

The Effect Of Using Picture Series On Students Reading Comprehension Of Narrative Texts

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Abstract: It is obvious that students face difficulties in understanding words and identifying story elements when reading narrative texts. Moreover, they often exhibit disinterest, boredom, passivity, and reluctant to participate in reading class activities. One of the effective teaching methods that can be employed to address this issue is the use of picture series. The objective of this study was to determine the level of impact that picture series have on students' reading comprehension in narrative text. A quantitative approach of quasi experimental design was employed to analyze the data collected from the study's results. The study involved a total of 64 students who were divided into two groups: an experimental group consisting of 32 participants who were taught narrative texts using picture series, and a control group of 32 participants who were taught using a textbook. The data collected from the study were analyzed using SPSS to determine if there was a significant impact on students' reading comprehension when picture series were utilized. The results of the independent sample t-test showed a significant value (2-tailed) of 0.01, which was lower than the significance level of 0.05 ($0.01 < 0.05$). Consequently, it was concluded that the alternative hypothesis, which stated that there was a significant effect of using picture series on students' reading achievement, was supported. This suggests that the use of picture series had a notable influence on students' reading achievement when learning narrative texts.

Keywords: narrative text; picture series; reading comprehension achievement

INTRODUCTION

Reading is a vital skill for students as it enables them to comprehend the author's intended meaning. Through reading, students can acquire new vocabulary, enhance listening, speaking, and writing abilities, and gain a deeper understanding of language aspects like grammar and pronunciation. Reading serves as a valuable tool for language learning, allowing students to grasp the intricacies of sentence structure, paragraphs, and texts (Harmer, 2001). It provides students with abundant information that they may not have encountered before, offering detailed insights that surpass those obtained solely from listening to the radio or watching television. Reading helps students acquire specific information and comprehend entire stories.

According to Snow (2002), reading comprehension involves the simultaneous extraction and construction of meaning by actively engaging with written language. It encompasses the process of comprehending and interpreting ideas from written texts. Reading can serve the purpose of acquiring new information or validating existing knowledge of the target language. Thus, through reading comprehension, students can gather and transfer information effectively.

When learning to read, students often encounter difficulties in understanding the text. There are several problems inherent in the reading process itself. Firstly, many students perceive reading as a dull activity due to various factors, such as differing levels of interest in the text. Secondly, students struggle to grasp the message of the reading material, especially when encountering numerous unfamiliar words that require translation. The effort involved can diminish their interest in reading, making comprehension challenging.

Reading comprehension is the process of assimilating information from reading material and understanding or being aware of the content or underlying meaning so that it can be effectively communicated to the reader (Harmer, 2001). A person who engages in reading comprehension exercises must be able to

comprehend the information or content of the reading as well as grasp the language or style of writing utilised in the text. Reading for meaning, comprehension, and entertainment is referred to as reading comprehension. Higher-order cognitive abilities are required (Nunan, 2005). For information to be properly communicated to the reader, information must be assimilated from reading material and understood or aware of the content or underlying meaning (Harmer, 2001). Reading comprehension exercises require participants to understand both the material or topic of the reading as well as the language or writing style used in the text. Reading comprehension is the process of understanding and enjoying what you read. It calls for higher-order cognitive skills (Nunan, 2005).

Narrative texts are imaginative stories designed to captivate and engage readers. They present events or stories with conflicts that lead to resolutions, which can be happy or sad endings. According to Syafi'i (2016), narrative texts encompass both true and fictional narratives, providing enjoyment in reading and writing. However, understanding narrative texts is not easy for students. They need to identify key elements like orientation, complication, resolution, and reorientation. Students must comprehend the purpose, generic structure, and linguistic features of narrative texts, extract the main idea, and determine the moral values embedded within them. There are some approach that teacher can utilized in teaching reading narrative text such as using picture series.

Pictur series can be utilised as a teaching tool since they make it easier to create illustrations or drawings that are more detailed. Additionally, a picture series helps readers absorb ideas and information and can pique their attention and inspire them to learn about the context of language. According to Yunus (2016), a picture series is made up of a number of connected, related composite images. As a result, its primary purpose is to provide subject matter for reading narrative texts, speculate about stories beyond the pictures on the strip, provide vocabulary guidance, foster students' imaginations, and make it simple for people to understand information from picture series. "Picture series provide non-abstract representations of actions, ideas, time, and space," according to Hibbing and Rankin-Erickson. Wright claims that series drawings have the potential to be helpful since they can be used to contextualise a narrative or process description in their current state.

One of the visual aids' pictures serves the following purposes:

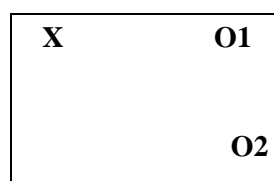
1. Representation: graphically replaying or connecting the text's substance. The conclusion is that an image can both represent and relate to text.
2. Organisation: Visuals enhance the coherence of the text
3. Interpretation: Using images provides the reader with more concrete information.
4. Transformation: To make knowledge easier to retain, vital textual information is transformed into visuals.
5. Decoration: Visuals are added to texts to provide aesthetic value or to pique the reader's interest. Kiefer said that the primary purpose of visual material is to clarify and communicate language.

METHOD

The researcher utilized quantitative research in this study, which involves analyzing the relationship between variables to test objective theories. Quantitative research is focused on gathering numerical data and applying statistical procedures to determine if predictive generalizations hold true (Creswell, 2012).

This study employed a quasi-experimental design, specifically the post-test-only control group design. Quasi-experimental designs are used when it is not feasible to create specific groups, and intact groups are utilized instead. The researcher randomly selected two groups, an experimental group and a control group, after assessing the population's condition. The study followed a post-test-only control group design.

Design of Quasi Experimental research posttest only control group.



Where:

X : Treatment, O1 : Post Test (Experiment Group), O2 : Post Test (Control Group)

The term "population" refers to a region of generalisation that includes things or subjects with determined qualities and characteristics that can be researched (Sugiyono, 2016). The population of this study was the eighth grade students from A class and B class of SMPN 2 Bangorejo of 2022/2023 academic year. Class A was taught narrative text using picture series while the class B based only from textbook. The researcher used tests as instruments in this investigation. A research instrument refers to the tools used to gather data, and a test is a specific type of instrument for evaluating a person's skills, knowledge, or performance in a particular area (Arikunto, 2013; Brown, 2004). In this study, a post-test only control group design was employed, and the instruments consisted of the treatment and post-test. Multiple-choice questions were utilized, with a total of 20 questions.

Logical validity is the validity obtained with a careful effort through the right ways so that according to logic the desired level of validity will be achieved. In this study, researchers asked for validation of pre-test questions and post-test to two English lecturers to see the suitability of the questions. While empirical validity is based on validity experience (Sugiyono, 2019). The 25 items of questions for post-test will be given to 32 students to make sure that the tests are valid and reliable.

Data analysis was used to answer the research question stated in problem statement. The type of data analysis was depended on technique and tool in collecting the data (Mubarok, 2015). Hence, the data in this study was analyzed by using t-test with SPSS 10.0 version. The result from SPSS was interpreted to answer the research questions.

RESULTS AND DISCUSSION

The experimental groups in this study received treatment from the researcher, who used picture series to teach narrative texts. After describing narrative texts and providing an example, the researcher went on to describe several vocabulary terms, including verbs, adjectives, and nouns. One form of task, a narrative one, was used by the researcher. The researcher next taught what a picture series is and how to use it after the students had a basic understanding of descriptive texts and vocabulary. The teacher provided a sample of a picture collection, a number of images with the narrative underneath. The teacher showed the students a few pictures and gave out the assignments once they had finished reading the text that had a picture on it. There were some random sentences in the worksheet. The sentences should be accurately arranged by the students depending on the image. Following that, the teacher makes corrections with the students and draws a joint conclusion.

The same materials about narrative texts were given to the students in the experimental group and the control group. The control group, on the other hand, received instruction on narrative text from a textbook. The researcher explained narrative material to the students in this control group. The generic organisation of the descriptive text was explained. Following the lecture, the researcher gave the students a narrative text to read on their own. The researcher next asked the students a series of multiple-choice questions about this text. The researcher next questioned the students what they found challenging about the narrative text.

Concerning with the validity of the test, content validity was established in this research. The test was arranged based on the Kurikulum Merdeka. Furthermore, the test items were constructed based on the indicators of the vocabulary achievement. The test was also consulted to the English teacher to know whether the test was suitable with the level of the students or not. Therefore, it could be stated that the test had the content validity.

In order to determine the reliability coefficient of the reading test given in class VIII C, SPSS 20.0 program was used to find out whether the reading test was reliable or not. The result showed that the score of Cronbach Alpha of the students' reading test was 0.612 which was higher than 0.60 and it could be categorized as high. Therefore, the test could be said as reliable.

The primary data in this study were obtained from the post-test scores of the experimental group and control group. The post-test was administered on January 9th, 2023, for the experimental group and January 14th, 2023, for the control group after providing the respective treatments. The scores from both groups were analyzed to determine the effect of using picture series for the experimental group and books for the control group. The researcher utilized the Independent sample t-test in the SPSS computing system to assess the mean difference between the two groups. The mean score of the control group was 68.59 with standard deviation 10.794 while the mean score of the experiment group was 78.75 with standard deviation 13.137. The result of the analysis of the post-test score showed that the mean score of the experimental group was higher than the one of the control group.

For the independent sample test, The value of sig (2-tailed) was 0.01 and it was less than 0.05. It could be revealed that there was a significant difference between the experimental group and the control group. In other words, there was a significant effect of using picture series on the eight grade students' reading score at SMPN 2 Bangorejo.

Based on the result of the independent sample t-test on SPSS program, the significant value (2-tailed) of the T-test analysis was 0.01 and it was less than 0.05 ($0.01 < 0.005$). Hence, it could be concluded that the alternative hypothesis stating that "There was a significant effect of using picture series on the seventh grade students' reading achievement at SMPN 2 Bangorejo " was accepted. Therefore, it could be claimed that the use of picture series in teaching vocabulary significantly affected the students' reading achievement.

After conducting the research and analyzing the data using SPSS, the researcher obtained supportive information. The teaching and learning of narrative texts were executed effectively. However, there was room for improvement in the students' reading skills. The data analysis revealed a significant difference in the achievement scores of the experimental group, which received the treatment of picture series, compared to the control group, which did not receive the picture series treatment in reading narrative texts.

In this study, picture series are utilised to improve students' reading comprehension of narrative texts. The statistical findings of this study show that there is significant variation in students' test results between those in the control and experimental classes. The study's findings indicate that students who acquired English through picture books engaged in class discussions and were able to understand the text's main ideas with ease. The outcomes are consistent with Lidyawati (2017). He discovered that most students have a favourable opinion of the employment of picture series.

According to Smaldino (2005), picture series encouraged students to use their creativity when creating narrative texts, making it simple for them to come up with ideas. In conclusion, employing picture series to improve students' ability to read narrative text can benefit the students.

Furthermore, the writer discovered some information that supported the research after collecting the study's data and used SPSS to analyse it all. The narrative text was effectively taught and learned about. However, there was still room for improvement in the children' reading abilities. Based on the results of the data analysis, it was discovered that students' writing skills for narrative text in the experimental class after receiving treatment for picture series and the controlled class, which did not receive treatment for picture series in learning to read narrative text, had different achievement scores. It can be seen from students' post-test score in both classes. The posttest showed the means score of students in the control class was 68.59 while the post-test mean score of students in the experimental class was 78.75, so the gained score was 10.06.

The effectiveness of teaching narrative texts using picture series, as demonstrated in this research, is supported by Harmer (2007). Harmer states that the use of pictures is engaging and enhances students' understanding of people and objects. Picture series serve as a supportive tool that helps students express their ideas about the text through visual representations. This aligns with the findings of Yuliarsih (2012), who also emphasizes that students easily comprehend the subject matter when presented with picture series. The visual nature of picture series enables students to see and interact with the content, stimulating their ability to describe objects and enhance their learning experience in the classroom.

It may be said that using Picture Series media effectively has a good impact on pupils' reading abilities. The outcome therefore demonstrates that the majority of students responded favourably to using the Picture Series as a medium for learning narrative text, and they enjoyed and were interested in doing so. Additionally, the Picture Series could be used as a teaching tool to assist students in learning to read narrative texts with quality content, coherent organisation, and appropriate terminology. The end result also provides a positive response to the topic of whether or not Picture Series help students read narrative texts more effectively.

CONCLUSION

The data analysis using the t-test in the SPSS program revealed a statistically significant difference in reading comprehension of narrative texts between students taught with picture series and those taught without picture series at SMPN 2 Bagorejo. The students who received instruction through narrative texts with the aid of picture series achieved higher scores in the reading comprehension post-test compared to the control group, which utilized books for reading instruction. In other words, the utilization of picture series had a significant positive effect on students' reading achievement.

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