

IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT BY USING PICTURE STORY

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Abstract : The aim of this study is to find out whether the use of picture story is effective to improve students' reading comprehension, especially using the stories of narrative text. The stories presented are themed local stories in the country (*Cerita Rakyat*) because students are still not familiar with the story. In this study, the writers adjust to the level of students' thinking. Therefore, picture story is one of the considerations where this media is able and effective to improve students' reading comprehension. The approach of this study is quantitative. Multiple Choice and True or False test are used as the instruments eliciting the data. The subject of this study was the seventh grade students of SMP Negeri 5 Bolaang. The result shows that there is an increase between the pre-test (11.85) and the post-test (14.75). This indicates that picture story improve students' reading comprehension. This is suggested that picture story can be used as effective media in improve students' reading comprehension.

Keywords : *Reading Comprehension, Narrative Text, Picture Story*

INTRODUCTION

English is an international language and by using it we can associate with people all over the world. Besides that, by learning English people can communicate and cooperate with others (Mustaeva *et al.*, 2022). One of the languages used in the function of communication is English. To be able to communicate using English, one has to master the 4 language skills (Listening, Speaking, Reading and Writing). In an educational context, the English learning activity is usually done by hone students' reading skills, which implies the importance of reading skills in schools (Darjito, 2019). Reading is very important because reading can help people for using many ways it educates, entertains, communication and informs about the past, the present, and even the future (Sudarmo *et al.*, 2021; Rahiem, 2021; Maru & Matheos, 2019). Reading skills is a crucial educational tool because it allows people to learn new information, explore a variety of topics, and deepen their understanding of the world (Yoon, 2020; Tatipang, Oroh, &

Liando, 2021). It allows people to immerse themselves in a variety of literary genres, including non-fiction, poetry, and novels, which provide pleasure, escapism, and emotional engagement. It also, according to Elboshi (2021), exposes people to a variety of cultures, historical advances, and scientific breakthroughs, giving them insightful knowledge into the past, present, and prospective future developments.

Effectiveness is if a job can be completed in accordance with the plan, both in time, cost, place, media and quality, it can be said to be effective, (Alim *et al.*, 2019). The elements of learning effectiveness include learning materials, learning atmosphere, the existence of media and learning resources, and also the teachers as learning subjects (Puspitarini & Hanif, 2019). As well as in studying picture story, the media have also effectiveness to improve students' reading comprehension, because there is a picture, as well as education (Famularsih, 2020). In the picture story there are several learning activities including observing, telling, reading and

sorting the picture so that they become a complete story (Weisberg & Hopkins, 2020). Then the teacher can collaborate on strategies or methods that can support the use of other picture stories to be more innovative in each lesson. Improving students' reading comprehension inevitably is now very necessary.

In English skill, most of the students usually experience difficulties weakness to understand what they are studied. It happened because many students do not know what they are dealing. Student sometimes have some difficulties when they learning individually. So, they do not understand, because of the case above this research applied Picture Story media in order to help students to reading comprehension. This media is chosen because it is suitable with the condition and the material of junior high school. This research used picture story media to improve students reading comprehension in narrative text.

Student sometimes has some difficulties when he is learning individually. So, they do not understand, because of the case above this research applies Picture Story media in order to help students to reading comprehension. The media are chosen because it can be suitable with the condition and the material of junior high school. So, the purpose of this study is to reveal the effectiveness of using picture story in improving students' reading comprehension.

RESEARCH METHOD

This study uses quantitative research with the pre-experimental design (one group pre-test and post-test). According to Escueta *et al* (2020), an experimental research designed to ascertain whether the subject under investigation has experienced the effects of "something" put on them. One group pre-test and post-test designs are similar to one shot case studies, according to Alam (2019). To collect the data, the researchers used pre-test and post-test. The

pre-test and post-test are administered before the teaching or therapy, which is one of the differences.

Subject of this study is students in seventh grade of SMP Negeri 5 Bolaang in the academic year 2020/2021, VII B class which consists of 20 students. The instrument of this study is (Multiple-choice) and (True or False) test. In the pre-test there are 20 questions and, in the post-test, there are 20 questions too was given to the students. In analyze the data, mean score used the formula proposed by Shavelson (2013):

$$\bar{x} = \frac{\sum x}{N}$$

Where

\bar{x} = Mean of score

$\sum x$ = Total score of students

N = Total number of students

FINDINGS AND DISCUSSIONS

The purpose of this chapter is to describe the students' ability on reading narrative text before using picture story media and the students' ability in narrative text after using picture story. This study is quantitative research through one group pre test and post-test design which involved 20 students of seventh grade SMP Negeri 5 Bolaang as the subject of the study. In collecting the data, the writers use tests in form of Multiple-choices and True or False question.

In this research, the researchers want to find out the use of Picture Story in improving seventh grade students' reading comprehension. It can be seen from the different score of the students reading comprehension in pre-test and post-test. The researcher choose one class as the subject, and each group consists of 20 students. In the pre-test, the researchers give a test without media, and the research is conducted in one meeting in this group. The first meeting is conducted on 2021, April 27. While in the post-test, the researcher gave a treatment that is Picture Story. There

are also one meeting and were conducted on 2021, May 4. After that, the researchers conduct post-test to find out the differences in reading comprehension of pre-test & post-test.

Table 1. The Result of Pre-Test and Post-Test

Students	Pre-test	Post-test
1	8	9
2	11	17
3	11	17
4	11	15
5	14	16
6	14	15
7	12	17
8	14	19
9	11	9
10	14	15
11	14	13
12	8	15
13	10	13
14	9	14
15	8	14
16	12	17
17	15	13
18	11	14
19	15	17
20	15	16

In the table above, there were 20 students who took the tests and based on the data all of the students could improve their score.

Table 2. Pre-Test Distribution Table

S	T	F	Freq %	CP	CP%
15	III	3	15%	15	100
14	IIII	5	25%	12	95
12	II	2	10%	7	75
10	I	1	5%	5	65
9	I	1	5%	4	45
8	III	3	15%	3	25

Table 2 shows that there are 20 students in pre-test, there are three (3) students or (15%) who get fifteen (15), fifth (5) students or (25%) get fourteen (14), two (2)

students or (10%) get twelve (12), one (1) student or (5%) get ten (10). One (1) or (5%) get nine (9), and three (3) students or (15%) get eight (8).

Table 3. Post-Test Distribution Table

S	T	F	Freq %	CP	CP%
19	I	1	5%	20	101
17	IIII	5	25%	19	100
16	II	2	10%	14	75
15	IIII	4	20%	12	65
14	III	3	15%	8	42
13	III	3	15%	5	25
9	II	2	10%	2	10

Table 3 shows that there are 20 students take the post-test and the highest grade is 19 achieved by (1) student or (5%), five (5) students get (17) or (25%), two (2) students get (16) or (10%), four (4) students get (15) or (20%), three (3) students get (14) or (15%), three (3) students get (13) or (15%), and two (2) students get (9) or (10%).

Table 4. The mean score of Pre-Test and Post-Test

Mean score (\bar{X})	Pre-test	Post-test
	11.85	14.75

The purpose of this research is to reveal the effectiveness of using picture story in improving students' reading comprehension in narrative text in SMP Negeri 5 Bolaang. The students are difficult to comprehend the text and still confuse to get the information in reading text. It means that student's reading comprehension still low and must be improved. Therefore, Picture story can be an effective strategy to help and solve the above reading problems. As described in table 1, 2 and 3, we can see the different scores in pre-test and post-test. In the case, the students get better score in post-test. It

means that the treatment that has been given to them before that has an effect on their ability in reading narrative text. "The implementation of picture story in the treatment makes students able to improve their reading ability". The result of the data analysis shows that 20 students who have taken a part of pre-test obtained (15) as the higher scores only three students, while the lowest score (8) is obtained by three students. After treatment, one student acquires (19) as perfect scores and the lowest scores (9) are obtained by two students. The mean score of the pre-test is (11.85) and the mean score of post-test is 14.75. Therefore, it should be said that the result of the post-test was better than the pre-test. The result of pre-test showed that the students' reading comprehension was low before applying picture story because they did not really understand the text. So, this research proved that the picture story media effective in teaching reading narrative text.

Picture story is a collection or a story that a packaged in written form with illustration as visualization that play an important role in the storyline. According to Gonen & Guler (2011), "Picture story is a book of stories for children." Moreover, Taylor and Leung (2020) explain, "picture story are books with picture and text that together tell a story with an appropriate theme for children or students." In short, picture story is a book of one or more stories with picture and text that together tell a story in a certain theme. By using picture story in a class, teacher can enhance students' attention. If students pay attention to a topic of material that their teacher explain, they will understand it easily.

In addition, picture story is not only for students who are visual learners, but also it is for students who are auditory learners, reading/writing learners and kinesthetic learners. For visual learners, teacher will help them to improve interest in reading and memorize vocabulary and understand a

meaning of each vocabulary by seeing picture. For auditory learners, teacher will help them by listening to a story in read aloud activity." According to Lisnawati (2021), expressing the advantages of the picture story is: "*picture story are concrete, more realistic pictures point to the point of the problem than the verbal media alone...they can overcome space and time can overcome the limits of observation.*"

Based on the research method, teaching learning process is divided into two steps. The first is teaching the material without treatment, and the second is teaching with a treatment. The treatment is Picture Story in teaching narrative text. The procedure of this strategy is by explaining the contests of the folklore story (*cerita rakyat*) while observing the images in each paragraph in the text. Based on all the result of test from teaching reading comprehension by using Picture Story, it shows that the students can understand the text easily.

They feel interested and enthusiastic in the reading process because they have a responsibility for the task and also the same opportunity in understanding the text well. This strategy is also useful for studying in groups for working together cooperatively. It means that they can learn each other in group and also means that picture story could be used and applied in teaching reading comprehension. The final result of this research shows that Picture Story is effective in teaching narrative text to improve seventh grade students' reading comprehension in SMP Negeri 5 Bolaang.

CONCLUSION

The result of this research shows that the mean score of post-test $\bar{X} = 14.75$ is higher than the mean score in the pre-test $\bar{X} = 11.85$. That is mean this research successfully improved the reading ability of the students. Teaching reading by using picture story was effective to help them in improving their reading ability especially in reading text. Therefore, the result of this research shows picture story is very suitable

to use in helping the students to improve their reading ability. Based on the conclusion, the writers would like to offer some suggestion: 1) English teacher are suggested to apply and developed this media in teaching reading in order to improve the teaching and learning process; 2) Teacher are suggested to use the suitable media in order to motivate the student work together and more curious of getting knowledge; and 3) Picture story media should used to solve the student problem in reading narrative text.

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