and more interesting in reading lesson.

CONCLUSION AND SUGGESTIONS

In relating to the result and discussion, the researcher concludes that there was a significant difference of students' reading comprehension achievement between those who were taught through picture series and those who were taught through short story. The mean difference is 8.33, meaning that the experimental class one mean 74.43 score, higher than experimental class two in posttest. Besides that, the significant value of the posttest in both classes was 0,000 that was lower than 0.05 ($0,000 < 0,05$). t-value is higher than t-table ($3,375 > 2,000$).

Picture series is more effective than short story. The average score after implementing the picture series higher was than the one after implementing short story (74.43 > 69.54). It indicated that the increase in experimental class one was higher than in experimental class two. The score of posttest in experimental class one is the increase higher than experimental class two ($2232 > 2086$). The mean is 10.1, meaning that the experimental class one higher than experimental class two in posttest. The significance value in experimental class was $p = 0.00 < 0.05$ that meant there was a significant difference. It was also found that the students followed the reading class

enthusiastically in experimental class. They enjoyed working in group and the technique attracted and helped them much. Discussion happened during the class since the teacher monitored them.

Regarding the conclusion states previously, the researcher would like to propose several suggestions as follows:

1. Picture series can be used by the teacher as an alternative way in teaching reading since it can be used to improve the students' reading comprehension achievement.
2. Picture series can be used by students in teaching reading because the picture can give the real thing about the story. And the picture can give the background knowledge before they read the text.
3. The researcher should apply picture series to improve the students' reading comprehension achievement of English narrative text. Further researchers should apply other kinds of texts, i.e., descriptive, exposition, spoof, report text, etc.

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