

**Improving Students' Reading Comprehension in Narrative Text through
Picture-Series at the Eight Grade Student of SMP Wahid Hasyim Dinoyo
Malang**

Siti Nurholila

Faculty of Teacher Training and Education, English Education Department,
University of Islam Malang

lylazee9@gmail.com

ABSTRACT

The research aimed to find out whether there was improvement in students' reading comprehension in narrative text after being taught by using picture series in the eight the grade of SMP Wahid Hasyim Dinoyo Malang. This is a Classroom Action Research (CAR) which was conducted in one cycle. Each cycle consisted of four steps: planning, action, observation and reflection. The data were collected from field notes and interview result. The tests consisted of pre-test and post-test, which were conducted before and after each cycle. This class consisted of 28 students. Each cycle consisted of four steps: planning, action, observation and reflection. The data were collected from field notes and interview result. The tests consisted of pre-test and post-test, which were conducted before and after each cycle. The research analyzed the average score of each test to find out the improvements of students "reading comprehension in narrative texts after the action was conducted. The result of the research showed that there was improvement of students' reading comprehension after they were taught through picture series. There was an improvement on the students "average score of the text. It can be concluded that the teacher choose picture-series as the media facilitates the students' to improve their comprehension in reading narrative text.

Key Words: Reading Comprehension, Picture Series, Narrative Text

INTRODUCTION

Language is the most important aspect for everyone to communicate each other. It means that if you don't understand the language, you'll have problems communicating. Students are required to have language skills such as writing, speaking, reading, and listening while studying English. The Indonesian and English languages are not the same. There is no guarantee that students who understand English texts will automatically succeed in their studies.

Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Reading is one of the Basic English skills. Stone (2013:39) states that reading is a fundamental goal that children must master in order to be successful in school and in life. In other words, we believe that reading is people's practice of reading a text, and that when people read a text, between the reader and the text, there is a dialogue. Reading can be described as the method of reacting to and comprehending a written text as a form of communication. According to Yildirim and Ates (2012:79), skilled reading is the ability to extend meaning from text accurately and effectively. In the context of English learning, the main purpose of teaching is comprehension.

Reading does not always necessitate a thorough examination of a given document. It's important to understand genre in order to grasp the detail and message contained in written text. Reading is related to comprehension because reading is one of the most essential skills for communicating in English for everyday needs such as reading a newspaper, instructions, a law, a book, advertising, a magazine, etc.

Reading is not about reading aloud but about comprehending the message and knowledge contained in the text.

There are several purposes of reading, Grabe (2011) described the aims of reading are at least six main purposes for comprehension reading. The purposes are: Reading for information, Reading for quick understanding, Reading to learn, Reading to integrated information, Reading to critique, evaluate and applying for information.

Factually, some students at the Eight Grade of SMP Wahid Hasyim Malang faced problems in the learning reading such as, most of the students have a limited English vocabulary, the learners find difficulties to understand English texts especially in a long text, and the students' was less interesting in teaching learning process.

Teachers can apply some techniques when teaching reading for students to solve their difficulties. One of the techniques that can be used is picture series. According to Arifah (2009) "A picture series is a set of related composite images connected together to create a sequence. As a result, its primary purpose is to tell a tale or series of events". Sadiman (2009:29) in his research also noted that Picture is a universal language that can be understood and appreciated by anyone, anywhere. As a result, there is a Chinese proverb that says "a picture speaks more than a thousand of words".

Therefore the researcher wants to conduct a research to find out whether picture series can improve students reading comprehension in narrative text of the eight grade students of SMP Wahid Hasyim Malang. And hypothesis of this study is: "How picture-series technique can improves the students' Reading Comprehension in Narrative Text at the second grade of SMP Wahid Hasyim Malang?" Based on the research problem.

METHOD

The researcher uses Classroom Action Research (CAR) as the design. According to Latief (2012: 143) statement that the major aim of Classroom Action Research is to solve practical instructional problems in English classroom through the development of a certain instruction strategy. This type of research is chosen because it provides a method that can be done by the researcher and the teacher to improve the picture series in narrative text of problem they face especially in reading. The researcher in this study will focus on improving students' reading comprehension through picture series.

The action research process starts with a preliminary investigation to determine the nature of the issue that the students are facing in the classroom. The second step was to devise a strategy for solving the problem and to schedule the action to be taken. The next step action was considered as a sign of the planning and preparation which had been achieved. The observation was carried out concurrently with the action. The collaborator who acts as the observer made this observation. Based on the observation, the researcher reflects on what occurs and assesses the action's outcome. The researcher then decided that, based on her reflection, he needed to improve the action in the next cycle.

The subject in this study is the student of MTS Wahid Hasyim Malang which is located in MT Haryono no 135 Malang. Related to English learning and teaching activities, the population was 28 students that consist of 16 female and 12 male students with 13th average age. The facilities supporting the Classroom activities for teaching and learning English are LCD as it is media to show the material that needed by the students in simple ways. Using LCD is more efficient and effective for the

teacher and the students. The teacher gives the students notebook base on the material.

The implementation is the goal of this action is improving the reading comprehension of students in narrative texts through picture series. The researcher will teach subject through picture series at SMP Wahid Hasyim Malang. There were five meetings in one cycle. Four meetings used for implementing the model, and the last meeting was a test to see how far the students had advanced. This instrument was completed by collaborator, who always observed the teaching and learning process. This instrument was filled by the collaborator, who always join the class during the course of teaching and learning. This instrument has five questions about the study activity in the classroom. The question are including the students interesting, attention, motivation, and activities learning. The researcher then administered a test to determine whether the students got the improvement or not. There were 20 items on multiple choices and 10 items true or false on narrative of picture series text topics. It took around 60 minutes.

FINDING AND DISCUSSION

The research findings were discussed in this section. It discussed how the use of picture series in teaching and learning process could improve students' reading comprehension. According to the preliminary study, the teacher explained that students' average score was below the minimum standard of learning. Their reading comprehension was very low. Teacher still used conventional teaching that did not involve students in teaching and learning process. Another problem also came from students' perception that learning reading was very difficult and made them passive in the class.

This study a good application technique to assist them in solving their educational problems reading and enhancing their reading comprehension by picture

series. This technique allowed students to fully involved in the teaching and learning process so that it made they are active and full of spirit.

Based on the result, The students' overall average score was 55,4 below the minimum standard. After being taught using picture series, students' mean scores were 78,5. Only three students received a low score or did not meet the minimum mastery level criteria, while 25 students met the minimum mastery level criterion. Meanwhile, the three of them were below the criterion. It could be seen that their reading comprehension enhanced. The research had met the success criteria based on the data provided and the analysis results. It was assumed that the students at tenth grade of SMP Wahid Hasyim Malang had improved their reading comprehension.

It meant that integrating picture series into the teaching and learning process had produced positive results in terms of improving students' reading comprehension. As a result, the researcher did not need to continue to the second cycle because the first was successful criteria had been met.

In support of the study, the researcher used a questionnaire to determine if picture series are beneficial to students and to respond to the third research question regarding students' reactions to picture series. It demonstrates that the mean score of the result of pre-test was 54,4 and the mean post-test score was 78,5. This is because the instructor used a story that they were already familiar with. In summary, picture series will help students develop their reading comprehension. Those methods are intended to aid them in improving their reading comprehension. It's also a successful way of supporting them with reading comprehension in a fun and enjoyable way. Furthermore, the study's result was positive, as shown by the students' progress in improving their reading comprehension. More than 90% of students met the target score and minimum norm, according to the results. Therefore, it could be stated that picture series had increased the students' reading comprehension since the study had met the performance criteria.

The result of this study was different from the previous studies conducted by Masithoh (2017), Kamalia (2016) and Putri (2016). From the previous studies above, it can be concluded that each previous study has similarities. They focused on teaching reading activities to improve reading comprehension in narrative text, and another similarities from the previous studies and the present study is the research design which used of descriptive qualitative design to analyze the data.

In this study the researcher used 1. Different sample 2. The treatment given was 4 times 3. Picture series and it contrasts with the previous study they 1.Used twice treatment 2. Used picture stories. Some of the previous studies above show that the improving student reading comprehension in narrative text can be successful. It happens because most of the components supported each other, so that the teaching and learning process goes well. Therefore, the researcher decides to carry out a research entitled “improving students reading comprehension in narrative text through picture series at the eighth grade of SMP Wahid Hasyim Malang”.

CONCLUSION AND SUGGESTION

This study was a success because of the implementation of picture series at the eighth grade students of SMP Wahid Hasyim Malang improved their reading comprehension that could be seen from their test. As a result, this approach can be a good suggestion technique to use as a learning media to assist students in improving their skills of reading comprehension.

The suggestion for English Teacher in order to develop the ability of the students to read, where appropriate the English teacher to guide, motivate and makes students interested, so it's better to teach English reading comprehension using picture series. Teachers can use interactive picture series by means of media or strategies such as using picture of using story.

For Students the students should active in asking and answer teacher question when they have a difficulty, develop their motivation in study, and should study harder, more practice in reading comprehension to increase their knowledge and understanding about the material.

For the Other Researchers additional references to further studies are suggested by the researcher to other researchers who may benefit from the study's results. They could see that the implementation of picture series media can improve students' reading comprehension. In addition, it can make students' interest and more understand the material. The researcher hopes the other researchers should prepare the planning of the research well and develop some dimensions, which have been observed deeply.

REFERENCES

- Arifah, (2009). *The Use of Picture to Write Narrative in Teaching Writing at M.A Raudatul Ulum Klampis Bangkalan*, (Unpublished Thesis), Surabaya: Sunan Ampel, p.13
- Grabe, W. (2009). *Reading in a Second Language (Moving from Theory to Practice)*, Cambridge: Cambridge University Press.
- Kamalia, N. (2016). *The use of Picture Series to Improve Students' Ability in Reading Narrative Text in the Eight Grade of SMP N 3 Pringapus Satu Atap in the Academic Year 2015/2016*. Salatiga: IAIN Salatiga.
- Latief, M. A. (2012). *Classroom Action Research Research in Language*. Malang: State University of Malang.
- Masithoh S. (2017). *Improving Students' Reading Comprehension in Narrative Text through Picture-Stories (A Classroom Action Research at the Ninth Grade Students of MTs N 1 Ngemplok Boyolali in 2015/2016 Academic Year)*. Surakarta: IAIN Surakarta.
- Putri, D. (2016). *Teaching Reading through Narrative Text Using Picture Series at the Second Year Students of SMP N 1 Seputih Raman*. Lampung: Lampung University.
- Arifah, (2009). *The Use of Picture to Write Narrative in Teaching Writing at M.A Raudatul Ulum Klampis Bangkalan*, (Unpublished Thesis), Surabaya: Sunan Ampel, p.13
- Grabe, W., & Stoller, F.L. (2011). *Teaching and Researching Reading* (2nd Ed.).
- Kamalia, N. (2016). *The use of Picture Series to Improve Students' Ability in Reading Narrative Text in the Eight Grade of SMP N 3 Pringapus Satu Atap in the Academic Year 2015/2016*. Salatiga: IAIN Salatiga.
- Latief, M. A. (2012). *Classroom Action Research Research in Language*. Malang: State University of Malang.
- Masithoh S. (2017). *Improving Students' Reading Comprehension in Narrative Text through Picture-Stories (A Classroom Action Research at the Ninth Grade Students of MTs N 1 Ngemplok Boyolali in 2015/2016 Academic Year)*. Surakarta: IAIN Surakarta.
- Putri, D. (2016). *Teaching Reading through Narrative Text Using Picture Series at the Second Year Students of SMP N 1 Seputih Raman*. Lampung: Lampung University.

Sadiman, A. (2009). *Media Pendidikan : Pengertian, Pengembangan, Dan Pemanfaatannya*. Jakarta: PT. Raja Grafindo Pustaka.

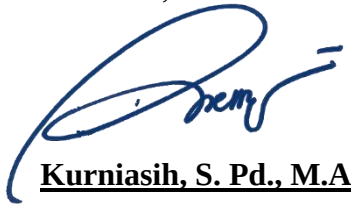
Stone, R. (2013). *Best Practice for Teaching Reading, What Award-Winning Classroom Teachers Do*. Simon and Schuster.

Yildirim, K., & Ates, S. (2012). "Silent and oral reading fluency: which one is the best predictor of reading comprehension of turkish elementary students." *International Journal on New Trends in Education and Their Implications*, 3(4), 79-91.

Malang, 20th February 2021

Acknowledge by,

Advisor I,

A handwritten signature in blue ink, appearing to read 'Kurniasih', with a stylized flourish at the end.

Kurniasih, S. Pd., M.A

NPP. 121501196432264