

THE EFFECT OF USING PICTURE SERIES IN NARRATIVE TEXT ON STUDENTS' READING COMPREHENSION

Anggita Putri Pertiwi^{1*}

Diah Retno Widowati¹

Henny Rahmawati¹

¹English Education Department, Faculty of Teacher Training and Education
Universitas Islam Malang, Malang 65144, INDONESIA

Abstract: The purpose of this study was to find out the influence, consequences and causes of students reading comprehension using picture series in narrative text toward the eighth grade at MTs An-Nur Bululawang Malang. This study used a quantitative research design retrospective causal-comparative (*ex post facto*). The participant of this study were 40 students, the eighth grade students from class D and E. This study employs a random sampling technique for the sampling process. The instrument of this study was a test question it consist of a multiple choice test and a true false statement, there were 13 items of multiple choice and 5 items of true false. To analyze the data, the researcher used Independent Sample T-test on the SPSS v.20. The findings reveal that there was a significant effect of using picture in narrative on students reading comprehension. this is evidenced by the existence of a significant difference in the average score of the two groups, the mean score of class D was 66.60 while the mean score of class E was 74.85. then the result of the sig (2-tailed) value showed that the p value 0.016 was lower than α 0.05 ($0.016 < 0.05$). it can be concluded that H_0 was rejected and H_a was accepted. It could be stated that the effect of using picture series in narrative text on students reading comprehension at MTs An-Nur Bululawang Malang was significantly influenced.

Key words: Picture Series, Narrative text, Reading Comprehension

INTRODUCTION

In globalization era learning English is a very important requirement in all areas of education and work (Eny-Yal, 2014). Language is a tool that people use to communicate with other people, hence it plays a significant role in human life. English is a foreign language that nowadays is taught as a crucial subject in

^{1*}Corresponding author, email: Anggita.putriprtw1515@gmail.com

Citation in APA style: Pertiwi, Anggita Putri. 2022. *The Effect of Using Picture Series in Narrative Text on Student Reading Comprehension*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang.

Received February 15, 2023; Revised February 15, 2023; Accepted February 15, 2023

elementary, junior high, and senior high schools. One of the four fundamental language skills that students need to master in order to successfully learn English as a foreign language is reading.

According to Daria, Salam, & Riyanti (2019) students can broaden their knowledge and open their minds by reading. Reading is one activity that helps people learn knowledge from text. Alyousef (in Hayati, 2016) contends that reading helps a person become competent at comprehending a passage through an interactive process that involves both the reader and the text. In other words, reading involves more than just memorizing words it also requires for the reader to understand the things that are described in the text. In addition according to Watson et.al. (2012) reading comprehension is a complex skill that places significant demand on students. Students must have comprehension skills when reading. Building a mental image of a text message helps the reader comprehend what they are reading. Reading is mostly done for the aim of understanding the message.

Students must be able to read and comprehend English material in order to achieve their academic goals and future employment. Besides that People can learn a lot about anything by using reading comprehension (Jannah & Widowati, 2020). According to Alderson, 2000 (quoted in Siahaan & Yulita, 2021) state that poor readers in their primary and second languages lack the motivation to read or devote the necessary time to reading comprehension skills. Students reading abilities can be enhanced by using narrative texts, which are texts that tell stories. The use of narrative text can increase students reading motivation. Furthermore, Siahaan & Yulita (2021) said one of the goals of narrative text is to entertain, the text is enjoyable to read, and readers are curious in what will happen next.

In this way, narrative text can guide students become more motivated. Besides that, many narratives include moral and themes. For instance, fables are brief narratives that are followed by a memorable moral lesson. However, some students in the class are having difficulty understanding the text because they do not know the proper strategy to understand the text. They occasionally believe that English classes, particularly reading classes are incredibly boring. In addition according to Hidayah, Setiyadi, & Hasan (2018) this condition is caused most students do not study effectively. To solve the problem above the teacher should carefully evaluate several methods before attempting to resolve the aforementioned issue. They should also

think about an interesting technique or use an interesting form of media to help students understand. As a result they can improve their reading skills, particularly their comprehension skills.

Basically, in guided reading there are some media and techniques that can help students improve their reading comprehension. Wardini, Megawati, & Astutik (2021) states that picture provides students with resources for exploring language, so that students can think actively, creatively and innovatively, thus creating meaningful learning. The combination of pictures and text is appropriate for stimulating students reading abilities, they also believe that reading illustrated narrative text is very powerful at various ages because of the theme. Minarti (2008) claim that it was discovered that picture series are an impactful media for increasing students reading achievement and comprehension.

In this research the researcher chose picture as the media because picture can make students more interested and make it easier for them to understand what the author believes in the text, as well as encourages students to explore picture in the text. In this case, The researcher chose the narrative text reading approach since the teacher's method is tedious, especially when teaching reading. As a result, researchers employ picture s as a media because it can help students understand the description or explanation of the literature. That is, picture can stimulate students' interest in learning to read. Therefore, the researcher want to explore the effect, consequences, and causes of students reading comprehension using picture series in narrative text at the eighth grade of MTs An-Nur Bululawang Malang and also how strong the influence to their reading comprehension.

METHOD

Research Design

The design of this research is descriptive quantitative research because the researcher will use numeric data to analyse the data, Creswell (2012). To collect data for this study, a retrospective causal-comparative research design (*ex post facto*) would be used. The researcher used retrospective causal-comparative research as the research design because the researcher begins investigating a particular question when the effects have already occurred The researcher aims to determine how one variable may have impacted another variable. In this instance, the researcher merely collected information on how the independent variable affected the dependent

variable. It is useful to express and understand the importance of the influence between the two variables, that students who use picture series in narrative text as the independent variable (X) and reading comprehension as the dependent variable (Y).

Population and Samples

The population of the research is all the eight grade of MTs An-Nur Bululawang Malang, East Java. The number of population 200 students consisted of eight class. Class A, B, C, D, E, F, G and class H.

The sample of the researcher focused on the eighth grade students of class D and Class E, where 40 students are taught by the same teacher, and used 25% of the population. The researcher would be used students from two classes. The researcher used a random sampling technique for the sampling process.

Research Instruments

The instrument of this research is narrative text test. The test consist of two kinds, there are multiple choice question and true false statements that must be done by the students. There were 13 items of multiple choice and 5 items of true false. The story of narrative text fable and picture series was taken from Mr. Min with the title "Narrative text fable the lion and the pig" from the source, bahasainggris.co.id. additionally, the other text story was from Joe Fatrah from the source, englishstory12.blogspot.com with the title "A greedy dog, rox a fox, and the rats and the elephants. Besides that the story text in this study used a tool from text readability namely "Flesch-Kincaid Readability Test" which shows that the level of readability of the text in the several story sources mentioned above is in the medium range so that it is suitable for use by eighth grade students. The test was about narrative text stroy focuses on fable fiction story.

Data Collection

In this study the researcher visited the school to conduct research and provide test question to students. The participants were told that this survey was just for academic research and all the results of the test would be confidential. First the reseacher introduces herself to the all of the students in class after that the researcher provide media of picture series and text question that woul be done by students. Multiple choice and true false statements are used by the researcher to assess students' abilities to answer questions in both multiple choice and true false examinations. In this scenario, the researcher wants to discover tests that are simple

for students to grasp and use them to assess their reading comprehension achievement. After the student has completed the test, it will be submitted to the researcher immediately and the researcher instructed students to immediately collect prayesr then were allowed to leave the class.

Data Analysis

The researcher compared variable X and Y in this quantitative research design. To determine whether there a statistically significant effect between two variables that may be evaluated using the independent sample t-test technique. The researcher use SPSS v.20 to analysis the data.

FINDINGS AND DISCUSSIONS

Findings

The data from this study were analyzed using independent sample t-test statistic to know the influence of picture in narrative text on students reading comprehension. On the findings of this study, the normality test and homogeneity test were also acquired.

Table 1 Test of Normality students Class VIII D and VIII E of MTs An-Nur Bululawang Malang.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil_Belajar	,134	40	,069	,972	40	,426

a. Lilliefors Significance Correction

from the table above, the test of normality of students class VIII showed that the statistical value for the Kolmogorov-Smirnov data was 0.134, degree of freedom (df) was 40 and a significance was 0.069. While Shapiro-Wilk data shows a statistical value of 0.972, degree of freedom (df) was 40 and a significance was 0.426. Thus the data on Kolmogorov-Smirnov and Shapiro-Wilk are normally distributed. In this study there were 40 students, so it used data from Shapiro-Wilk because the sample was less than 50. The normality test is a component of statistics that determines whether or not the data being used has a normal distribution in order to use it in parametric statistic. In this regard, the normality test is a measurement used to determine if data gathered in accordance with a certain theoretical distribution. In the normality test performed using version 20 of the SPSS statistics

application. Based on a 95% accuracy level, a data set is considered “normal” if the sig value is more than 0.05 (>0.05). However, a data set is considered “not normal” if the sig value lower than 0.05 (>0.05). That means the normality test for class VIII students at MTs An-Nur Bululawang is categorized normal.

Table 2 Test of Homogeneity of Variance

Test of Homogeneity of Variance				
		Levene Statistic	df1	df2
hasil	Based on Mean	,161	1	38
				Sig.
				,690

The test of homogeneity of variance students class VIII D and students class VIII showed that the Levene Statistic was 0.161, degree of freedom (df1) was 1, degree of freedom (df2) was 38 and a significance was 0.690. Homogeneity must be verified in addition to the data's normality. To determine if the variances of two or more distributions are the same, a homogeneity test is used. If the acquired data is sig > 0.05 . means that the effect of using picture series in narrative text on students reading comprehension of class VIII students at MTs An-Nur Bululawang Malang is categorized as homogeneous.

Table 3 Independents Sample Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower
									Upper
hasil	Equal variances assumed	,161	,690	-2,524	38	,016	-8,250	3,268	-14,867
	Equal variances not assumed			-2,524	37,488	,016	-8,250	3,268	-14,870

Given the results of the independent samples test in the table above, it is known that the value of the sig. Because of this, the values in the table with the assumed equal variances may be used to understand the independent samples test output table above. Furthermore, based on the table independent samples test output table in the equal variances assumed section, the sig value is known (2-tailed) of $0.016 < 0.05$, it was the basis for decision making in the independent samples test. It can be concluded that H_0 is rejected and H_a is accepted.

Discussions

Based on observations obtained while conducting the research, the researcher found that using picture in reading activities might stimulate students interest in the proper placement of the picture and increase their level of participation in class. these picture might be used to help the students quickly draw conclusions because they could inspire them to conjure up their own scenarios. Additionally, those picture could encourage students to guess what the texts information, they might use such picture to anticipate what the text would be about and to prime their brains for determining the meaning of the text intended to be understood. the finding in line with Wright (1989) that pictures could enhance readers in anticipating and understanding the meaning of a text.

The circumstance in the English classroom can be made more enjoyable by adding picture, which improved the motivation of the students. The students had to read the text in order to understand the real storyline so they could arrange the pictures that actually represented the story in the text. When the students looked at the pictures that actually had relationship to one another, they made assumptions about the story. In line with Hidayah et.al. (2018) it was discovered that picture are an effective media for increasing students reading comprehension and it can make the material more interesting. In addition, Efendi (2018) said that picture might be a useful medium for students to improve their reading comprehension.

As a result, when the students read, students can visualize the text more clearly. This allows students to focus on the important information by using the pictures in the text. The other findings is in line with Laraswati, Apriliawanti, & Arifin (2018) the author concluded that the use of picture improved students ability to recognize word meaning, to identify details of story elements, and to improve students interest in reading comprehension of narrative text. Then, the finding of the study conducted by Siahaan (2021) was also in line with some experts who state that employing image series to teach reading narrative text greatly enhanced students reading comprehension. In addition, many types of text are used in several studies, The combination of picture and text is appropriate for stimulating students reading abilities such as in the findings from Elytis (2021) which used a type of illustrated fable narrative text on reading comprehension.

The other finding in line with Tikaningsih (2020) which used a pictorial procedure text type and found that the implementation of picture in students reading comprehension is effective. The researcher discovered some students who had difficulty understanding the text while conducting the research. However, when they have to complete the test based on the picture, they can respond to some inquiries about the picture. It showed that the pictures could say what the text could not say. The pictures helped the students imaginations about the story of the text, so the researcher asked them to reread the text and grasp it again based on the pictures. Therefore, it was indicated from the discussion above that pictures can boost students' reading comprehension, and this was supported by the use of this media in the classroom. Students who read narrative texts with pictures find it simpler to comprehend the text, to quickly recall stories, and to read comprehension. Therefore, using pictures in narrative texts improves student motivation and memory power.

CONCLUSION AND SUGGESTIONS

The study's data results demonstrate the influence of using picture series in narrative texts on students' reading comprehension. It might be argued that used picture in narrative text has a substantial impact on students' reading comprehension. Based on the conclusion above,. The use of picture series when teaching reading can help students visualize the contents of text. It is possible that certain sentences in a text that the students are reading contain words unclear. They can understand the text properly as a result. The students reading comprehension is better if they are able to understand the content well. It can be concluded that using picture series makes it easier for the students to understand and find answers in reading and making the students not feel bored in answering the question with composite picture technique.

Based on the research, it is addressed to the English teacher The effectiveness of using pictures to teach narrative texts has been established by both this study and some earlier research. Additionally, educational materials like pictures are accessible and affordable. Additionally, it can provide efficient learning, particularly for high school. The teacher can print an picture that has been downloaded from a website, an e-book, or Google as a teaching tool, particularly when teaching reading. However, as children do not have the same perspective as adults, teachers must alsopay attention to the students' age, detail of pictures, colour of pictures, and backdrop of the students while creating the pictures. As a result, the usage of pictures may be

modified to fit children's mindsets. It is also suggested for the students, learning texts can occasionally be challenging. Since the effectiveness of the media has been established, it is advised to employ engaging media to aid students in understanding the text, such as image series. In this study the researcher only concentrates on one sort of narrative text, the researcher suggests the exploration of another type of text for additional study. It's also intriguing to explore the treatment scenario and students' perceptions when the approach is being used. Therefore, the qualitative study is highly recommended for further investigation.

REFERENCES

- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research. Fourth Edition*. Boston: Pearson Education, Inc.
- Daria, O., Salam, U., & Riyanti, D. (2019). The Effectiveness of Think Aloud Strategy In Teaching Reading Comrehension of Narrative Text. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 1-8.
<http://dx.doi.org/10.26418/jppk.v8i9.35832>
- Efendi, M. A. (2018). The Use of Pictures as Media to Improve Students' Reading. *Journal of English Teaching, Literature, and Applied Linguistics*.
<http://dx.doi.org/10.30587/jetlal.v2i2.2467>
- Elytis, R. (2021). *The Use of Picture Story to improve Students Reading Comprehension at The Tenth Grade Students of MAN 3 Padang Panjang*. (thesis, UIN Suska, Riau). Retrieved from <https://repository.uin-suska.ac.id/49659/>
- Eny-Yal. (2014). *The Importance of English in Globalization Era*. rukyalaini.wordpress.com. Retrieved from <https://rukyalaini.wordpress.com/2014/09/11/the-importance-of-english-in-the-globalization-era/> (Accessed: August 17, 2022)
- Hayati, A. (2016). The Correlation between Indonesian Students' Vocabulary Mastery and Their Reading Comprehension. *Al-Ta Lim Journal*, 23(2), 95-99.
<https://doi.org/10.15548/jt.v23i2.217>

- Hidayah, D. R., Setiyadi. B., & Hasan, B. (2018). Improving student Reading Comprehension In Narrative Text Through Picture Series At The First Grade Students of SMA Negeri 3 Metro. *U-JET Unila Journal of English Teaching*, 1-9.
- Jannah, K. N., & Widowati, D. R. (2020). The Effect of Vocabulary Knowledge on Reading Comprehension to Seventh Grade Students of MTs Miftahul Ulum. *Jurnal Pendidikan, Pendidikan dan Pembelajaran*, 15(26), 1-13
- Laraswati, M., Apriliawati, R., & Zainal, A. (2018). Improving Students' Reading Comprehension of Narrative Text Using Picture Books As The Media. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 7(9), 1-8.
- Minarti, R.A. (2008). *The use of picture series in teaching reading recount text in SMA A-Huda Jati Agung*. Unpublished Script. Bandar Lampung: Lampung University
- Siahaan, D. G., & Yulita, D. (2021). Improving the students ability In Reading Narrative text Through Series of Picture at Grade Ten of SMA Kampus Pematangsiantar. *Jurnal Edulanguage*, 7(1), 1-9.
<https://doi.org/10.32938/edulanguage.v1i1.2439>
- Tikaningsih, S. (2020). *Improving Students Reading Comprehension By Using Picture*. (thesis, Unismuh, Makasar Repository). Retrieved from <https://digilib.unismuh.ac.id/>
- Wardini, O., Megawati F., & Astutik, Y. (2021). Picture Book: Its Effect on EFL Reading Comprehension. *ATANTLIS PRESS Advanced in Social Science, Education and Humanities Research*, 535, 65-169.
<https://dx.doi.org/10.2991/assehr.k.210304.036>
- Watson, S. M. R et.al. (2012). Evidence-Based Strategies for Improving the Reading Comprehension of Secondary Students: Implication for Students with Learning Disabilities. *Learning Disabilities Research & Practice*, 27(2), 79-89.
- Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.