

**TEACHING READING THROUGH NARRATIVE TEXT USING  
PICTURE SERIES AT THE SECOND YEAR STUDENTS OF SMP N 1  
SEPUTIH RAMAN**

**(SCRIPT)**

**BY :  
LUH GEDE GIRI PUTRI**



**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ART DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMPUNG UNIVERSITY  
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## **ABSTRACT**

### **TEACHING READING THROUGH NARRATIVE TEXT USING PICTURE SERIES AT THE SECOND YEAR STUDENTS OF SMP NEGERI 1 SEPUTIH RAMAN**

**By**

**Luh Gede Giri Putri**

Reading is one of Language skill, which is very complex for the students to learn. Most of Junior High School Students skills found difficulties in comprehending an English Text. Therefore, in this research the reseacher used picture series as a media to improve students' reading comprehension. This research is intended to find out whether there is a significant difference of students' reading achievement before and after being taught with picture series and also intended to find out the aspect of reading comprehension that is mostly increased.

This quantitive research was conducted to the second grade students in academic year 2015/2016 of SMP N 1 Seputih Raman. This research applied pre test and post test design. The data was measured by using repeated measured T-test. There were two classes taken randomly used in this research, VIII D was the tryout class and VIII C as the experimental class..The result of this research showed that picture series improved students' reading comprehension. It could be shown from the students pre test also post test. The total score of students' score in pre test was 1832 and the mean of the test was 57,25. Meanwhile, The total score of students' score in post test was 2150 and the mean of the test was 67,18. The aspects of reading .comprehension that is mostly increased after being taught by using picture series was inference. It could be seen from the mean of the post test whis was 23,28.

The conclusion were drawn that there was an increased in strudents' reading comprehension after using picture series therefore picture series was recomended to be used as media to increased students' reading comprehension.

***Key words:*** *reading, reding comprehension, picture series*

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PICTURE SERIES AT THE SECOND YEAR STUDENTS OF SMP N 1  
SEPUTIH RAMAN**

**BY :**

**Luh Gede Giri Putri**

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**ENGLISH EDUCATION STUDY PROGRAM  
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SEPUTIH RAMAN**

**Student's Name : Luh Gede Giri Putri**

**Student's Number : 1213042045**

**Department : Language and Arts Education**

**Study Program : English Education**

**Faculty : Teacher Training and Education**



**APPROVED BY**  
Advisory Committee

Advisor

Co-Advisor

**Prof. Ag. Bambang Setiyadi, M.A. Ph.D.**  
NIP 19590528 198610 1 001

**Budi Kadaryanto, S.Pd., M.A.**  
NIP 19810326 200501 1 002

The Chairperson of  
The Department of Language and Arts Education

**Dr. Mulyanto Widodo, M.Pd.**  
NIP 19620203 198811 1 001

**ADMITTED BY**

1. Examination Committee

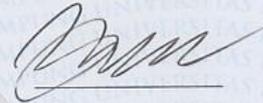
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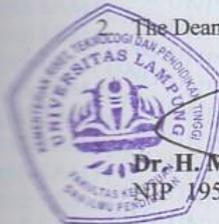
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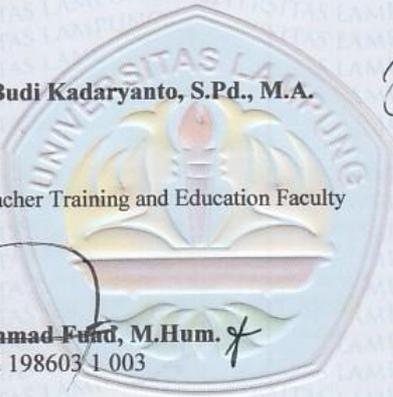
Secretary : Budi Kadaryanto, S.Pd., M.A.



The Dean of Teacher Training and Education Faculty



**Dr. H. Muhammad Fuad, M.Hum.**  
NIP. 19590722 198603 1 003



Graduated on : June 17<sup>th</sup>, 2016

## SURAT PERNYATAAN

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Nama : Luh Gede Giri Putri  
NPM : 1213042045  
judul skripsi : Teaching Reading Through Narratrive Text Using Picture Series at the Second Year Students of SMP Negeri 1 Seputih Raman.  
program studi : Pendidikan Bahasa Inggris  
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## **CURRICULUM VITAE**

The researcher's name is Luh Gede Giri Putri. She was born on September 16, 1994 in Mengwi, Denpasar, Bali. She is the oldest daughter of I Made Nangun Yasa and Ni Made Padmiwati.

She joined Xaverius Metro Kinderganten in 1999. She continued her study in SDN 2 Rukti Harjo and graduated in 2006. After that, she registered in SMPN 1 Seputih Raman and graduated in 2009. Then, in 2009, she studied in SMAN 1 Kotagajah and graduated in 2012.

She was accepted in English Education Study Program of Teacher Training and Education Faculty in Lmapung University in 2012. She did PPL and KKN in July to September 2015. She taught SMPN 2 Sumber Jaya, West Lampung.

## **DEDICATION**

This script is fully dedicated to:

My beloved parents: I Made Nangun Yasa and Ni Made Padmiwati

My brother Made Giri Natha, my cousins Ni Nyoman Yogi Arianti, I Made Yoga,  
and Ketut Kurnia M., my beloved grandfather, my aunt.

Students of English Department 2012

My Almamater, Lampung University

## MOTTO

*"They that only praise for Me, just think of Me, for them I will give the things they need, and protect all the things that they have."  
("Bhagavad Gita 9:22")*

*"A pessimist sees the difficulties in every chance, but an optimist see any chance in every difficulties"  
(Sir Watson Cousins)*

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Luh Gede Giri Putri

## CONTENTS

	Page
COVER .....	i
ABSTRACT.....	ii
CURRICULUM VITAE .....	iii
DEDICATION .....	vi
MOTTO .....	v
ACKNOWLEDGEMENT .....	vi
CONTENTS .....	viii
TABLES.....	x
APPENDICES .....	xii
<b>I. INTRODUCTION</b>	
1.1 Background .....	1
1.2 Formulation of the Problem .....	5
1.3 Objectives .....	5
1.4 Uses .....	5
1.5 Scope .....	6
1.6 Definition of Term .....	6
<b>II. LITERATURE REVIEW</b>	
2.1 Concept of Reading .....	9
2.2 Concept of Reading Comprehension .....	11
2.3 Component of Reading Comprehension .....	12
2.4 Concept of Teaching Reading .....	17
2.5 Reading Material .....	19
2.6 Narrative Text .....	23
2.7 Visual Aids.....	28
2.8 Picture Series .....	28
2.9 Advatages and Disadvantages .....	32
2.10 Procedures Of Teaching Reading Using Picture Series .....	32
2.11 Theoretical Assumption.....	38
2.12 Hypothesis.....	39
<b>III. METHODS</b>	
3.1. Design .....	40
3.2. Population and Sample .....	41
3.3. Variables .....	41
3.4. Instruments .....	42
3.4.1 validity .....	46
3.4.2 reliability .....	46
3.4.3 Level of Difficulties .....	48
3.4.4 Discriminating Power .....	49
3.5. Research Procedure .....	50
3.5.1. Planning .....	50
3.5.2.Application .....	51

3.6. Data Analysis .....	51
3.7. Data Treatment .....	53
3.8. Hypothesis Testing .....	54
3.9 Research precedures .....	54

#### **IV. RESULT AND DISCCUSSION**

4.1. Result of The Research.....	56
4.1.1. Tryout Result .....	56
4.1.2. Result of Pretest .....	58
4.1.3. Treatment .....	59
4.1.4. Result of post test .....	61
4.1.5 Result of The Aspect .....	62
4.2. Discussion .....	77

#### **V. CONCLUSION AND SUGGESTION**

5.1. Conclusion .....	82
5.2. Suggestion .....	83

#### **REFERENCES**

#### **APPENDICES**

## TABLES

Table 3.1	Specification of Test Items for the Reading Comprehension
Table 3.4.	The Sechedule of the Research
Table 4.1.	Distribution Frequency of Students' Pre Test Score
Table 4.2.	Distribution Frequency of the Students' Post Test Score
Table 4.3	The Difference of Students' Reading Comprehension Achievement in Pre Test and Post Test
Tavle 4.4.	The distribution of Students of Determining Main idea in Pre Test
Table 4.5	The distribution of Students of Determining Main idea in Post Test
Table 4.6	The distribution of students significant score of determining main idea in Pretest and Posttest
Table 4.7	The distribution of Students of supporting details in Pre Test
Table 4.8	The distribution of Students of supporting details in Pre Test
Table 4.9	The distribution of students significant score of supporting details in Pretest and Posttest
Table 4.10	The distribution of Students of inference in Pre Test
Table 4.11	The distribution of Students of inference in Post Test
Table 4.12	The distribution of students significant score of inference in Pretest and Pos ttest
Table 4.13	The distribution of Students of reference in Pre Test
Table 4.14	The distribution of Students of reference in Post Test
Table 4.15	The distribution of students significant score of reference in Pretest and Post test
Table 4.16	The distribution of Students of vocabulary in Pre Test
Table 4.17	The distribution of Students of vocabulary in Post Test
Table 4.18	The distribution of students significant score of vocabulary in Pretest and Post test
Table 4.19	Comparison of Aspects of Reading Comprehension Means
Table 4.20	The Normality Test of The Data in Pre Test and Post Test
Table 4.21.	The Analysis of Hypothesis

## APPENDICES

- Appendix 1. Try Out Test
- Appendix 2. The distribution of Students' Score of Try Out Test
- Appendix 3. Level of Difficulty and Discrimination Power of the Try Out Test
- Appendix 4. Reliability Analysis of Try Out
- Appendix 5. The Computation of Reliability of Try-Out Test
- Appendix 6. Pre Test
- Appendix 7. Students' Score of Pre Test
- Appendix 8. Distribution of Students' Pre Test Achievement in Reading Comprehension Aspects
- Appendix 9. Lesson Plans
- Appendix 10. Post Test
- Appendix 11. Students' Score of Pre Test
- Appendix 12. Distribution of Students' Post Test Achievement in Reading Comprehension Aspects
- Appendix 13. Random Test of the Pre Test and Post Test in Experimental Class
- Appendix 14. Normality Test of the Pre Test and Post Test in Experimental Class
- Appendix 15. Hypothesis Testing

# **CHAPTER I**

## **INTRODUCTION**

This chapter explains the background of the problems, formulation of the problems, the objective of research, the uses of the research, the scope of the research, and the definition of the terms which are explained and clarified as the following.

### **1.1 Background of The Problem**

In general, language is the most important aspect in human life because people need to communicate with one another. Language presents as a medium as communication which can build a good relationship and also open many good chances in people's life. For the reason, one of the important language that is usually learnt in the school is English and it becomes an important subject nowadays. Many people especially Indonesian students should learn English very well. Besides, the other factor is because English is an international language and it makes English very useful in around the world.

For this reason, the main objective or goal of teaching English at school is to make the students have a good skill in communicating either in written or spoken English. Therefore, when the students learn English, they need to know the four skills in English and they are speaking, listening, writing, and reading. Those

skills are very important in learning English. Unfortunately, most of the students in Indonesia have some difficulties in reading because they must comprehend the long text without knowing the meaning. However, reading is one of the important aspects in learning English. It helps people especially students to read some texts in English like news, novels, short story, news item, etc. Furthermore, most of the questions in their national examination use reading skill. It can be seen from the questions that use some texts such as narrative, descriptive, recount, procedure, etc. Thus, it can be inferred that the students sometimes fail because they are very difficult to read the text. Also omit they feel the difficulties in comprehending the text.

Nowdays, in the KTSP (*Kurikulum Tingkat Satuan Pendidikan*) curriculum, reading a text is the most popular question in the examination. In this curriculum, the students deal with types of texts in reading skills. They will have to comprehend a text by determining its generic structure, main idea of the text, lexico grammatical features also its function. Naturally, in the process of understanding the text becomes an important process of teaching learning of reading skill in the class.

In addition, Cark and Silberstein (1987:2) define reading as a cognitive process of interaction with the printing and monitoring comprehension to establish meaning. Reading is instaneous recognition of various written symbols, simultaneous assosiation of these symbols with existing knowledge and comprehension the information and ideas communicated. It means that when a reader interacts with the ideas printed, his prior knowledge combines with the visual (written text or pictures) information result in comprehending the message.

Reading involves two skills that are receptive and active skills. First, receptive skill refers to the fact that readers have to infer meaning, using their knowledge of the world. “Receptive” means that the readers receive input from the writer. The readers rarely have the opportunity to ask the author about what she or he really had in mind when writing a text. The readers are not actually producing anything quite in the same way as the writer. Secondly, reading is an active skill, which the readers interact with the text and to some extent writers. It means if the reader finds a reading passage is interesting, his or her mind fully engages in trying to understand reading. In short, reading has two process, those are receiving messages and information from the writer and interacting with the texts by understanding the text.

Starting from Elementary School (SD), English teacher usually teaches students how to read from one letter then many letters from alphabeth. Next, students learn to understand simple words and how to pronounce it. In the Junior High School (SMP), students get many experiences in reading. Students not only read by knowing the words and how to pronounce it but also to comprehend the meaning of those words and sentences. Students are expected to read on deep level. It means that students can comprehend the text. Comprehending includes getting the idea from the text than explaining with their understanding.

As Brown (2001) proves that reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies for the majority of the second language learners who are already literate in their native language. It indicates that the strategy and technique in reading are important in order to comprehend the text well. From the fact, in learning English students usually feel

very difficult to understand the text meaning and they also face the difficulties in finding the main idea. Lack of vocabulary in comprehending the text also makes them think that reading is very difficult and they have bad results in reading comprehension tests. The problem was also found in the other aspects of reading comprehension like inference, reference, and determining detail information. They sometimes felt that English class especially reading class is not interesting.

Most of the teachers in their school just ask them to read the passage or the text and answer the multiple choice questions that related to the text like the main idea for example. It makes their reading comprehension skill cannot be improved. The teacher should find an interesting technique or use an interesting media to make them understand easily. So, they can increase their reading skill especially their skills in comprehension. In reading comprehension there are five aspects that the students should improve. The five aspects are determining main idea, inference, reference, finding detail information, and the last is vocabulary.

During the pre experiment, the researcher found that the second year students of SMP N 1 Seputih Raman experience some difficulties in comprehend the text. Nuttal (1982) states that reading is the meaningful interpretation printed or written verbal symbol. It means that reading is a result of the interaction between perception of graphic symbols that represents language and readers' language skills. So, reading comprehension is very important in reading.

Basically, teaching reading there are some media and techniques which are good to improve students' reading comprehension. One of the media is picture series. According to Minarti (2008) picture series is an effective technique to increase

students reading achievement in comprehension. Because picture series make the readers able conclude the text from each paragraph by using the picture. Besides, Fitriyaningsih (2013) believes that picture series can increase one of reading comprehension aspects. It called inference. Based on the writer experience in teaching the students, she found most of the students had some difficulties when they read the text.

## **1.2 Formulation of the Problem**

Dealing with issues presented in the background, the research questions of this research are:

1. Is there any increase of students reading comprehension after being taught with picture series?
2. Which aspect of reading comprehension that mostly increased after being taught through picture series?

## **1.2 Objectives of the Research**

The objective of this research is:

- 1) To find out the aspect in reading that mostly increased after being taught with picture series.
- 2) To find out which aspect of reading comprehension that mostly increased after being taught through picture series.

## **1.3 Uses of the Research**

The uses of the reseacrch were as follows:

1. Theoretically

This research is used to support the previous theory in teaching English especially in reading.

## 2. Practicality

As the information to the students and the teachers that picture series is a good media to improve students' ability in reading. This researcher also can be as the information for the other researchers that are interested in using picture series as a new media for teaching and learning process.

### 1.4 Scope of the Research

This research was focused on the aspect of reading comprehension that could be increased after the students were taught by picture series. The aspects of reading comprehension are

1. determining main idea,
2. finding supporting detail,
3. inference,
4. reference,
5. and vocabulary.

The researcher chosed narrative text in this research. It because narrative text was related to KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum. According to KTSP ((Kurikulum Tingkat Satuan Pendidikan) silabus, the second years students of junior high school should learnt two texts in second semester. They are narrative and recount. Narrative text is also suitable for the second grade students. This research also had be done in grade VIII student's of SMP N 1 Seputih Raman which was consist 32 students in a class

### 1.5 Definition of Terms

There are some terms used by the researcher and to make them clear also to avoid misunderstanding, they are clarified as follows:

1. **Reading** is one way in finding the idea from the text so the reader can understand the whole meaning from the text and picture given. On the

other hand, Mickey (1979) gives the definition that reading is an active process. The reader forms a primary expectation about materials, they select the fewest, most productive cues necessary to confirm or reject the expectation. The five aspects of reading comprehension are determining main idea, finding details information, inference, reference, and vocabulary. The aspects will be explained as follows;

- a.** Firstly main idea of a reading selection is what the passage is mostly about. Hood and Solomon in Dararat (2012:10) states that reading for main idea is a skill that requires carefully reading text to identify the main point without worrying about unnecessary detail.
- b.** Secondly, supporting details are the fact and the ideas that explain or prove the topic sentence or main idea. Supporting details are the fact and the ideas that explain or prove the topic sentence or main idea. Furthermore, Sagretto in Wastawan (2014:11) state that supporting details provide the reader with the information about the main idea or the subject of a passage. The details are the explanation from the main idea that explains the details story of the passage.
- c.** Thirdly, Inference is a statement about the unknown on the basis of the known, in other words inference is an educational guess. Inference also state as make a conclusion from the text. Dararat (2012) said that inference is definition as a understanding that was derived from indirect suggestion of what is stated..
- d.** The fourth is vocabulary, vocabulary is strongly related to his comprehension and case of learning to read. Linan et al (2007:87) states that the role of vocabulary in reading is clearly understood; vocabulary knowledge, the understanding of words meaning and their use, contributes to reading comprehension and knowledge building.

- e. The last is reference, references are words or phrase used either before or after the reference in the reading material. According to Latullipe (1986) references are words or phrase used either before or after the reference in the reading material. They are used to avoid the unnecessary repetition of words and phrases
2. **Narrative text** is a kind of text which is has a nonfiction or fiction that tells a story for entertainment and it use past tense. According to Pardiyono (2007), narrative text is a kind of text which has function to amuse, entertain and to deal with actual or vicarious experience in different ways. There are some kind of narrative text such as, legend, fabel, myth, etc.
  3. **Picture series** is one way of media to help the students understanding in reading and motivating them to read especially an English text. Picture is one of the visual aids that are used by the teacher in teaching and learning process. There are some kinds of pictures that are used by the teacher such as picture, picture series, and so on. Huebener (1965) points out that if properly used picture, maps, chart, maps, will ceratinly make the reading lesson more intersting, more collorful, more effective.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses about reading, teaching reading, reading comprehension, reading material, narrative text, visual aids, picture series, advantages and disadvantages of teaching reading using picture series, procedure of teaching narrative text with picture series technique, teoritical assumption and hypothesis.

#### **2.1 Concept of Reading Skills**

Simanjuntak as quoted by Minarti (2008: 8) stated that reading is a process of put the readers in contact and communicate with ideas. It is an intristic part of classroom teaching content. In brief, the content of curriculum will show the important of teaching students how to obtain information along with teaching subject manner. From the explanation above, while reading process, the students try to communicate with the idea which is in the text. The students try to understand the text and it makes reading become a process putting the readers in contact and communicate with ideas

While Shepherd (1982:2) says that all the subject matters learning depend on the larger measure in students' competence in the language of subject. It means the students must understand the vocabulary and the syntax use in each subject, and the students will be able to use language skills to aid the students' internalization of information, and communicate it with others.

Moreover Cark and Silberstein (1987:34) define reading as a cognitive process of interaction with the printing and monitoring comprehension to establish meaning. Naturally, reading is instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension the information and ideas communicated. It means that when a reader interacts with the ideas printed, his prior knowledge combine with the visual (written or pictures) information result in comprehending the message.

Besides, Mickey (1979) gives the definition that reading is an active process. The reader forms a primary expectation about materials, they select the fewest, most productive cues necessary to confirm or reject the expectation. In this process, the reader makes the advantages of his knowledge about vocabulary, syntax, discourse, and the 'real word'.

In another words, the concept of reading as an interactive process, Widdowson in Grabe (1992) states that, reading in this light as the process of combining textual information a reader brings to a text. In this view the reading process is not simply a matter of extracting information from the text. To summarize, the readers or the students can use their background knowledge to comprehend the text. They also combining their textual information that they have, and when they read they will use and open it.

Reading as pointed out by Anthony, Pearson, and Raphael (1993) is the process of constructing meaning through the dynamic interaction among the reader exiting knowledge, the information was suggested by the written language and the context of the reading situation.

In conclusion, reading is a cognitive process in learning process. Reading is also an interactive process that combining textual information a reader brings to a text. In this view the reading process is not simply a matter of extracting information

from the text. Reading is a process of putting the readers in contact and communicate with ideas. In reading there are some aspects. Reading comprehension is one of the aspects of reading skill. In this research, the researcher will find out about the improvement of the students reading comprehension skill. Reading skills divided into two, they are; mechanical skill and comprehension skill. Since this research focuses mainly on reading comprehension, reading comprehension will be developed with the detail information in the next chapter.

### **Concept of Reading Comprehension**

Reading is a part of language skill. In learning language especially English, there are four skills that must be developed. They are speaking, listening, writing, and reading. Reading is the challenge to the teacher also because it such a complex process and it is not a general ability but a composite of many specific abilities. Besides, according to Nuttal (1982:4), there are five aspects of reading that the students should understand to comprehend the text well. They are determining main idea, finding specific information, reference, inference, and vocabulary.

Dallman in Hariyanti and as quoted by Meitabel (2010:17) stated that, reading is knowing which each letters of alphabet stand for reading involves more than words recognition. It is supported by Simanjuntak in Haryanti in Meitabel (2010:17) who said that reading process's first point is comprehension. In the same opinion with Simanjuntak, Rubin (1993:94) believes that reading comprehension is a complex intellectual process that grow some abilities. In brief, word meaning and verbal reasoning are the two major abilities that should be involved in reading comprehension. Without them, there would be no reading comprehension and without reading comprehension of the text in reading there will be no reading at all.

According from the statement above, reading comprehension is the most important thing in reading process. Reading comprehension is not only to understand its meaning in reading process but also understand the purpose of the main idea of the text.

Reading comprehension is an ability to understand the text very well. According to Caldwell (2008:54) Reading comprehension is the process which is extracting and constructing the meaning of the text from interaction and involvement with the written language. In addition, Smith and Dechant (1983:19) state that the ability to understand units of increasing size such as phrase, clause, sentence, is the basic knowledge that is called comprehension skill. In checking the success of the students in reading comprehension, the teacher can check whether the students have known about the main idea or not, also the second is the students can master the topic of the text.

As the result, reading comprehension is an ability to understand the text very well. Reading comprehension is the process in extracting and conducting meaning. Reading comprehension also has some components. There are five components that will be explained in the next sub chapter.

### **2.3 Components of Reading Comprehension**

The five aspects are main idea, supporting details, inference, reference, and vocabulary and this research was focused on the five aspects of reading comprehension. They were explained as follow:

1. Main idea

Segreto in Wastawan (2014:11) states that main idea of a reading selection is what the passage is mostly about. The author often states that the main idea is in the first or last few sentences of the first paragraph. However the author may state the main idea anywhere in the passage. Longer reading

passage can have one more main idea. In relation to this, Hood and Solomon in Dararat (2012:10) states that reading for main idea is a skill that requires carefully reading text to identify the main point without worrying about unnecessary detail. Main point is the text mostly about. Main idea usually has the detail information that explains more about the details. The question that is usually used is “*What is the main idea of the last paragraph?*” To be more complete, the example of main idea can be seen from this paragraph as follow;

Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. “The princess has deceived me!” Following his anger, he cursed Roro Jonggrang, “You have cheated me. Now, the thousandth temple is you!” At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land.

From the example of the paragraph, the main idea is the princess turned into a stone. It is because Bandung was angry to the princess. He cannot marry her and he chosed to curse her into a stone. The reason is because the passage of main topic is in the first paragraph. The first paragraph has details in the next paragraph which explain the main idea and logically then how Bandung was angry to the princess and what he did.

## 2. Supporting details (finding detailed information)

Supporting details are the fact and the ideas that explain or prove the topic sentence or main idea. Furthermore, Sagretto in Wastawan (2014:11) state that supporting details provide the reader with the information about the main idea or the subject of a passage. The details are the explanation from the main idea that explains the details story of the passage. The clear main story can be known from the details in each paragraph of the text.

Besides, according to Hood and Solomon in Dararat (2012:12) reading for detail is skill that a reader to get all information of the text throughly. The supporting details explain the detail of main idea or prove it. So, the readers will find out all of the information from the passage. The example of the question such as “*How can Bandung Bondowoso built one thousand temples in a night?*” and here is the example of the text for finding specific information:

Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, “What shall I do? Bandung is smarter than me. I will lose against Bandung” Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

From the paragraph, the answer of the the question is *Helped by the spirits of demons, Bandung Bondowoso started building the temples*. From the text, we know that Bandung Bondowoso could built a temple in one night from the help of the demon spirit. It can be explained from the next paragraph which showed in the sentences.

### 3. Inference

By the definition, inference requires that each reader construct of meaning that makes the text as a reflection of their experience (Morcillon in Wastawan (2014:11). Inference is a statement about the unknown on the basis of the known, in other words inference is an educational guess. Furthermore, guessing’s definition is make a correct conclusion about someone or something in a chance. Inference also state as make a conclusion from the text. Dararat (2012) said that inference is definition as a understanding that was derived from indirect suggestion of what is stated. The example of the question like “*There are true statements from the text except?*”

And here is the example of the story to make inference :

Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift." Requested Roro Jonggrang. Bandung agreed with this condition.

The answer of the question is *Roro Jongrang was happy due the death of her father and married Bandung*. Because from the text the students can conclude that Roro Jongrang was not happy with her marriage. She refused it because Bandung killed her father.

#### 4. Vocabulary

According to Machado in Wastawan (2014:11) a child vocabulary is strongly related to his comprehension and case of learning to read. Many studies agree that reading ability and vocabulary size are related. Vocabulary size are adverb, i.e fastly, quickly, verb i.e do, go, and eat, adjective, i.e sad, happy, and sweet, noun, i.e book, pencil, and pen.. Futhermore, Linan et al (2007:87) states that the role of vocabulary in reading is clearly understood; vocabulary knowledge, the understanding of words meaning and their use, contributes to reading comprehension and knowledge building.

The example of the question is "*Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father, the anthonim of the word "sad" is...*"

The example of second question is "*Meanwhile, roro jongrang felt.... due to the death of her father. Please fill the missing words in that sentences.*"

The last is match a words, this questions will be explained as below;

Please find and match the words' opposite or anthonim;

a. Good	1. Bitter
a. Poor	2. Bad

b. Sweet	3. Rich
c. Young	4. Old

The answer of the question is happy. Sad is a kind of vocabulary size and it categorized as an adjective. Definitely, the antonym of sad is happy. Happy is also an adjective and it also the vocabulary size. The second answer is sad, because the next sentences explain that Jongrang's father was death, so she was supposed to be sad.

#### 5. Reference

According to Latullipe (1986) references are words or phrase used either before or after the reference in the reading material. They are used to avoid the unnecessary repetition of words and phrases. It means that such words are used, because they are signal the reader to find the meaning elsewhere in the text. Meanwhile according to Reiner (2009) references is a relation between expression and what use expression to talk about. The example of the question is *"The words she, in the text refers to..."* and the example of the paragraph is:

Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. **She** did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift." Requested Roro Jonggrang. Bandung agreed with this condition.

The answer of the question is *she refer to Roro Jongrang*. From the statement above, she is refer to Roro Jongrang because is a relation between expression and what expression to talk about. She in the text refers to Roro Jongrang and it can be known from the text sentences.

To be clearly, here is the full text of narrative paragraph consist those five aspects;

## **RORO JONGGRANG**

Once, there was a beautiful Javanese princess whose name was Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king. One day, a handsome young man with super natural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift." requested Roro Jonggrang. Bandung agreed with this condition.

Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung." Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousandth temple is you!" At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land.

([http://googleweblight.com/?lite\\_url=http://melviapermatasari.blogspot.com/2012/07/bandung-bondowoso-and-roro-jonggrang.html](http://googleweblight.com/?lite_url=http://melviapermatasari.blogspot.com/2012/07/bandung-bondowoso-and-roro-jonggrang.html))

In the conclusion, reading comprehension has five aspects. The aspects are determining main idea, inference, reference, finding detail information, and vocabulary. All of the aspects are very important to learn and master by the students in reading class, not only in the class but also in teaching reading.

### **2.4 Concept of Teaching Reading**

One of the important concerns for teachers of second or foreign language reading is how to make their class interesting and relevant for the students. Besides in teaching reading comprehension, the teacher should emphasize their skill to help the students to help their reading ability. In addition as it is expected the students will get good comprehension.

Generally according to Brown in Minarti (2008:8) in teaching reading, there are four aspects in teaching that the teacher should know, namedly:

1. Teacher

According to Grabe (1986:44) the roles of the teacher in teaching reading are to increase the students' motivation, to build students' confidence, to ensure the continuity and the systematic, to show involvement and to demand the performance. From the statement above, the role of the teacher in teaching reading is very important. The teacher should know the problem of the students. So, they can increase their reading comprehension skill and their achievement.

2. Students

Students are the most important aspect that the teacher should pay attention. The teacher also should motivate the students in teaching reading. Shepherd as quoted by Minarti (2008:8) states that the students feel lazy also has low motivation in learning reading also they felt very difficult to comprehend the text. So, in this case the teacher should motivate the students and improve the technique in teaching reading.

3. Material

Material is the important aspect in teaching reading. According to Setiyadi et al (2007:5) stated that reading material is very important for the teacher to take some times to reflect the reading materials or texts their students are asked to read.

4. Technique of teaching

It is very important for the teacher to give a good and relevant technique in teaching. The technique can be effective to the students' skill especially their language skill. The teacher also should find the good technique to make the teaching and learning become possible.

Form the explanations above, in teaching reading, there are four elements that the teacher should know. The four elements are the teacher itself, the students, the

material, and also the technique. Material is really important for the students while they comprehend the text. In the next sub chapter, the material in teaching reading will be explained clearly.

## **2.5 Reading Material**

Material is the important aspect in teaching reading. According to Setiyadi et al (2007:5) reading material is very important for the teacher to take some times to reflect the reading materials or texts their students are asked to read. Long and Richard in Aryadi and as quoted by Minarti (2008:11) states that selecting reading material in teaching reading is the most important aspect. The teacher try to adopt the text book to suit the needs and they try to find reading material and write their own excercise to fill gap with their curriculum are the situation that the English teacher usually find.

Bon, Tinker, and Weason in Aryadi as quoted by Minarti (2008:11) stated that the important thing in teaching reading is from the good material. In choosing reading material there are some criteria. The criteria are:

1. The material should be suitable in the level of difficulties. It is not should be too difficult or too easy for the students.
2. The material should be suitable in type. This statement concludes that every level of students should have suitable the text that they should mastery. For example is junior high school students, in their curriculum they should master the text like descriptive, narrative, recount, etc.
3. The materials must be in appropriate level of the interest and format. The different age for example will effective for the interest of the students.
4. The materials must be abundant. In the other words the material must be in large amount of supply so whenever it is found the material which is not suitable for the students' level, the teacher should change the material.

Meanwhile According to Setiyadi et al (2007:5.32) reading material is very important for the teacher to take some times to reflect the reading materials or texts their students are asked to read. There are some factors that are important to select reading material to be used in the classroom. Ricard R.Day (1994) at least summarized seven factors in selecting reading material.

**a. Fristly,**

The factor is Interest The most important factor in selecting a reading article is interest. Williams (1986:42) claims that "in the absence of interesting texts, very little is possible." Carrell (1984:339) states: "First, reading teachers should use materials the students are interested in, including materials self-selected by the student." Nuttall (1982:29), who refers to interest as "suitability of content," claims that having texts that interest learners is more critical than either the linguistic level of the text or its "exploitability".

**b. Secondly,**

Explotaibility which Nuttall (1982:30 31) defines as the facilitation of learning, is a key factor in selecting a reading passage. Simply put, will the passage allow the teacher to accomplish the objectives of reading.

**c. Thridly,**

The third factor is Readability. The factor of readability ranks with interest and exploitability as one of the most important considerations in selecting a reading passage. Carrell (1987b) uses the term to refer to the following phenomena: syntactic appropriateness; logical/rhetorical ordering of ideas; textual phenomena at the discourse level; lexical appropriateness; and background knowledge of the reader. Nuttall (1982) reserves this term only for syntactic and lexical considerations. Readability is used here to

include the phenomena mentioned by Carrell, plus the length of the passage.

**d. Fourthly,**

The next is topic. The topic of a reading article is an important factor to consider. Teachers may feel that a wide variety of topics would be helpful to maintain student interest and motivation. \

**e. Fifthly,**

The fifth is Political appropriateness. The political suitability of the reading passage must be taken into consideration. In some countries the political content of articles is a critical issue, while in others it is not. Expatriate teachers working in politically sensitive countries should pay close attention to this factor, particularly if it is not an issue in their home countries.

**f. Sixthly,** The next is Cultural suitability is another factor to consider in selecting reading passages. Articles for expatriate teachers which would not raise an eyebrow in their home countries could be culturally explosive when used in other countries.

**g. Lastly,**

The final factor is concerned with the appearance of the reading passage, which includes layout and print and type size. Layout. The reading teacher should examine the article to see whether the layout is beneficial or harmful. For example, the teacher can check to see if there are pictures or other non textual information that might help students understand the article. Are the lines or paragraphs numbered? In this case, the teacher can also determine the legibility of the passage. This is important if it is to be

reproduced. A barely legible article can spoil an otherwise excellent reading lesson. If the goal of the reading class is to help the learners become readers of the target language outside of the class, attractive, well-designed passages are more of an incentive than sloppy, hard-to-read texts.

Here is the example of the material in teaching reading:

### **RORO JONGGRANG**

Once, there was a beautiful Javanese princess whose name was Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king. One day, a handsome young man with super natural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift." Requested Roro Jonggrang. Bandung agreed with this condition.

Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung." Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousandth temple is you!" At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land.

([http://googleweblight.com/?lite\\_url=http://melviapermatasari.blogspot.com/2012/07/bandung-bondowoso-and-roro-jonggrang.html](http://googleweblight.com/?lite_url=http://melviapermatasari.blogspot.com/2012/07/bandung-bondowoso-and-roro-jonggrang.html))

The researcher chooses narrative as the material because narrative is a interesting material, it also can be short. The last reason is because it is really match with the second grade year of Junior High School.

From the explanation above, reading material is the most important aspect in teaching reading. Reading material is also called reading passages. The choosing of the reading material will have an effect to the reading comprehension of the students' achievement; therefore, the material should be suitable for the grade of the students. If the material is too difficult, the students will fail to comprehend the text. The materials also should be suitable in the level of difficulties. For example is junior high school students should read the text such as narrative, recount, descriptive, procedure, etc. If the students in junior high school read the passage for university students such as the text for TOEFL class, they will fail. In this research, the researcher will choose narrative text as the students reading material. The researcher chooses<sup>3</sup> narrative text because narrative text is an interesting text. And in the next chapter, the researcher will explain about narrative text as the reading material.

## **2.6 Narrative Text**

According to Pardiyono (2007:62) narrative text is a kind of text which has function to amuse, to entertain and to deal with actual or vicarious experience in different ways. He adds that the narrative text has generic structures as follows;

1. Orientation: sets the scene and introduce the participants
2. Complication: a crisis arises
3. Resolution: the crisis is resolved, for better or worse

Also, the narrative text has grammatical features that shave function to improve student's knowledge, they are;

1. Past tense: narrative text used past tense to tell about past activities or events in past.
2. Sequence markers: first, then, after that, next, finally
3. Adverb can express the information about time, place, reasons, and purpose, example: once upon a time, one day, long time ago, as soon as day and night.

Here is the example of narrative text:

### **SANGKURIANG**

A long time ago, the ancient land of Sunda was ruled by a king and a queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled. One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave. One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother.

Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother—they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. When Dayang Sumbi saw that he was about to accomplish what she had thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he cursed Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far

away is the stump of the tree Sangkuriang had felled, now called Bukit Tunggul. Finally The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

(contoh narrative text.blgspot.com)

From the text, the narrative text has generic structures as follows;

1. Orientation: sets the scene and introduce the participants

From the example of the narrative text, the orientation of the text is:

A long time ago, the ancient land of Sunda was ruled by a king and a queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled. One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

From the text, the text tells how the story begin, the story also tell the way

Sangkuriang born.

2. Complication: a crisis arises

From the text, the complication is

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave. One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother.

Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

From the example the story become more complicated with

Sangkuriang killed his father, and he did not know that tumang is his dad.

### 3. Resolution: the crisis is resolved, for better or worse

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother—they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. When Dayang Sumbi saw that he was about to accomplish what she had thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he cursed Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tunggul. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

From the text, the story becomes more clear. Dayang Sumbi starts to find a way to refuse Sangkuriang.

Also, the narrative text has grammatical features that have function to improve student's knowledge, they are;

1. Past tense: narrative text uses past tense to tell about past activities or events in past. In narrative text, all of the sentences use past tense. It can be proved with the example:

A long time ago, the ancient land of Sunda was ruled by a king and a queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled. One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

From the example, we can know that narrative text uses past tense. It can be proven from the use of verb two in the sentences.

2. Sequence markers: first, then, after that, next, finally

The example is *“Finally The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.*

3. Adverb can express the information about time, place, reasons, and purpose, example: once upon a time, one day, long time ago, as soon as, day and night.

The example was taken from example of narrative story *“A long time ago, the ancient land of Sunda was ruled by a king and a queen who had but a single daughter. Her name was Dayang Sumbi.”*

Besides, narrative text is one of the text that the students learn in teaching reading. The purpose of narrative text is to entertain and to amuse the reader. Meanwhile Narrative text is one of English text types. According to Anderson (1997) narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or to inform, to change attitudes or social opinions and to show the moral of a story. Porter as quoted by Alberti (2015:14) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers in Alberti (2015:14) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only

understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

From the statement about, narrative text is a kind of text which has function to amuse, to entertain and to deal with actual or vicarious experience in different ways. Narrative text use past tense and narrative text's aim is to amuse the reader.

## **2.7 Visual Aids**

According to Weaver (1950:5), visual aids is a thing that can be seen and use for the learning. Visual aids also help the teacher in presenting the materials in the classroom. Murica as quoted by Minarti (2008:14) said that visual aids can be catagorized into two;

1. Three dimension e.g. pupets, models, dioramas.
2. Projected material, e.g. fil, filmstrips, motion picture.

According to the parragraph above, visual aids is everything that can be seen and help the learning process. Picture series is one of the visual aids that can help the students in reading comprehension skill. So, the reseacher chooses the plate materials of visual aids to improve the students reading comprehension.

## **2.8 Picture Series**

Picture is one of the visual aids that is used by the teacher in teaching and learning process. There are some kinds of pictures that are used by the teacher such as picture, picture series, and so on. Huebener (1965) points out that if properly used picture, maps, chart, maps, will certainly make the reading lesson more interst, more collorful, more effective. Arranging picture series is one way to be used in developing words as well as other skills. The primary advantage of using picture series is enjoyable for the students because they can find their imagination in the

picture. Besides, picture series also can help the students to comprehend the text well. The activities that the teacher can be created with picture series are like

1. Matching a series of picture with paragraph they illustrated
2. Matching the picture that illustrated the main idea with the paragraph that should be illustrated.
3. Arranging pictures in the other in which events illustrated by them occurred in a story.
4. Making up sentences that describe the picture.

The example of serial pictures as a media in teaching learning process of narrative text is illustrated as seen below:

#### **The Gingerbread Man**

One day, the woman made a gingerbread man for dinner. She decorated the gingerbread man with eyes made of currants and buttons made of cherries. But when she took out gingerbread man from the oven, he jumped out and ran away.

As soon as he was cooked, the little old woman opened the oven door. The gingerbread man jumped out of the tin and ran out of the open window shouting, 'Don't eat me!'. The little old woman and little old man ran after the gingerbread man. 'Stop! Stop!' they yelled. The gingerbread man did not look back. He ran on saying, 'Run, run as fast as you can! You can't catch me, I'm the gingerbread man!'.

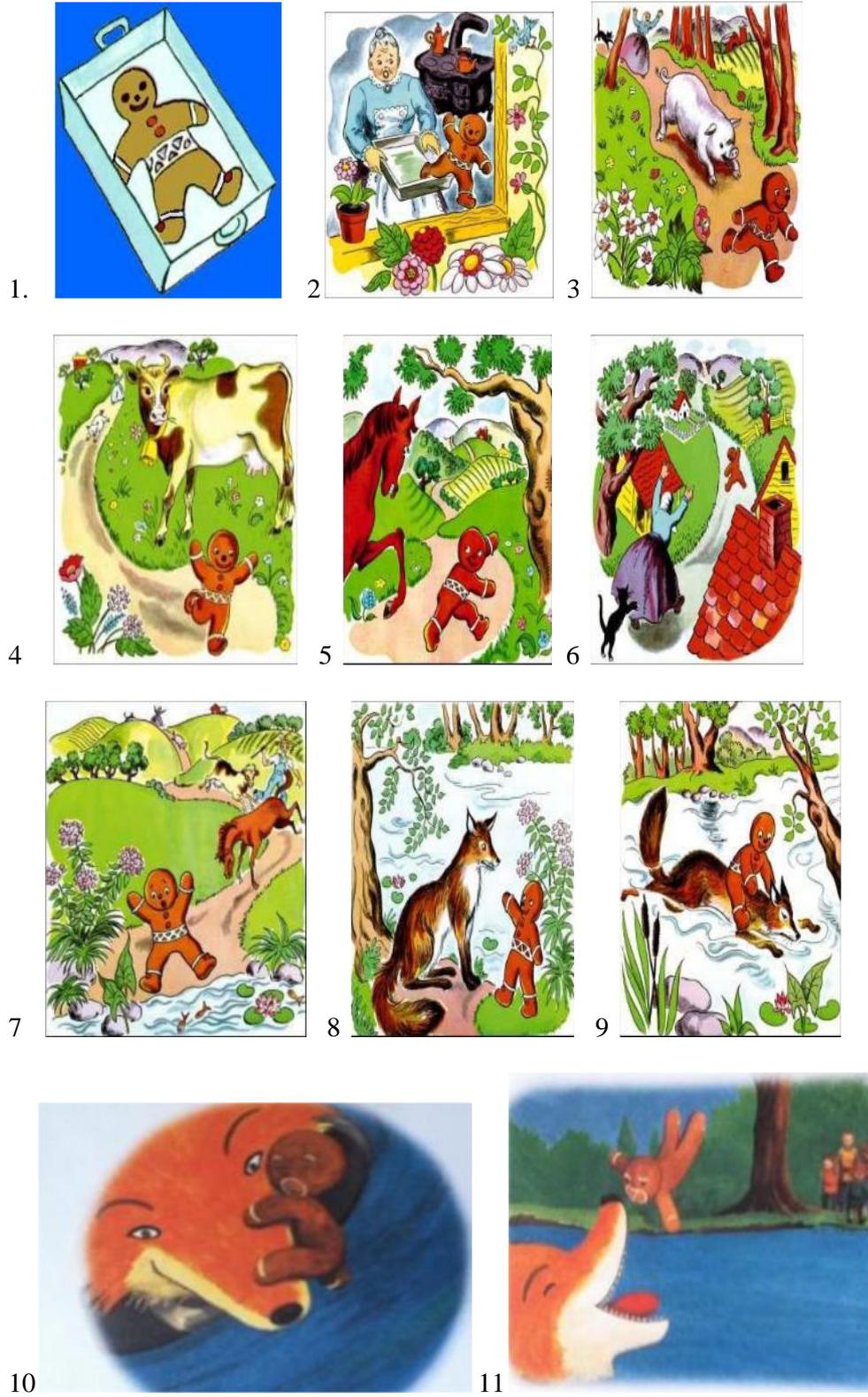
Down the lane came to a pig. 'Stop! Stop! I would like to eat you,' shouted the pig. The gingerbread man was too fast. He ran on saying "Run, run as fast as you can. You can't catch me, I'm the gingerbread man.

A little further on he met a cow. 'Stop! Stop! little man,' called the hungry cow, 'I want to eat you.' Again the gingerbread man was too fast. He sped on down the road saying, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man."

It was not long before the gingerbread man came to a horse. 'Stop! Stop!' shouted the horse. 'I want to eat you, little man.' But the gingerbread man did not stop. He said, 'Run, run as fast as you can. You can't catch me, I'm the gingerbread man.' The gingerbread man laughed until he came to a river. 'Oh no! They will catch me. How can I cross the river?'

A sly fox came out from behind a tree. 'I can help you cross the river,' said the fox. 'Jump on to my tail and I will swim across.' The gingerbread man climbed on the fox's tail. Soon the gingerbread man began to get wet. 'Climb onto my back,' said the fox. So the gingerbread man did. As he swam the fox said, 'You are too heavy, jump onto my nose.' So the gingerbread man did as he was told. No sooner did gingerbread man sit on the fox's nose, that the sly fox tossed him and gobbled him up.

The pictures were printed on A4 matte paper.



(Adapted from : Kumpulan Dongeng Klasik Dunia, as quoted by Fitriyaningsih 2012)

That is the example of serial pictures and those pictures represent the story of The Gingerbread Man. From the example, the researcher or the teacher can asked the students to match the picture with the story from each paragraph. The example is the students match the picture with the text, explained below :

Chooosed the right picture to match this paragraph!

One day, the woman made a gingerbread man for dinner. She decorated the gingerbread man with eyes made of currants and buttons made of cherries. But when she took out gingerbread man from the oven, he jumped out and ran away.

The answer is



In addition, Hibbing as quoted by Nazrudin (2011:10) believes that the supplementation of text with visuals provides readers with two sources of information from which draw upon when reading the material. It tells us that reading combine with picture series help students to have a better understanding. When the reader cannot comprehend a particular passage, then they may shift their attention from the text to accompanying visual image.

From the statement above, picture series is one of the media that can be used in teaching reading. Picture series is also the part of visual aids that can help the students in learning process. The way picture help is picture can be seen by the students clearly and distinctly. The student can understand the content of the whole pictures because the first picture is related to the second picture and so on.

## 2.9 Advantages and Disadvantages of Using Picture Series in Teaching Reading

There are some advantages of reading using serial pictures:

1. Capture the students' interest
2. The students are able to study the materials effectively.
3. Picture helps the students to understand and to remember information well.
4. Pictures are relatively cheap. They can be obtained almost anywhere and everywhere.
5. By using picture, the students can see the object which are being talked and discussed clearly.
6. Picture can present the world outside the class.

The disadvantages of using picture series in teaching reading comprehension are :

1. . It is difficult to look for the specific pictures.
2. The students still find difficulty to express something happen in the picture in detail if they have never seen it.
3. It does not contain full information
4. Each person has different perception about the meaning of picture.

Based on those advantages and disadvantages the researcher tries to take the advantages and minimizes the occurrence of the disadvantages, so the research can use the serial pictures as a good media.

## 2.10 Procedure Of Teaching Reading with Picture Series

According to William as quoted by Minarti (2008:15) states that the procedure of reading lesson starts with pre reading activity followed by a while-activity and ending with post activity. Pretest is the activity that should be done in the first. Then at the end of the learning process should be post activity.

### 2.10.1 Pre Activity

William (1986:37) states that the goals of the pre activities are to make the students prior knowledge activity. Besides, this activity also builds the students background knowledge. This activity also leads the students' attention to the topic of the reading. In general, reading activities that had done in the class as follows: brainstorming and asking question.

1. Teacher came to the class and great the teacher and pray.

*T : Good Morning Class, How are you today?*

*S: I am fine Miss, how are you today, Miss?*

*T: I am fine too, thank you. Before we start our lesson today, let's pray together.*

2. After that the teacher explained about narrative text also its generic structure, the teacher also asked the students the example of the story

*T: Students, do you like to read a story? What Kind of story?*

*S : Yes Miss, I do. The stories that I like are short story, and novel, and etc.*

3. The teacher asked the students about the story that mostly they like. The story such as tinker bell, tangled, or legend like danau toba and tangkuban perahu.

*T : Do you like other story like fabel, legend, or maybe myth?*

*S : Yes Miss, I do. I like the story such as fabel and legend.*

*T: So, tell me what is your favorite story?*

*S : My favorite stories are Tinkerbell and Tangkuban perahu*

4. The teacher also developed the students background knowledge by asking some questions that is related to the story

*T: So do you know what is our material today the material related to a kind of story.*

*S: Yes, I do Miss, our material today is Narrative text, Miss*

*T: That is great!*

### **2.10.2 While Activity**

According to William (1986:37) states that while reading activities draw on the text, rather than the students' ideas previous reading. The aims of this phrase are to help understanding the writer's purpose to help understanding of the text content, and to clarify the content. Those are mean that the teacher explain about the content of the material, such as the meaning of narrative text, the generic structure, and also the function. During the while activities, the teacher explained about the material clearly. This activities were just like the main point of the activities.

1. The teacher asks the students to make a group consist of 3 persons

*T: Okay, now I would to ask you to make a group consist of 3 persons.*

*Let's start*

*S: Alright, Miss.*

2. After that the teacher gave the paper to each group and told the material in the class. The teacher explained about the generic structure, the aim, also some kinds of narrative story

*T: Alright students, now I will explain to all of you about our material today. Now, let's talk about narrative generic structure, the aim of the text,*

*and also some kind of narrative text. After that I will explain about the characteristic of narrative text. So, what do you know about Narrative text?*

*S : It is about story, Miss.*

*T : Anyone else? Is there any definitions about narrative text.*

*S : Narrative is a legend story Miss.*

*T: Alright, those are a good answer everybody. Narrative text is text that tells past events and usually the aim of the text is to entertain the reader.*

*Narrative use past tense, it also use the words such as finally, long time ago, and etc. Narrative has three main generic structures. The generic structures are: orientation, complication, and re-orientation.*

3. After the teacher gave one story of narrative text and asked the students to read it one by one. The teacher gave some questions which were related to the five aspects of reading comprehension. They were: determining main idea, reference, inference, finding detail information, and vocabulary.

*T: Alright, now please answer the following questions in your paper with using picture series.*

*S: Alright, Miss.*

4. After that, three groups (can be more than three) presentated their story in front of the class.

*T: Have you finished students?*

*S: Yes,I have Miss. I have finished my work.*

*T: now, each group please read your answer and story in front of the class.*

*S: Yes, I do Miss.*

5. After that, the teacher told the answer of the questions by explaining the material briefly

*T: I will tell the answer and each group please listen to my answer and explanation.*

*S: Alright, Miss.*

6. The next step, the teacher asked the students to collect it.

*T: Okay, now let's collect it everybody*

*S: Yes I will Miss*

7. The teacher gave 10 questions related to the story and asked the students to answer it briefly.

*T: Now, I will give you 10 questions that you should answer.*

*S: Alright, Miss. I will answer the 10 questions*

8. The teacher asked the students to collect their work after that

*T: Please correct your work!*

*S: Yes, I will Miss.*

From the statement above, in the while activities, the teacher will give the main material using picture series media for the students. This activity also will introduce reading narrative text using picture series.

### **2.10.3 Post Activities**

At the end of the teaching and learning process, there are post activities. Post test activities are made to know the students understand the material or not. Before the end of the class, the students were asked by the teacher to answer some question related to the while activity. This activities were also good for the students

because the teacher asked the students whether there was a material that they did not understand.

### **Post Teaching (10 minutes )**

1. The teacher asked again about the material to make sure they understand the material

*T: Alright, let's review our material. So, what is narrative text?*

*S: The text that tells past events miss.*

*T: Alright, that is true, and then please give an example of narrative text.*

*S: The legend of Prambanan Miss.*

*T: Is there anybody know about the function of narrative text?*

*S : Yes, I am Miss. The function of narrative text is to aim and entertain the reader.*

*T : Alright ,Narrative text is a text which is related to a story and has a aimed to entertain the reader. The story such as legend, myth, and fable.*

2. The teacher closed the lesson and leave the class

*T : Alright, let's close our lesson today. Thank you for your attention and good morning*

*S : Good morning Miss. Thankyou very much.*

From the statement above, post activity is the end of teaching process. The activities, are made to find out whether the students understand the material or not. Before the end of the class, the students are asked by the teacher to answer some questions related to the while activity

So, in this activities the teacher will know whether picture series is a good technique or not in teching reading through narrative text.

## 2.11 Theoretical Assumption

In teaching reading there are some media which is good to improve the students reading skill, especially in reading comprehension. There are so many media that the teacher can choose to help the students understand the material. The media also can be implemented to get the aim of the lesson. If the teacher does not choose the right technique and media, the teaching and learning process may be will make the students fail to understand. Picture series could be a good media for teaching reading narrative text.

Form picture series, the students can be helped with the picture to comprehend the text. In this research, the reseacher use narrative text as the text for the students. The teacher also can increase the students' interest in reading. Picture series also help the students easily understand the text well. Picture series also will focus on the information that they will get from the text. According to Fitriarningsih (2013), based on her research, picture series can help the students to increase their reading comprehension ability. The most aspect that is mostly increased inference in reading comprehension. In treatment activities the researcher also found some students who cannot understand the text. But when they had to make inferences based on the picture they can tell some inferences relate to the pictures. Gambrell and Jawitz (1993) and Liu (2004) have argued that visuals aids actually produce interference in learning from a text for a variety of reasons, including text difficulties, readers' abilities to process visual aids, an instruction on using pictures

Furthermore, the researcher believes that picture series is one of the technique that can improve also help the students to comprehend the text. Picture helps them as

the visual aids that can be seen. Picture series will related to the passage, so, they will easily find the meaning of the text and the main point that the text tells. Picture series may also improve the students reading comprehension.

## **2.12Hypothesis**

The theories and assumption above proposes two hypothesis in this research as follow :There is a difference on student's reading comprehension after being taught with picture series through narrative text. Inference is the aspect that mostly increased after being taught with picture series technique through narrative text.

In conclusion, according those explanations above, this research is focused on the theories that is related to the research. They are reading, reading comprehension, component of reading comprehension, teaching reading, reading material, narrative text, visual aids, picture series, advantages and disadvantages of using picture series in teaching reading, procedure of picture series in teaching reading, teroretical assumption, and hypothesis.

## **CHAPTER III**

### **METHODS**

This chapter deals with the design and procedures of the research. This refers to research design, variables, population and sample, research procedure, data collecting technique, research instrument, data analysis, data treatment, and hypothesis testing, and schedule of the research.

#### **3.1 Research Design**

In this sub chapter the researcher would like to explain about the research design that was used in this research. The research was a quantitative research. The aimed of this research was to find out whether there was a difference of students' reading comprehension after being taught with picture series using narrative text. The design was one group pretest-posttest design. The research design could be presented as follow:

**T<sub>1</sub> X T<sub>2</sub>**

T1 : Pre-test

T2 : Post-test

X : Treatment (teaching reading using picture series)

(Hatch and Farhady as cited in Setiyadi (2006:132))

From the explanation above, the researcher used pre-test post-test design for this research.

### **3.2 Population and Sample**

In this sub chapter, the researcher would explain about the population and sample that was used in this research. The population of this research was the second grade students of SMP N 1 Seputih Raman which was consisted of seven classes and there were 32 students for each class. For the sample of this research, the researcher took one class as the tryout class, and one class as an experimental class. Both of the classes were chosen randomly and lottery drawing was used to take the sample intended.

In conclusion, the population and sample that were used in this research was the second grade students of SMP N 1 Seputih Raman. There were two classes that were used. One is for tryout class and the other one as experimental class.

### **3.3 Variables**

In this chapter, the researcher would explain the variables of this research. Firstly there was a definition of variables according to Setiyadi. And lastly there were two variables in this research. According to Setiyadi (2006:201) variable was a character of group of people, their behavior, or the variant environment of one individual to others. On this research there were two variables. The variables were independent and dependent variables. Dependent variable was the variable that the researcher observed and measured to determine the effect of the independent variables. Meanwhile independent variable was the variable that the researcher hoped to investigate. This research consisted of the following variables

- 1) Students Reading Comprehension as dependent variable (Y), because this variable was observed and measured to measure the effect of independent variable
- 2) Picture Series as independent variable (X) because this variable could influence or have effect to dependent variable.

From the explanation above, there were two variables that would be used in this research. The first variable students reading comprehension as the dependent variable (Y), and picture series as independent variable (X).

### **3.4 Instrument of the Research**

In this sub chapter the research would explain about the instrument that was used in this research. In addition, the researcher would explain the criteria of instrument to find out whether the instrument was applicable or not.

To checked the students reading comprehension achievement, the researcher did it by giving two reading tests to the students. The freading tests were pre-test and post-test. The test was objective test in multiple choice. The option of the answer were a, b, c, or d. In order to find out whether the test items were applicable or not, the researcher would find out the validity, reliability, level of difficulty, and discriminating power of the test using tryout test.

#### **3.4.1 Validity**

A test was considered valid if the test measured the object to be measured and suitable with the criteria. The validity of the test was extended to which it

measured what was supposed to be measured. A test must be aimed to provide true measure of particular skill that was intended to be measured.

There were four types of validity (Setiyadi, 2006:22). The first was face validity. Face validity was the validity that concern with the layout of the text. The second validity was content validity, the validity that represent the material to be included. On the other hands, construct validity concern measured the specific characteristic in accordance with a theory of language learning, and the last was predictive validity that concern with measuring the success in the future.

Based on the explanation above, the researcher would find out the content and construct validity. the reason is because the content of the three was less need.

a. Content validity

Content validity related with all items of test that include in the test. In this validity, the researcher measured all indicator of the test and analyzed them whether the test was good reflection of what had been taught (Setiyadi, 2006:22). To the content validity, the researcher tried to arrange and made the material based on the sylabus of second grade of junior high school students. The instrument of this research was an objective reading test by using picture series. In this instruments the researcher gave the questions represented, determining idea, find specific information, reference, inference, and vocabulary. Based on Nutall (1985) the test of the reading comprehension the writer used the table of spesification of five short of reading comprehension skills.

**Table3. 1. Specification of Test Items for The Reading Comprehension**

No	Reading Skill	Item of Number	Precentage
1	Determining main idea	1,6,11,16, 21,26,31,36	20%
2	Inference	2,7,12,17,22,27,32,37	20%
3	Reference	3,8,13,18,23,28,33,38	20%
4	Finding detail information	4,9,14,19,24,29,34,39	20%
5	Vocabulary	5,10,14,20,25,30, 35,40	20%
Total		40	100%

The percentage of each reading skill was same because the researcher would find out which aspect that was mostly increased by using picture series as media in teaching reading.

This test conducted to determine the quality of the data collecting instrument of the research They were, validity, reliability, level of difficulties, and discriminating power. Students were given 40 items of multiple choices test in 80 minutes

The table in the appendix 3, showed that there were 40 items in the try-out test. After analyzing the criteria of good test by using level of difficulty and discriminating power, it could be seen that 10 items were dropped, such as items number 4, 5, 7, 8, 9, 13, 19, 30, 36 and 37. The criteria for the items that should be dropped were the number of item which had easy or difficult in Level of difficulties and poor result for discriminating power. The try-out test consisted of 7 difficulty items (4, 5, 7, 8, 19, 30, and 37); 18 average items (1, 2, 3, 11, 12, 17, 18, 20, 21, 23, 24, 26, 27, 28, 32, 33, 35, and 39); and 15 easy items ( 6, 9, 10, 13, 14, 15, 16, 22, 25, 29, 31, 34, 36, 38, and 40). Some of poor and difficult items were revised, also easy and poor items. There were 14

revised items (6, 10, 14, 15, 16, 22, 23, 24, 26, 27, 28, 32, 33, 35, 38 and 40) while the average and satisfactory items were administered in the pre-test and post-test.

In analyzing discrimination power, there were 10 poor items (4, 5, 7, 8, 9, 13, 19, 30, 36, and 37); 22 good items (1, 2, 3, 6, 11, 15, 16, 17, 18, 20, 21, 22, 23, 24, 27, 28, 29, 33, 34, 35, 38, and 40) and 21 satisfactory items (10, 12, 14, 25, 26, 31, 32, and 39). The items that had criteria level of difficulty  $< 0.30$  and  $> 0.70 - 1.00$  but had easy and good discrimination were revised, meanwhile the items which had average level of difficulty and good and satisfactory discrimination indexes were administered for the pre-test and post-test. After analyzing the level of difficulty and discrimination power, it were found that 30 items were good and administered for the pre-test and post-test. On the other hand, 10 items were bad and dropped because they did not fulfill the criteria of level of difficulty and discrimination power.

**Table3. 2. Specification of Test Items for The Reading Comprehension in pre-test**

No	Reading Skill	Item of Number	Precentage
1	Determining main idea	1,4,10,18,22	16,6%
2	Finding detail information	8,16,19,21,25	16,6%
3	Inference	2,6,11,14,23,27,29	23,3%
4	Reference	3,7,12,15,20,24,28	23,3%
5	Vocabulary	5,9,13,17,26,30	16,6%
Total		30	100%

Also the result of the post test questions after dropped in the tryout test

**Table3. 3 Specification of Test Items for The Reading Comprehension in post test**

No	Reading Skill	Item of Number	Percentage
1	Determining main idea	1,9,13,22,25,	16,6%
2	Finding detail information	7,10,12,16,29	16,6%
3	Inference	2,5,14,18,20,23,27	23,3%
4	Reference	3,6,11,15,19,24,28	23,3%
5	Vocabulary	4,8,17,31,26,30	16,6%
Total		30	100%

From the explanation above, the researcher would give the test which consisted of 40 point of questions, which was consisted the reading comprehension skills for each number. The options were a, b, c, or d.

#### b. Construct Validity

Construct validity as concern whether the tests were the true reflection of the theory of the trait. In this research, language was being measured. If the test had construct validity, it was capable of measuring certain specific characteristic in adrance with a theory of language behavior and learning. To measure this, the researcher put the aspects of reading comprehension in each of the items like determining main idea, supporting details, inference, reference, and vocabulary.

### 3.4.2 Reliability

Reliability refered to the extend of which the test was consisten in its score gave us an indication of how accurate the test scores were. To measured the coofficient reliability between the first half and the second half items the writer used the Pearson Product Moment formula as follows ;

$$r_{xy} = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

For complete the clasification, the formula presented above are illustrated as follows ;

$r_{xy}$  : coeficient of reliability odd and even numbers of item

$x$  : odd number

$y$ : even number

After getting the reliability of half test the researcher used Spearman Brown to determind the Reliability of the whole test, as follow :

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

For complete the clasification, the formula presented above are illustrated as follows; :

$r_k$  ; the reliability of the whole class

$r_{xy}$  : the reliability of half class

The criteria of reliability as follows :

0.90-1.00 = high

0.50-0.89 = moderate

0.0-0.49 =low

To analyze the reliability of the test, Split-half technique was used to estimate the reliability of the test and measured the coefficient of the reliability between odd and even group, *Pearson Product Moment* formula was used. The computation showed that the reliability coefficient of the test was 0.886 (see **appendix 4**). It could be stated that the test had a high reliability since the range of high criteria in the criteria of reliability was 0.80 – 1.00 (Hatch and Farhady, 1985: 247).

### 3.4.3 Level of Difficulties

Level of difficulties (LD) was the most important aspect in reading comprehension.

To see the level of difficulties, the writer used as the following formula:

$$LD = \frac{R}{N}$$

For complete the clasification, the formula presented above are illustrated as follows; :

LD = level of difficulties

R = the number of students who answer correctly

N = the total of the students that followig the test

The criteria are:

<0.30 = too difficult

0.30-0.69 = average

0,70-1,00=easy

### 3.4.4 Discriminating Power

Discriminating power is the ability of the item to discriminate between the students whom had high ability and those whom had low ability.

In discriminating power the researcher used the formula as following

$$DP = \frac{U - L}{\frac{1}{2}N}$$

It should be noticed that:

DP : discriminating power

U : the number of upper group who answer correctly

L : the number of lower group who answer correctly

N : the total number of the students in upper and lower group.

The criteria are :

DP = 0.00-0.19 = poor

DP=0.20-0.39 = satisfactory

DP= 0.40-0.69 = Good

DP =0.70-1.00= excellent

DP = negative/ minus = all was poor.

In conclusion, the instrument that was used in this research was multiple choice reading test in the pretest and post test. The total items of the questions were 30. And each item consisted of a, b, c, or d, as the option.

### **3.5 Research Procedures**

In this sub chapter, the researcher would explain the research procedure in this research. There were two steps in research procedure. They were planning and application.

#### **3.5.1 Planning**

Before doing the research, the researcher made some plan to make the research run well. The procedures of making plan could be seen as follows:

a. Preparing the Tryout

The researcher gave the students a tryout test which was consisted of 40 items in 40 minutes. This test was conducted to find out the level of difficulty, validity, reliability, and also discriminating power.

b. Preparing the pretest

This was a test which was consisted of 30 multiples choice items in 60 minutes. This test was administered to order check the students' reading comprehension before the treatment.

c. Preparing the lesson plan

The researcher prepared the lesson plan for the research process.. This was done to find out the material that was need in teaching reading.

d. Determining the material to be taught

The researcher determined the material that would be taught. The material was based on the curriculum based competency, for the second year in the second semester.

e. Preparing post test

After giving treatments, the researcher did the post test whether to find out the students's improvement in reading comprehension after treatment. This test consist of 30 items of reading in 60 minutes

### **3.5.2 Application**

After making a plan, the researcher applied the research procedure had some procedure as follows;

- a. In the first meeting the researcher gave the tryout test
- b. In the second meeting the researcher conducted the pretest
- c. After the pretest the researcher gave three times of treatments
- d. In the last meeting the researcher conducted the post test.

In the conclusion, from the explanation above, there were two steps of research procedure in this research, they were planning step to prepare the research and application step to conduct the result.

### **3.6 Data Analysis**

In order to know the students progress, the students score were computed by doing the activities;

- 1) Scoring pretest post test, the formula as follow

$$X\%C = 100 \frac{R}{T}$$

For complete the clasification, the formula presented above are illustrated as follows; :

X%C = Percentage of correct score

R = Total of the right answer

T = the total of the number item

(Lynman, as cited in Mutiah, 2013 :36)

2)Tabulating the result of the test and finding the mean of the pretest and post test

$$\bar{X} = \frac{\Sigma x}{N}$$

it should be noted :

$\bar{X}$  = mean

$\Sigma x$  = the total number of students score

N = Number of students

( Arikunto, 2006 : 272)

3) Drawing conclusion from the tabulated result of the test given by comparing the means of the pre test and post test

$$I = \bar{X}_2 - \bar{X}_1$$

For complete the clasification, the formula presented above are illustrated as follows; :

$I$  = the improvement of reading comprehension achievement

$\bar{X}_2$  = the average score of post test

$\bar{X}_1$  = the average of pretest score

### 3.7 Data treatment

In order to find out the improvement of the students' reading comprehension after being taught by using Picture series the researcher analyzed the data using the statistical computation like repeated measured T-test using SPSS version 16.0

According to Setiyadi (2006:168-169), using repeated measure T-test for the hypothesis testing had three basic assumption, namely :

1. The data was interval or ratio
2. The data was taken from random sample in population ( not absolute)
3. The data was distributed normally

To measure the aspect that mostly increased in students reading comprehension aspect after being taught with picture series, the researcher used descriptive analysis by using SPSS ver 16.0 the aspect that mostly increased could be seen from the mean. Thus, the writer used these following procedures to treat the data

#### Normality test

This normality test would be used to measure whether the data from the students score was normally distributed or not. Here, the researcher would use SPSS 16 to analyze the data. So the hypothesis for the normality test are as follow :

$H_0$  = the data do not distributed normally

$H_1$  = the data was distributed normally

While the criteria for the hypothesis was  $H_1$  accepted if  $\text{sign} >$  with the level of significance was 0,05

### **3.8 The Hypotesis**

After collecting the data, the researcher would analyze them to find out whether there was improvement of the students' reading comprehension after being taught through picture series.

The criteria for accepting the hypotesis were as follows :

1.  $H_0$  was accepted if the t- value was higher than T-table

There was a significant different in reading comprehension after being taught with picture series

2.  $H_1$  was accepted if the t-value was lower than T-table

There was no significant different in reading comprehension after being taught with picture series

### **3.9 Schedule of the Research**

This research was done in SMP Negeri 1 Seputih Raman, Central Lampung.

This research conducted three meeting in one class. The class that the researcher took was VIIC which consisted 32 students. This research was done in the term month of February 2016. Start at 16 February 2016 and finish at 2 March 2016.

**Tabel 3.4 The Schedule of The Research**

Date	Meeting	Activity	Class
16 February 2016	Tryout	Administering a tryout question	VIIID
17 February 2016	Pretest	Administering a pretest question	VIIIC
18 February 2016	Treatment	Giving treatment about Malin Kundang story	VIIIC
24 February 2016	Treatment	Giving treatment about Sangkuriang story	VIIIC
25 February 2016	Treatment	Giving treatment about Snow White story	VIIIC
2 March 2016	Posttest	Administering a posttest	VIIIC

As can be clearly seen, according to explanation above, this chapter discussed the main point that related to design and procedures of the research were used in this research. They were; research design, variables, population and sample, research procedure, data collecting technique, research instrument, data analysis, data treatment, and hypothesis testing, and schedule of the research.

## **CHAPTER V.**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents conclusions that are based on the research's result and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to apply picture series as a media in teaching reading.

#### **5.1. Conclusions**

In line with the results of the data analysis and discussion, the writer comes to this following conclusion:

1. After the research has been conducted, it is concluded that picture series is a good media for reading comprehension because it can help the students to comprehend the text well. The increased can be seen from the mean and also the gain in pre test and post test. In pre test, the mean of the students score is 57.25 and in the post test is 67.18. And the gain is 9.93.
2. All of the aspects in reading comprehension increased. Fo example, Inference increased from 17.4 until 23.28 and the difference is 6.14. Evidently, inference gained the most increased aspect because the students were able to work related to the supporting the inference. They got it because inference related to the picture series. By using picture they can conclude and infer the text very well.

## 5.2. Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. Suggestions to the teacher
  - a. English teachers are recommended to focus more on reference aspects. This can be done, for the teacher by giving exercises on understanding the words or pronunciation.
  - b. English teachers are recommended to focus more on vocabulary. Likewise, in order to develop students' vocabulary, the teacher should give more exercises about vocabulary size such as matching words, antonyms, synonyms, etc.
2. Suggestions to further researchers
  - a. This study was conducted at the Junior High School level. Therefore, further research can try to implement picture series at different levels. Also, the teacher should add different types of questions such as why and how questions.
  - b. In this research, the researcher applied picture series in teaching reading narrative text at the second grade of Junior High School. Other researchers can conduct other kinds of text, i.e. exposition, recount, descriptive, or report text.
  - c. There are some elements in reading comprehension that cannot increase significantly, so the researcher suggests the next researcher to find out the reason.

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