

USING JUMBLED PICTURES STORY TO IMPROVE READING COMPREHENSION OF NARRATIVE TEXT

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ABSTRACT

Tujuan penelitian ini adalah untuk meneliti apakah terdapat efek yang signifikan terhadap pencapaian pemahaman membaca siswa dalam sebuah teks naratif setelah diajarkan menggunakan teknik cerita gambar acak dan mengetahui respon siswa terhadap penggunaan teknik cerita gambar acak dalam pengajaran pemahaman membaca. Sampel dari penelitian ini adalah kelas X MIA 2 Sekolah Menengah Atas. Penelitian ini menggunakan desain quantitative dengan menggunakan tes membaca dan desain qualitative dengan menggunakan kuesioner. Hasil dari penelitian ini menunjukkan bahwa terdapat efek yang signifikan terhadap pencapaian membaca siswa dalam sebuah teks naratif karena $t\text{-ratio} > t\text{-table}$ ($17,557 > 2,051$) dengan nilai signifikan 0,05. Nilai rata-rata posttest (74,82) lebih tinggi dari nilai pretest (64,64). Nilai peningkatan diperoleh sebesar 10,18 dan aspek kemampuan membaca yang paling tinggi peningkatannya yaitu menentukan ide pokok. Selain itu, hasil kedua dari penelitian menunjukkan nilai rata-rata dari kuesioner adalah 35,68 dari 40 jumlah nilai total. Itu artinya respon siswa terhadap penggunaan teknik adalah positif. Kebanyakan dari siswa sangat setuju jika teknik diaplikasikan dalam proses mengajar membaca.

The aims of this research were to investigate whether there was any significant effect of students' reading achievements to a narrative text after they were taught through Jumbled Pictures Story and find out the students' responses toward the use of Jumbled Pictures Story in teaching reading comprehension. The sample of this research was the tenth grade students of MIA 2 on Senior High School. This research applied a quantitative design which used reading test and a qualitative design which used a questionnaire. The first result of this research showed that there was a significant effect of students' reading achievements to a narrative text since $t\text{-ratio} > t\text{-table}$ ($17,557 > 2,051$) with the significant value was 0,05. The average of the posttest score (74,82) was higher than the pretest score (64,64). It gained 10,18 and the most increased aspect of reading skills is determining main idea. In addition, the second outcome of the research showed that the mean of the questionnaire was 35,68 accounting for 40 of the total score. It meant the students' responses toward the technique were positive. The majority of the students strongly agreed if the technique was applied in teaching reading process.

Keywords: *jumbled pictures story, reading comprehension, students' response*

INTRODUCTION

English is most commonly spoken in the world. It is also the world's most widely studied foreign language. By mastering English, people can improve themselves in academic skill. Reading skill becomes very important in the education field because it helps the students learn to think in English. Reading is about understanding a text. The process of reading needs a comprehension. Comprehension is related to reading skill as reading is one of the important skills in order to communicate using English to fulfill daily needs such as reading a book, instruction, and etc. When the readers do not comprehend the information of the text, the reading skill is meaningless. Boardman (2007) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word knowledge, and fluency. It refers to the ability in interpreting the words, to understand the meaning, and to convey the relationship between ideas in a text.

There were several factors that might cause the students to get difficulties in comprehending the text. Firstly, the students got difficulty to comprehend the text well. The problems might come from students' background knowledge, language abilities, thinking abilities, and reading purpose. Secondly, the students failed to comprehend the content of the text well. They could not grasp the information of the text they had read. Thirdly, they were not capable to read a very long paragraph. It wasted their time to read the whole texts and they felt bored and enthusiastic while they were reading the text. Because of that, they were not interested in a reading activity.

From all of the cases about reading, the writer implemented Jumbled Pictures Story as a technique for teaching reading, especially in a narrative text. According to Puspitasari (2018) Jumbled Pictures are puzzle picture which display randomly. Jumbled Pictures Story is a technique that is used to help students comprehend a text by rearranging the picture's story into an appropriated sequence based on the text that they have read. Wood and Tinajero (2002) claims that pictures can be used as stimuli to promote students' knowledge that is important in their learning process to be successful in all subject areas. Pictures are also suitable for any group of learners independently on age or level, and can be used in lots of various ways in the teaching and learning process. The learning process can be more attractive and easy to be understood. Furthermore, the material is easier to be accepted by the students. By applying Jumbled Pictures Story, the students are more interested to read the text.

The research tried to investigate the students' capability in comprehending narrative text after they were taught by using Jumbled Pictures Story and find out the students' reaction after Jumbled Pictures Story was applied in the teaching-learning process. It was hoped that by using Jumbled Pictures Story, the students felt interested and learnt narrative reading text enthusiastically and enjoyably.

METHOD

To conduct this research, the researcher applied a quantitative experimental design which was using One-Group Pretest-Posttest to answer the first research question and a qualitative experimental design which was using the questionnaire to answer the second research question. The research design was pre-experimental study. Jumbled Pictures Story was as the independent variable (X) while reading comprehension was as the dependent variable (Y).

The treatment was conducted in three meetings of activities and each meeting took 2 x 45 minutes. The population of the study was the first year students of SMAN 1 Bandar Lampung in the academic year of 2018/2019 which consisted of 11 classes and each of which classes of 28 students. The researcher took one class as the try out class, X MIA 5 and one class as the experimental class, X MIA 2. Both of the classes were chosen randomly to take the samples intended.

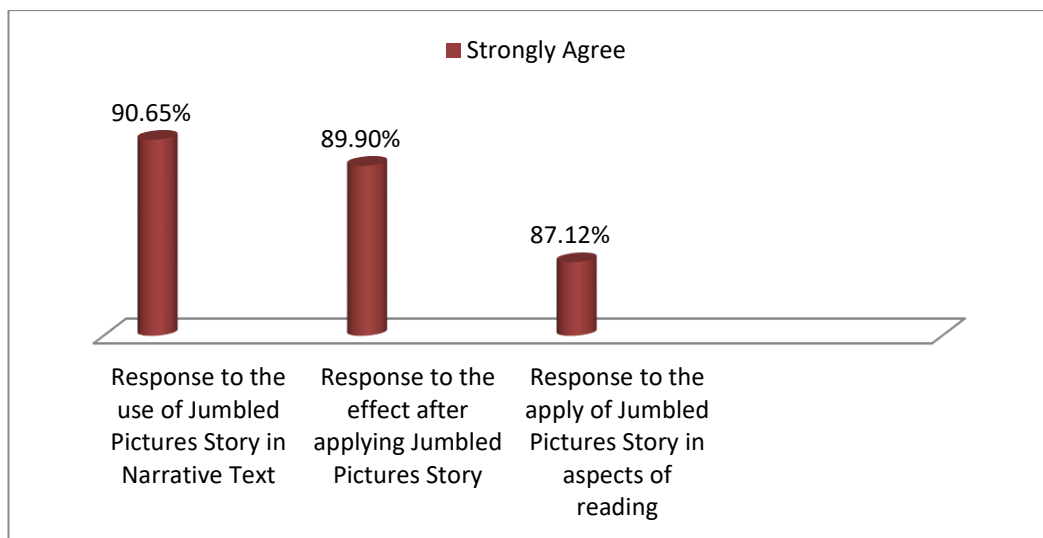
The data were collected through pretest and posttest. Pretest was administered to find out the students' reading achievements before the treatments, and posttest was administered to discover the increase of the treatments toward the students' reading achievements after they were given the treatments. Pretest and posttest were used to get the data to analyze the hypothesis. In addition, the questionnaire was conducted in the experimental class to find out the students' responses after were taught through Jumbled Pictures Story.

RESULTS AND DISCUSSIONS

This research was primarily aimed to answer the first research question whether there was a significant effect of students' reading achievements to a narrative text after they were taught through Jumbled Pictures Story and the second research question to know how the students' responses toward the use of Jumbled Pictures Story in teaching reading comprehension. In order to find out the answer, several research procedures had been done which consisted of establishing the research instruments for pretest, treatments, posttest until conducting the questionnaire. The data were taken from every procedure which had been computed and analyzed to draw the answer.

The results showed that there was a significant effect of students' reading achievements score to experimental class after was given the treatments. It could be

seen from the mean of the pretest and the posttest ($64,64 < 74,82$). From the result, it was found that the significant value was 10,18 and ,000 lower than 0,05 based on the hypothesis testing. It indicated that H_1 was accepted. It meant that there was a significant effect on students' reading achievements. This was in line with Marni (2016) who also found a greater significant improvement after the treatment of jumbled picture stories. Besides that, it also found that main idea got the highest score among other aspects (25,41%). This was in line with Vener (2002) said that the main idea is the point of the paragraph. It happened because jumbled pictures story could stimulate the students' background knowledge and motivated their schemata which made them easier to determine main idea from the text. In contrast, understanding vocabulary got the lowest achievement (16,47%) because the students got difficult getting the meaning vocabulary in the test. This was similar to Tanum (2014) who stated the problem that she faced mostly was lazy and lack of vocabulary. Overall, five aspects of reading skill had increased from the pretest to the posttest.



Based on the data obtained from the questionnaire, it was found that the majority of students strongly agree to use Jumbled Pictures Story technique to apply in reading comprehension, especially for narrative text. It could be seen that 90,65% students strongly agree toward the use narrative text as the material while the researcher applied Jumbled Pictures Story technique. Then, as many as 89,9% students strongly agree they feel enthusiastic after applying Jumbled Pictures Story in learning narrative text. After that, 87,12% students strongly agree five aspects of reading improve after applying Jumbled Pictures Story. This is in line with Khasanah (2015) who states scrambled or jumbled pictures have positive influence and can motivate the students learning in the classroom.

Jumbled Pictures Story could make the students curious about the correct arrangement of the text and how to arrange the pictures. The pictures made the

students getting information from the text and helped them to read what the texts were about, so the students could prepare their brain to construct the meaning conveyed by the text. In addition, the technique also made them more active in the class during the learning process because they learnt in a group discussion. Having work together in a group work encouraged the students to improve their achievements. It resulted a higher level of learning than could be obtained individually. This happened because the students could share their thoughts, opinions and questions about course content. It could be implied that the use of Jumbled Pictures Story technique could improve all aspects of reading comprehension, especially to narrative text.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis and discussions, it can be concluded that there is typically difference of students' reading comprehension before and after being taught through Jumbled Pictures Story as whole of aspects of reading comprehension. It can be seen from pre-test and post-test result which shows that the students' score in post-test is higher than students' score in pre-test with the gain score 10,81 points. Besides that, the most improvement of aspects of reading is main idea. Thus, there is a significant effect of students' reading achievements to a narrative text after they were taught through Jumbled Pictures Story technique. In addition, the students' responses toward the use of Jumbled Pictures Story in teaching reading comprehension are absolutely positive. The majority of students strongly agree if the technique is applied. They seem to enjoy the activities during the learning process.

Regarding to several conclusions above, the researcher would like to propose some constructive suggestions. Firstly, for the teacher who is in the teaching and learning process, the teacher is suggested to apply Jumbled Pictures Story as a variation of media. The English teacher should thoughtfully design an enjoyable class in teaching and learning process so that the students can involve actively in the class. Conversely, Jumbled Pictures Story technique does not improve in a balance result. Hence, in another occasion as the technique is implemented, the English teacher should discover another way to overcome this situation to represent all aspects of reading can highly improve in a balance number. Therefore, the students get more comprehension in reading. Secondly, for further researcher, in this research, the researcher practices Jumbled Pictures Story technique in teaching reading narrative text. Other researchers can conduct other kinds of text like descriptive text, recount text, or report text. Additionally, it is suggested to include another proper method of data collection like observation sheet to recognize students' limitation during the implementation of Jumbled Pictures Story technique.

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