# THE USE OF PICTURE STORI IN TEACHING READING NARRATIVE TEXTS: AN EXPERIMENTAL RESEARCH AT THE EIGHT GRADE STUDENTS OF SMPN 16 MATARAM

**IN ACADEMIC YEAR 2013/2014**

By

I Gde Bambang sogata email: bambangsogata@gmail.com

Drs. I Made Sujana, M. A. & Boniesta Z. Melani, M.A.

ABSTRAK

Tujuan penelitian ini adalah untuk mencari tahu apakah ada perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol dalam peningkatan kemampuan membaca siswa menggunakan gambar dan tanpa menggunakan gambar. Dua kelas dipilih sebagai sampel yang dikategorikan kedalam kelompok eksperimen dan kontrol. Peneliti memilih sampel menggunakan sampel bertujuan. Kelompok ekperimen diperlakukan menggunakan gambar sedangkan kelompok kontrol diperlakukan tanpa menggunakan gambar. Penulis memakai kelas A yang terdiri dari 31 siswa sebagai kelompok eksperimen dan kelas B terdiri dari 31 siswa sebagai kelompok kontrol. Penulis melakukan pre-test dan post-test. Hasil dari penelitian ini menunjukkan bahwa tidak ada dampak yang signifikan dari mengajar membaca bahasa Inggris menggunakan gambar untuk mengembangkan kemampuan membaca siswa, sebab tidak ditemukan hasil dari t-value adalah 1.91 pada tingkat signifikan 05 maupun dari 01 perhitungan menunjukkan bahwa t-value lebih rendah daripada t-table, yang mana 1.91rendah 2.00. Penemuan penelitian mengindikasikan bahwa penggunaan gambar tidak dapat mengembangkan kemampuan membaca siswa.

ABSTRACT

The aim of the research is to know whether there is a significant difference between experimental group and control group in the improvement of students’ reading ability using picture and without using picture. Two classes were selected as the sample which categorized into Experimental and Control Group. The researcher chooses the sample using purposive sampling. The experimental group was treated by using picture while the Control group was treated without picture. The writer used class A consist of 31 students as the experimental group, and class B consist of 31 students as the control group. The writer conducted pre-test and post-test. The result of this research shows that there is not a significant effect of teaching reading English using picture to improve students’ reading ability, since it was not found that the result of the t-value is 1.91 on t- table 05 although 01 significant level and that the value of t-table is 1.91, the computation shows that the t-value is lower than that of the t-table, which is 1.91 low2.00. The research findings indicates that the use of comic cannot improve students reading ability.

*Key words: picture, teaching and reading.*

INTRODUCTION

At present, English as one of the most important lessons is given to students at every level of education, from elementary school to higher education. In junior high school, reading skill is urgent, because in reading text there are some kinds of elements such as grammar, vocabulary and, pronunciation.

Reading skill is needed to help students in understanding the different types of tests commonly used to measure their abilities as a final exam in which most of the questions presented in the form of text reading. In addition, the students can get some information and knowledge by reading. Reading can also develop their grammar, understanding the structure and increase their vocabulary. In reading skill there are four skill kinds’ texts that are narrative, descriptive, recount, and anecdote. This texts usually use in teaching reading skill, but text narrative prefers by students entertain which made students interest to reading.

The students like narrative because in this text own entertain, stimulate emotion or teach that increasing want to read, according to Sudarwati and Grace (2007) state Narrative text is a text that tells a story. It is purpose is to amuse or entertain the reader with actual or imaginary experiences in different ways. Narratives always deal with some problems, which lead to the climax and then turn into a solution to the problem. But ability of vocabulary students is influential toward reading skill.

Lack of vocabulary are owned by the students, causing them not to enjoy reading. This condition is caused by many factors, such as they seldom read, they are lazy to open their dictionaries to find the meaning of words provided in the text, these issues can affect their ability to understand the text given. The use of teaching media can become one away to support students understanding of texts.

Media used in the learning process to help students to increase students' interest in learning. So the media are created to facilitate teachers in the teaching, in learning process needs tool that can assist teachers in teaching. According to Sudjana (2002:59) that media is a tool that can be absorbed by the eyes and ears with the goal of helping teachers to teach students the learning process more effective and efficient. With media students can more quickly understand what the purpose of the teacher because if teachers just speech, less than 5 minutes attention of students have moved on to other things.

Media used to stimulate students' interest that they can concentrate on learning. Teachers can teach quickly, because in the process of teaching teachers explained briefly. Media can reduce language barriers between teachers and students, because the students will quickly understand what the teacher meant.

Picture story can assist teachers in teaching class. Witek (1983:3 in Jackson) comic is a series of words and pictures that is presented in a sequential manner to form a narrative." Because every picture tells something so that students more easily understand the story texts that is given by the teacher. Media picture have an advantage over shows realistic subject matter compared to the other media. By using media images students better understand the material given, because the teacher is not too much to explain the material that will be provided, just by looking at the pictures the students begin to understand what is meant by the texts that is given by a teacher.

Researcher will use method experimental that class will divide into two classes that are experimental and control class. Researcher want to use media which purpose to ease students in comprehend text story. Picture story uses learning text narrative for class 2 semesters 2.

1. RESEARCH METHOD
2. This research is aimed to find out the effective to use picture story in increase reading skill at the eight year students of SMPN 16 Mataram in years 2013/2014. The method applied in this research is an experimental method. Experimental research is a research in which the researcher manipulates variable.
3. In this study, the writer divides sample into two groups. Group A is treated with picture story and group B is not treated with picture story, both groups are given pre-test, treatment and post-test with same item. The writer will gives treatments to both groups about two week. This study uses a pre-test and post-test for collection data. The design of this experimental is described as follows:

|  |  |
| --- | --- |
| E  C | O1 X O2  O3 Y O4 |

1. (Arikunto, 2006)
2. Where:
3. E: Experiment group
4. C: control group
5. 01: pre-test for experiment group
6. 02: pre- test for experimental group
7. 03: pre-test for control group
8. 04: post – test for control group
9. X: treatment with picture story technique
10. Y: Treatment without picture story

**Population**

According to Arikunto (2006) population is all number of subjects in research. The population of this study is the whole of the eight grade students of SMPN 16 Mataram in the academic year 2013/2014. The total population is 128 students which are divided into four classes: there are four classes of eighth grade: VIII A consists of 31 students, VIII B consists of 31 students, VIII C consist of 32 students and VIII D consists of 32 students.

**Sample study**

Arikunto (2006) stated that sample is a part of the population which is observed by the researcher. It is better to take all population (subject) as a sample if the number of population is less than 100. If the population (subject) is more than 100 people, research may take 10% up to 15% or 20% or more. In this research, the research takes 24% out of 262 students or equal to 64 students as the sample.

The sampling technique used in this study is cluster random sampling technique. This technique required to use in taking the sample based on the group or class that have already existed in the population. Furthermore, samples were drawn to take classes that will be researcher, the students of class VII A who set as experimental group consist of 31 students and class VIII B who set as control group consist of 31 students. The research take class VIII A and class VIII B as a sample based on the lottery result.

**Method of collecting data**

**Test**

* Pre-test

Researcher give early test both two sample without picture story and item test is same. Purpose of this test knows basic the ability all samples.

* Treatment

After all the samples in the know abilities, research is given ​​different treatment between experiment and control samples. Experiment use research method while the control did not use research method.

The reading activity in this research involved three activities:

1. Pre-reading activity

In the pre-reading activity the students had been told about the background information of the story, including the genre and synopsis. In group control, teacher is explaining the material to be taught to students. This activity was implemented for about 5 minutes.

1. While –reading activity

In while reading activity, the students were allowed to take notes on every difficult word they found in the story and were free to use their learning strategy to suit learning with picture story. In control, teacher Provide text story to gives students the opportunity to understand the text. This activity was performed in about 40 minutes.

1. Post –reading activity

After reading the short story, the researchers together with the students were reviewing the story by discussing the content of the story and also the picture sequence of the story. In control group, teachers with students who have learning result concluded taught. This activity was conducted for about 15 minutes.

* Post- test

After treatment is given 2times to both all sample groups, researcher give tests to all samples with the same material but in experiment group research add picture in test. Purpose gives test to know ability after give treatment to the all sample

**3.4 Method of Data Analysis**

The writer counts the deviation score of pre-test and post-test of both experimental and control group by using the following formula:

dx = X2 - X1

dy = Y2 - Y1

Where:

X1 : Pre-test scores of experimental group

X2 : Post-test scores of experimental group

Y1 : Pre-test score of control group

Y2 : Post-test score of control group

dx :The deviation score of pre-test and post-test of experimental group

dy :The deviation score of pre-test and post-test of control group

From the square of dx and dy, the writer will obtain d2x and d2y.

Next, the writer counts the mean deviation scores of experimental and control group by using the formula:

Then, the writer computes the correlation coefficient of the two mean scores to know whether it is significant or not with the following formula:

t\_obs =

After obtaining the t-test scores, it will be tested at two significance levels: .05 (95%) and .01 (99%). The result of the test can be interpreted as a conclusion. The hypothesis will be tested by using the following formula:

1. If t-test ≥ t-table at the confidence level .05 (95%) and .01 (99%), Ho is rejected.
2. If t-test < t-table at the confidence level .05 (95%) and .01 (99%), Ho is failed to be rejected. Thus, altered into alternative hypothesis.

Previously, the degree of freedom (df) will be identified by using this formula:

* df = Nx + Ny – 2

Where:

d2x : The square deviation score of pre-test and post-test of experimental group

d2y : The square deviation score of pre-test and post-test of control group

: The mean deviation score of experimental group

y : The mean deviation score of control group



N : The number of sample

Nx : The number of experimental group

Ny : The number of control group

: The sum of



df : The degree of freedom

**4.1.1 Data Gathering**

The writer tested both experimental and control group with the same questions and procedures in taking students scores on the pre-test and post-test. The Pre-test was given before the treatment which is aimed to know the basic ability of both groups without the uses of picture story. The process of treatment applied the same topics for both groups, experimental group treated with picture story whereas control group was not treated with picture story. The time spent for each is 3x40 minutes that held during the second weeks. At the end of the research process, a post-test was given to each group to know the effect of the treatment. In the test, experimental group was given picture whereas control group did not.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EXPERIMENTAL GROUP** | | | | **CONTROL GROUP** | | | | | |  |  |
| **Subject** | | **Pre-**  **test** | **Post-**  **test** | **Devia-tion**  **Score**  **dx** | **Deviat-ion**  **Score**  **Dx2** | **Subject** | | **Pre**  **-test** | **Post**  **-test** | **Devia**  **tion**  **score**  **(dx)** | **Devia**  **tion score**  **(dx)2** |
| 1 | DC | 75 | 86 | 11 | 121 | 1 | AH | 58 | 56 | -2 | 4 |
| 2 | AS | 82 | 86 | 4 | 16 | 2 | BLZ | 68 | 93 | 25 | 625 |
| 3 | EMS | 93 | 86 | -7 | 49 | 3 | S | 75 | 58 | 14 | 196 |
| 4 | IW | 93 | 92 | -1 | 1 | 4 | F | 68 | 58 | 10 | 100 |
| 5 | S | 82 | 93 | 11 | 121 | 5 | PM | 75 | 58 | 17 | 289 |
| 6 | IBG | 71 | 86 | 15 | 225 | 6 | NR | 68 | 65 | -3 | 9 |
| 7 | I | 60 | 79 | 19 | 361 | 7 | S | 82 | 58 | 24 | 576 |
| 8 | GBP | 75 | 86 | 11 | 121 | 8 | YR | 68 | 58 | 10 | 100 |
| 9 | R | 45 | 86 | 41 | 1681 | 9 | AMP | 68 | 100 | 32 | 1024 |
| 10 | FFW | 75 | 86 | 11 | 121 | 10 | PE | 68 | 58 | 10 | 100 |
| 11 | NPR | 75 | 93 | 18 | 324 | 11 | M | 52 | 58 | -6 | 36 |
| 12 | A | 64 | 79 | 15 | 225 | 12 | AJJ | 61 | 58 | 3 | 9 |
| 13 | KSA | 71 | 93 | 22 | 484 | 13 | AMA | 61 | 58 | 3 | 9 |
| 14 | PW | 60 | 58 | -2 | 4 | 14 | AA | 61 | 72 | 11 | 121 |
| 15 | BGS | 60 | 51 | -9 | 81 | 15 | HZ | 65 | 58 | -7 | 49 |
| 16 | RS | 56 | 65 | 9 | 81 | 16 | KAA | 54 | 58 | 4 | 16 |
| 17 | PK | 75 | 86 | 11 | 121 | 17 | DW | 36 | 58 | 22 | 484 |
| 18 | MK | 75 | 79 | 4 | 16 | 18 | DD | 61 | 40 | -21 | 441 |
| 19 | F | 70 | 93 | 23 | 529 | 19 | BH | 61 | 58 | 3 | 9 |
| 20 | AZ | 75 | 93 | 18 | 324 | 20 | AYY | 58 | 54 | -4 | 16 |
| 21 | ADY | 39 | 93 | 54 | 225 | 21 | JS | 52 | 51 | -1 | 1 |
| 22 | HN | 75 | 93 | 18 | 484 | 22 | DA | 68 | 58 | 10 | 100 |
| 23 | RI | 75 | 93 | 18 | 4 | 23 | DR | 61 | 58 | 3 | 9 |
| 24 | ES | 75 | 89 | 14 | 81 | 24 | MW | 61 | 58 | 3 | 9 |
| 25 | DIS | 74 | 79 | 5 | 81 | 25 | FSB | 68 | 61 | -7 | 49 |
| 26 | GE | 75 | 89 | 14 | 121 | 26 | AS | 68 | 100 | 32 | 1024 |
| 27 | GAKD | 75 | 89 | 14 | 16 | 27 | HR | 68 | 65 | -3 | 9 |
| 28 | BNS | 75 | 100 | 25 | 529 | 28 | MR | 54 | 56 | 2 | 4 |
| 29 | AG | 64 | 79 | 15 | 324 | 29 | RS | 54 | 58 | 4 | 16 |
| 30 | MS | 60 | 93 | 33 | 2916 | 30 | AD | 54 | 65 | 11 | 121 |
| 31 | NS | 71 | 86 | 15 | 225 | 31 | DK | 61 | 72 | 11 | 121 |
| **Deviation** | |  |  | **468** | **11747** | **deviation** | |  |  | **210** | **5676** |
| **Mean** | | **70,64** | **85,12** |  | **324** | **Mean** | | **53,87** | **62,45** |  |  |
| **Average** | | **14,48** | **14,48** |  | **198** | **Average** | | **8,54** | **8,54** |  |  |
| **High score** | | **93** | **100** |  | **25** | **High**  **score** | | **68** | **100** |  |  |
| **Low score** | | **39** | **51** |  | **196** | **Low**  **score** | | **36** | **40** |  |  |
| **Range** | | **54** | **49** |  | **625** | **range** | | **32** | **60** |  |  |

it could be seen that the lowest pre-test score of the control group is 36 whereas the experimental groups is 36. The highest pre-test is score for the control group is 68 whereas experimental group is 68. In the post-test there is similar highest score in the control and experimental group (100).

It can be inferred that the score of both groups as a whole have increased in the post-test. However, the individual score surely do not describe much about the increase, decrease, and the difference occurred between the two groups. Therefore, computation to calculate the t-test value needed to be done in this experiment to know to increase and decrease.

**4.1.3 Data Computation**

After distributing the pre-test and the post-test scores of both groups, the writer needed to find out the mean deviation and the square mean deviation of both groups. But, first the sum deviation and the sum square deviation scores of both groups are required

After getting the mean deviation score of the pre-test and post-test, the mean deviation score of the two groups can be computed by dividing the total number of sample in a group. It can be formulated as follows:

In table 4.2 above, it is identified that the mean deviation score of the experimental group is as follows:

Dx = ∑dx = 468

Nx 31

= 15.09

In table 4.3 above, it is identified that the mean deviation scores of control group as follows:

Dy = ∑dy = 210

Ny 31

= 6,77

The result of the computation showed that the mean deviation of the experimental group is higher than that of the control groups. The difference between the means shows that the independent variable (pictures story) gave a positive effect to the dependent variable (reading comprehension). However, to see if the two groups were significantly different, a t-test statistically computation is needed.

**T-test value**

tobs = Dx – Dy

∑d2x + ∑d2y 1 + 1

( Nx + Ny ) - 2 Nx Ny

= 15,09 – 6,77

11747+ 5769 1 + 1

( 31 + 31 ) - 2 31 31

= 8,32

17,516 x 2

60 31

= 8,32

35,032

1860

= 8,32

18,83

= 8,32

4.34

= 1.91

ttest = 1.91

Thus, the value of the t-test was 3.6. This was lower than the critical value of the t-table at the confidence level .05 (95%) with 2.00 and at the confidence level .01 (99%) with 2.66 in degree of freedom (df) of 60. It refer there was not a significant different in reading narrative text of the students who were taught by pictures stories.

**4.1.4 Discussions**

Based on the result of the data computation above, it is found that the mean score of the pre-test and the post-test of the experimental groups (14.09) was higher than the control groups (8.54). It can be inferred that there was a difference between the result of the achievement test of the experimental group and the control group.

To know degree of freedom, the writer used formula (Nx + Ny) - 2 (31 +31) - 2 = 60. The t-table value of 60 was 2.00 at the level of significance 0.05 (95%) and 2.66 at the level 0.01. (99%), But the writer did not find that the t-test value is higher that of the t-table values on both level of significant.

**The comparison between the t-test and t-table**

|  |  |  |  |
| --- | --- | --- | --- |
| t-test | t-table | | |
| *df* | .01 | .05 |
| 1.91 | 60 | 2.00 | 2.66 |

From the comparison above, it was clear that the t-test was lower than the t-table. It indicate that the degree of freedom of the mean score was not significant in both level 0.05 (95%) and 0.01 (99%).

Therefore, the null hypothesis (Ho) which stated that “The use of pictures stories is not effective in teaching reading narrative text was accepted” and the alternative hypothesis or (Ha) which stated that “There is a significant effect on the use of picture stories technique in teaching reading narrative text was rejected” This result proves that pictures stories not a significant effect in teaching reading narrative text at the eighth grade students of SMPN 16 Mataram in academic year 2012/

**REFERENCE**

Arikunto, S. (2006). *Prosedur Penelitian suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Arifuddin. 2007. *Language assessment: Competency-based approach*. Lombok: Arga Puji Press.

Arsyad, A. 1998. *Media Pembelajaran*. Jakarta: Rajawali Press.

Beck, M., L., B., 2007. Applied Linguistics/Learning to Read in ESL.

http://www.scielo.cl/scielo.php?pid : retrieved on 20 January at 20:30 pm

Brown. H Douglas. 1994. *Teaching by Principles an Interactive Approach to Language Pedagogy*. San Francisco state university: Longman.

Bichu, D. (2011). *Teaching Strategies for Reading.* <http://www.buzzle.com>. Accessed on 9th June 2011 at 20.33 pm.

Davies, F 1995. *Introducing Reading*. England: Clays Ltd, St Ives plc.

Day, R. R. 2005. *Developing Reading Comprehension Question. Reading in a Foreign Language* journal.17,(1).Available at . http//nflre.hawaii.edu//rfl/April/2005/day/day.html.

Grabe, W. (1991). *Current developments in second language reading research.* TESOL Quarterly, 25 (3): 375-406.

Grellet, F. 1998. *Developing Reading Skills*. Combridge university press.

Hafiz, F. M. & Tudor, I. (1989). *Extensive reading and the development of Language skills*. ELT Journal, 43(1): 4-13.

Harmer, J. (2001). *The Practice of English Language Teaching*, Edinburgh : Pearson Education Limited

Hidayah, N. (2007). *The Use of Beauty and the Beast Illustrated Version as Narrative Reading Material (An Experimental Study at Eighth Grade Students of SMP Negeri 1 Mungkid in the Academic Year 2006/2007)*. A Thesis. Semarang: Semarang State University

Jackson C, M, S., 2008. What are Comic Books. http://www.mccsc.edu/- kmcglaun/comicbk/what.htm:accessed on 16 Desember at 07:20am

Nuttal, C. 1996. *Teaching* *Reading Skill in a Foreign Language*. Heinemenn English Language Teaching.

Paran, A. (1996). *Reading in EFL: facts and fictions.* ELT Journal. 50 (1): 25-34.

Pamungkas, A. (2006). *The Use of Comic Version of The Little Mermaid Fairytale as an Alternative Extensive Reading Material for Junior high School Students*. A Thesis. Semarang : Semarang State University

Rozali. 2005. *Teaching English Vocabulary Through Drawing Board To The Elementary School Students. thesis* Unpublished atSTKIP Hamzanwadi Selong*.*

Rohana, A. 1997. Media instruksional edukatif. Jakarta angkasa

Shang, H. (2010). *Reading Strategy Use, Self-Efficacy and EFL Reading Comprehension.* The Asian EFL Journal Quarterly. Volume 12, issue 2: 18-42.

Sadiman, A, R, H, A. and Rahardjito. 1987. *Media Pendidikan Pengertian dan Pengembangan dan Pemanfaatannya.* Jakarta: PT. Raja Grafindo Persada.

Setyani, S. G. (2009). *The Use of Short Stories to Develop Student’s Reading Comprehension Skill: (An Experimental Study of the Eighth Grade Students of SMP Negeri 4 Jepara in the Academic Year 2008/2009.* A Thesis. Semarang: Semarang State University

Sudarwati, Th. M., and Grace (2007) Look Ahead an English Course for Senior high school students yearsx Jakarta erlangga

Tafani, V. 2009. Teaching English Through Mass Media. Acta Didacti Napocensia: Albania. Retrieved from http://dppd.ubbcluj.ro/adn/article\_2\_1\_9.pdf on (10/03/13) at 09.15 pm.

Usman, M.U. 2002. *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya.

Wrhigt, A. 1976 visual material for the language teacher. Hongkong: longman group limited.

William, E. 1996. *Reading in the Language Classroom.* *Essential Language Teaching Series*. Malaysia: Macmillan Publisher Ltd.

Yulianti (2011) The Effectiveness of Using Picture in Teaching Writing Descriptive Text Study at Second Grade Student of SMPN 3 Madapangga Academic Year 2010-2011