

INCREASING STUDENTS' NARRATIVE TEXT READING COMPREHENSION ABILITY THROUGH SERIAL PICTURES AT TENTH GRADE

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Abstract: Reading is one of the important skills that the students have to master so that they can get information from the text. However, many students have difficulties in comprehending a text because of uninterested media. Therefore the aim of this research were to find out whether there is a significant difference of students' narrative text reading comprehension ability before and after being taught through serial pictures and to investigate if there was a increase of students' narrative text reading comprehension ability after being taught through serial pictures. The samples of the research were the tenth grade of SMA N 8 Bandar Lampung in the year 2012/2013. The research applied one group pre-test post-test design. The result of the learning reading using serial pictures showed that there is a significant difference on students' reading comprehension ($p < 0.05$, $p = 0.00$). The average of post-test score (79.77) was higher than the pre-test (66.97), and it has gain 12.8. It means that there is increase of students' narrative text reading comprehension ability after being taught through serial pictures.

Keywords: narrative text, reading comprehension, serial pictures

PENINGKATAN KEMAMPUAN PEMAHAMAN MEMBACA TEKS NARASI SISWA MENGGUNAKAN GAMBAR-GAMBAR BERSERI PADA SISWA KELAS SEPULUH

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Abstrak: Membaca merupakan salah satu kemampuan yang harus dikuasai oleh para siswa sehingga mereka mendapatkan informasi dari teks yang mereka baca. Namun kebanyakan siswa menemui kesulitan dalam memahami teks karena media yang tidak menarik. Oleh karena itu tujuan dari penelitian ini adalah untuk menemukan apakah ada perbedaan yang berarti pada kemampuan memahami teks narasi, dan apakah ada peningkatan pada kemampuan memahami teks narasi pada siswa sebelum dan sesudah diajarkan menggunakan gambar-gambar berseri. Sampel pada penelitian ini adalah kelas sepuluh SMA N 8 Bandar Lampung pada tahun 2012/2013. Desain penelitian yang digunakan adalah pre-test dan post-test satu kelompok. Hasil dari pembelajaran menggunakan gambar-gambar berseri memperlihatkan bahwa terdapat perbedaan yang berarti pada kemampuan membaca siswa ($p < 0.05$, $p = 0.00$). Nilai rata-rata tes akhir (79.77) lebih tinggi dari nilai tes awal (66.97), dan ini memiliki selisih 12.8. Ini mengartikan bahwa terdapat perbedaan yang berarti dan peningkatan pada kemampuan memahami teks narasi siswa setelah diajarkan menggunakan gambar-gambar berseri.

Kata Kunci: gambar-gambar berseri, pemahaman membaca, teks narasi

INTRODUCTION

English should be mastered by the student from junior high school level, but many of them get difficulties when they try to reach the knowledge from a book, internet, article and soon. One of the ways that should be done by the student to get the knowledge is reading. As defined by Clark and Silberstein (1987), reading is an active process of interacting with print and monitoring comprehension to establish the meaning. It means that the readers should be in active process to interact, monitor, and comprehend the text in order the readers can establish the meaning of the text and they can find the explicit and implicit information stated there.

Smith (1982:15) cites that comprehension in reading as a matter of “making sense” of text, of relating written language to what the reader know already and to the reader want to know. Comprehension can be regarded as a condition where certainly exist. Beside a pleasure activity that can increase the reader’s knowledge about the information from the text, in language class reading also can consolidate and extend the reader’s knowledge and skill in language. It is supported by Suparman (2005:1), there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). Therefore, reading a foreign language needs reading comprehension.

Considering those statements above, the researcher notices that when the readers are reading a text, comprehension becomes the most important thing in reading

activity. Comprehension will make the reader be able to determine the essence of the sentence or text and receive the main purpose of reading process. It is necessary for the readers because by comprehension the readers can get the aim of reading text, beside that, by comprehending the text the students will find the gist of the text such as an important message or information from the text, as defined by Djuharie (2008) reading comprehension is understanding of written text meaning to get the information which is needed from the text as efficiently as possible.

In reality, although the students have learnt English subject from elementary, they still have a big problem in comprehending the English text when they are in senior high school. The students are lazy to read a text because they think that it will take a long time and of course they will find many difficult words.

The other reason is caused by the student's incapability to understand what the writer's intend of the text. The students get big difficulties when they have to find the message of the text. It was proved by the researcher when she practised teaching at SMA PIRI Jatiagung from July 9th until September 21st 2012. However, the English teacher admitted the student using dictionary to look for the difficult word and they were allowed to work in pairs with their friends so they could get the point of the text and it is also proved with the experiences of the researcher as a private teacher for senior high school students. Not only because of lack of vocabulary, but also the students got confusion to identify the specific information of the text.

When the students find the difficulties in reading, the teacher should be able to solve this problems. According to the researcher, one way that is teaching the student by using media. As stated by Smaldino and Russel (2005), media for learning can help to provide a learning atmosphere in which students actively participate. In other words, media can be used to improve the students' point of view in reading ability. It is important since the effectiveness of learning happens when students are actively engaged in meaningful tasks, interacting with the content.

The researcher used the serial of pictures as the media in this research, it was caused from the findings of some researches from Purna (2010) found that the use of pictures as the teaching media can improve learners' speaking skill, while Amaliah (2009) found that the use of picture can promote learners' writing skill. From those reaearches, the researcher investigated whether there is difference of students' reading comprehension ability after being taught using serial pictures in narrative and whether it can increase significantly the students' reading comprehension ability.

Narrative text is a text which tells a story or an account of a sequence of events, usually in chronological events. The purpose of this text is to entertain the reader about the story. Although the purpose is to entertain the reader, but it is still the readers who get nothing after reading the text since they get difficulties to understand the text. Using serial pictures can make the learners are easier to understand the text because picture will stimulate students' mind to think and it can help them to imagine the event of a story and it will make the students easier

to grasp the main of story. As stated by Harmer (2001) it is because picture is an appealing media that have the power to enggage students. Picture will help the student to imagine what happen in the text by connecting the words which they know with the picture.

From those cases, the researcher used serial pictures to increase students' narrative text reading comprehension and the researcher observed the first grade of SMA N 8 Bandar Lampung. The researcher chose narrative text because narrative text always takes part in every students' final examination, so it is very important to be identified.

Based on the experience above, the researcher found the problems of the tenth grade students at SMA in their reading comprehension ability. The problems are:

a. The Lack of Vocabulary

Vocabulary becomes an important part in reading, when a student wants to read a text, if he or she knows nothing about English vocabulary, it becomes a wasting activity. It does not mean that to learn English we have to know all of vocabularies in English, but at least as the student should be diligent to increase English vocabulary and master it.

b. Uninteresting Media

Media take a big part in reading activity, most of students feel boring when they have to read a long text moreover they find difficult words in that text, it will make the students get confused. It can be one of the problems that can effect the students' reading ability. The students can not improve their knowledge by reading because of uninteresting meidia.

c. The Difficulties in Comprehending Written Text

As stated by Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbol. To comprehend a text the students should understand the text tells about, while they are reading the students also have to find the gist of the text. It will be a big problem if they are not accustomed reading a text or they can not find the essence of that text, it should be improved by a good technique in teaching learning activity or improve the media in order to help the student to increase their reading comprehension.

d. Uninteresting Material

The material given by the teacher did not attract students' interest in reading activity in the class. It made the students feel bored so they are not enthusiastic in following the lesson.

Considering the problems above, the researcher in this case tried to find out whether there is a significant difference of students' narrative text reading comprehension ability before and after being taught through serial pictures and to find if there is a increase of students' narrative text reading comprehension ability after being taught through serial pictures.

METHOD

This research was quantitative research. Hatch and Farhady (1982:22), quantitative was a kind of research in which the data used to tend to use statistic as measurement in deciding the conclusion.

The researcher used **one group pretest posttest design**. The writer used pre-test and post-test.

T1 x T2

T1 : Pre-test

T2 : Post-test

X : Treatment (Setyadi, 2006:132)

The population of this research was all tenth grade students of SMA N 8 Bandar Lampung period of 2012/2013. There are six classes in the tenth grade of SMA N 8 Bandar Lampung which divided in X₁, X₂, X₃, X₄, X₅, X₆ and consist of 35 up to 38 students in each class. Those classes have same level, there was no higher and lower class. X₃ become try out class and X₄ was the experimental class. The experimental class got pre-test, three treatments, and post-test..

In collecting the data, the researcher used try out, a pre-test, three treatments, and post-test. Try out was used to know the quality for testing the reliability of the test, the other class was be used as try out class. Pre-Test and Post-Test were used to get the data to analyze the hypothesis.

RESULTS AND DISCUSSION

This research was primarily aimed to answer the question whether there is any significant difference students' narrative text reading comprehension ability after being taught through serial picture and whether there is any increase of students' narrative text reading comprehension ability after being taught through serial

picture. To find out the answer, several research procedures had been done which consisted of establishing the research instruments for pre-test and post-test. The all of data was taken from every procedure had been computed and analyzed to draw the answer.

The result of the research indicates that the increase of students' reading comprehension score in the experimental class after treatments was significant. It can be seen for the mean of pre-test and post-test, the increase is from 66.97 up to 79.77. The gain is 12.8. Although this research was focused only on whether serial pictures can be used to increase students' narrative text reading comprehension ability, the process itself was found to be remarkable. Based on the data of five aspects of reading, the correct answer of each aspect increase from pre-test to post-test. In determining main idea 5.00 increase from pre-test to post-test, 3.67 for finding specific information from pre-test to post-test, 3.63 for inference, 7.33 for reference, and 5.80 for vocabulary. The highest increasing is in reference aspect and the lowest increasing is in inference aspects. As stated in chapter 3 that determining main idea, inference, and vocabulary take big part to comprehend a text, and the result in this research those important aspects increase but the highest increase is in reference aspect. The lowest increase is in inference aspect, the students got difficulties to find wrong statement or correct statement related the text. But generally the five aspects of reading increase from pre-test when they did not get treatment yet to post-test.

Based on the observation while conducted the treatments, the researcher saw that the use of serial pictures in reading activity could make the students curious about

the correct arrangement about the picture and it made them more active in the class. Those pictures could be used for them to make inference easily because those pictures could stimulate the students to imagine what happened in the picture. And those pictures could make the students predict the information from the text. Those pictures could help them to predict what the texts were about and prepare their brain to construct the meaning conveyed by the text. The findings was same with Wright's (1989) who found that pictures could be useful in predicting and recognizing meaning of a text when reading.

The using the serial pictures also can make the situation in English classroom more fun, therefore students' motivation was increased. When the students looked at the pictures which acctually 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 representated the story in the text. In line with Bannon and Pucket's statement (2007; 142) that one of the advantages of using media that media can make the material more interesting. In addition, Harmer (2007) 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 story after they looked at the picture, they could find the real story and construct their imagenation 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 and hear and crucially have chance to touch and interact with as stated by Harmer (1991;82).

In treatment activities the researcher also found some students who cannot understand the text. But when they have to make inferences based on the picture they could tell some inferences relate to the pictures. It showed that the pictures could say what the text could not say. After that the researcher ask the students to read again the text, and it was succesed since they got more understanding after being taught to make inference based on the picture and it could stimulate their imagination about the story of text, it proved by Canning-Wilson (2001) about the effectiveness of visual media in teaching reading that visual media is important in a classroom instruction because it can improve accuracy and give meaning to the text.

At the end of the research, it seemed that the students could understand how to solve the problems about five aspects reading. These facts accounted for why their scores increase in the post-test. The increasing was not only because they were able to use their experience when they were taught using serial pictures to the next their reading comprehension, but they also felt enjoy in reading teaching learning process.

CONCLUSION AND SUGGESTIONS

Reffering to the discussion, the researcher conclude that there is a significant difference of the students' narrative text reading comprehension after being taught

through serial pictures. The average score in pretest was 66.97 then increased in the post-test up to 79.77, with gain was 12.8. It can be said that the students' posttest score was higher than students' pretest score. In addition, there is significant difference of the students' narrative text reading comprehension ability before and after being taught through serial pictures (Sig. < α , .00 < 0.05). Furthermore, the Serial Pictures can be used as an appropriate media to help the students for increasing their narrative text reading comprehension ability. It is intended stimulate students' understanding about the text and able to comprehend the essence of the text.

It can be concluded that the using of serial pictures can increase students' narrative text reading comprehension ability at tenth grade of SMA N 8 Bandar Lampung.

Referring to the conclusion above, some suggestions can be listed as follows:

1. Based on the findings, it is recommended that English teachers to use the serial pictures in teaching reading activities in order to increase students' reading comprehension.
2. The text and serial pictures that will be used should a new story for the students to make them more attractive to read the text and curious with the story.
3. The picture should have rich meaning and they fulfilled the criteria as a good picture for learning process.

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