THE IMPLEMENTATION OF PICTURES STRIP STORY TO IMPROVE STUDENTS' READING COMPREHENSION AT FIRST GRADE OF SMA N 1 AMBARAWA PRINGSEWU

(A Script)

By:

Meita Rahmawati

**FACULTY OF TEACHER AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

ABSTRACT

**THE IMPLEMENTATION OF PICTURES STRIP STORY
TO IMPROVE STUDENTS' READING COMPREHENSION
AT FIRST GRADE OF SMA N 1 AMBARAWA PRINGSEWU**

**By :
MEITA RAHMAWATI**

This study is aimed at (1) investigating whether there is any significant difference of students' reading comprehension achievement after being taught by using picture strip story at the first grade of SMA N 1 Ambarawa Pringsewu. (2) finding out the aspects of reading comprehension achievement of the students that increased most after being taught by using picture strip story.

To achieve these goals, the researcher carried out quantitative study with *one group Pre-test and Post-test Design* because this research just needed one group or class to answer the research question. The population of this research was first grade students of SMA N 1 Ambarawa in 2015/2016 academic year. The sample of this research was one class taken randomly as the experimental class, that is class X IPS 2. In addition, the researcher took another class as try out class, that is, class X IPS 3. Each class consisted of 30 students. The instrument for collecting data in this research was reading test.

The data in form of score were analyzed statistically based on the calculation using t-test, the results of data analysis showed that the students' mean score in the pre-test and post-test were 60.66 and 72.21. It means that there was increase of students' score, 11.55. The results of hypothesis test showed that the significance value (2- tailed) was 0.000 in a level of ($p<0.05$). It could be concluded that H_1 was accepted: Thus, the null-hypothesis was rejected. Besides, picture strip story also increased the students' reading comprehension in all aspects of reading comprehension. Moreover, picture strip story mostly increased the students' reading comprehension in understanding vocabulary. The increase of understanding vocabulary aspect was 16%. It could be claimed that teaching reading by using picture strip story gave effect on students' reading comprehension achievement.
.
Keywords: Implementation, Pictures Strip Story, Reading Comprehension

THE IMPLEMENTATION OF PICTURES STRIP STORY
TO IMPROVE STUDENTS' READING COMPREHENSION
AT FIRST GRADE OF SMA N 1 AMBARAWA PRINGSEWU

By:

Meita Rahmawati

A Script
Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree
in
The Language and Arts Department of
Teacher Training and Education Faculty

FACULTY OF TEACHER AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017

Research Title : **THE IMPLEMENTATION OF PICTURES STRIP STORY TO IMPROVE STUDENTS' READING COMPREHENSION AT FIRST GRADE OF SMA N 1 AMBARAWA PRINGSEWU**
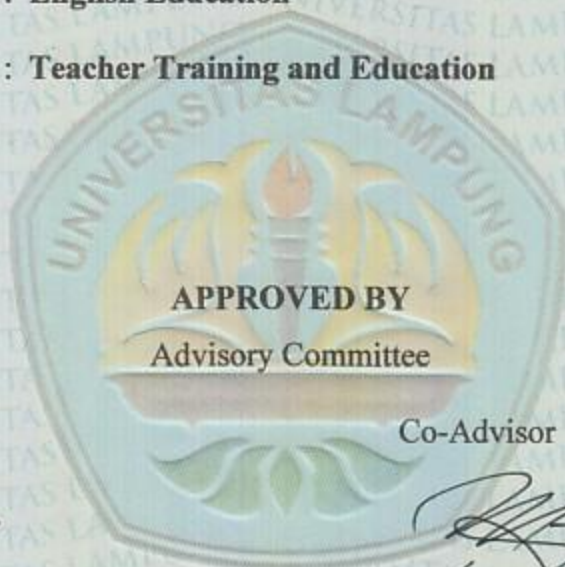
Student's Name : Meita Rahmawati

Student's Number : **1213042049**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor

Drs. Sudirman, M.Pd.
NIP 19550712 198603 1 003

Co-Advisor

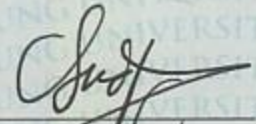**Drs. Deddy Supriyadi, M.Pd.**
NIP 19580505 198502 1 001

The Chairperson of
The Department of Language and Arts Education
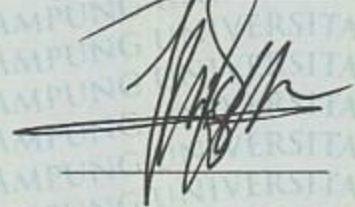
Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001
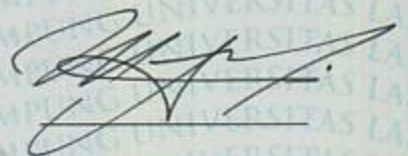
ADMITTED BY

1. Examination Committee

   Chairperson : **Drs. Sudirman, M.Pd.**

   Examiner : **Prof. Dr. Cucu Sutarsyah, M.A.**

   Secretary : **Drs. Deddy Supriyadi, M.Pd.**

2. The Dean of Teacher Training and Education Faculty

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

Graduated on : **January 31st, 2017**

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan dibawah ini:

Nama   : Meita Rahmawati

NPM   : 1213042049

Judul Skripsi   : The Implementation of Picture Strip Story to Improve Students' Reading Comprehension at First Grade of SMAN 1 Ambarawa Pringsewu

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa:

1. Karya tulis ini bukan saduran/ terjemahan, murni gagasan, rumusan, dan pelaksanaan penelitian/ implementasi saya sendiri tanpa bantuan dari pihak manapun, kecuali arahan pembimbing akademik dan narasumber di organisasi tempat riset;
2. Dalam karya tulis ini terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali secara tertulis dengan dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan dicantumkan dalam daftar pustaka;
3. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan keetidakbenaran dalam penyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tuilis ini, serta sanksi lainnya sesuai dengan norma yang berlaku di Universitas Lampung.

Bandar Lampung,   Februari 2017
Yang membuat pernyataan,

Meita Rahmawati

CURRICULUM VITAE

The writer's name is Meita Rahmawati. She was born in Pringsewu on May 05th, 1994. She is the first child of a lovely couple, Wantoro and Winarti. She has one sister named Resi Aprilisa.

She graduated from Kindergarten of Aisyiyah Busthanul Athfal (TK ABA) Ambarawa in 2000. Then, she continued her study at Elementary School (SD Muhammadiyah Ambarawa) in 2000 and graduated in 2006. In the same year, she continued her study at Junior High School (SMP Muhammadiyah Ambarawa). After graduating from Junior High School in 2009, she went to Senior High School (SMAN 1 Ambarawa) and graduated in 2012.

She continued her study at Lampung University majoring in English Education in 2012. She was registered as a student of English Education Study Program of Lampung University through the State University Entrance Examination (SNMPTN) in 2012. In 2015, the researcher did Teaching Practice (PPL) at SMPN 1 Sekincau from July 27th, 2015 to September 28th, 2015. The researcher did her research in SMAN 1 Ambarawa Pringsewu from May 3rd, 2016 to May 21st, 2016.

DEDICATIONS

This script is fully dedicated to:

My beloved parents: Wantoro and Winarti.

My beloved sister: Resi Aprilisa.

My beloved comrades English '12 of Lampung University.

My almamater, Lampung University.

MOTTO

Life is like riding a bicycle. To keep your balance, you must keep moving.

(Albert Einstein)

ACKNOWLEDGEMENT

Alhamdulillahirobbil 'alamin, Praise is only for Allah SWT, the Almighty God, for blessing the writer with health to finish this script. This script, entitled "The Implementation of Pictures Strip Story to Improve Students' Reading Comprehension at First Grade of SMAN 1 Ambarawa Pringsewu" is presented to the Language and Arts Education Department at the Teachers Training and Education Faculty, Lampung University as partial fulfillment of the requirements for S-1 degree in English Education.

It is important to be known that the script would never have come into existence without any supports, encouragements, and assistances by several generous people. The writer would like to take this opportunity to address her sincere gratitude and deep respect to:

1. Drs. Sudirman, M. Pd., as the first advisor, for his invaluable guidance, ideas, suggestion, and encouragement for the writer during the script writing process.
2. Drs. Deddy Supriyadi, M. Pd., as the second advisor, who had contributed and given their evaluation, comments, suggestion during the completion of this cript.
3. Prof. Dr. Cucu Sutarsyah, M. A., as the examiner, for his encouragement and contribution during the seminar until this script is finished.
4. All Lecturers of English Education Study Program who have given great contribution in broadening and deepening my knowledge during my study, and to all staff and members of Language and Arts Department.
5. Dr. Ari Nurweni, M.A. as the head of English Education Study Program.
6. Dr. H. Muhammad Fuad, M. Hum. as the Dean of Teachers Training and Educational Faculty.
7. Drs. Mulyanto Widodo, M.Pd. as the Chairperson of Language and Arts Educational Department.
8. Muji Winarno, S.Pd., M. Pd. as the headmaster of SMAN 1 Ambarawa Pringsewu, and to Nurkhasanah, S.Pd. M. Pd. as the English teacher of SMAN 1 Ambarawa Pringsewu, who have given me the help and chance to conduct my research.
9. All students of SMAN 1 Ambarawa Pringsewu, especially classes X IPS 2 and X IPS 3 for their nice cooperation during the research.

TABLE OF CONTENT

LIST OF TABLES AND CHARTS

TABLES

CHARTS

LIST OF APPENDICES

I. INTRODUCTION

This chapter consists of the background of the problems, identification of the problem, limitation of the problem, research problems, the objective of the research, the uses of the research, the scope of the research, and the definition of the terms which is explained and clarified as the following.

1.1. Background of the Problem

In Indonesia, English is a compulsory subject, which is learned from elementary school to university. Realizing that English plays very important role in the world of communication, the Indonesian Department of National Education has declared English as the first foreign language. According to 2006 Curriculum, teaching English has several goals, there are: 1) Making the students understand and use all the grammar rules of English for communication, 2) Making the students translate the orals native language to English, 3) Help the students read and understand the literature written in English, 4) Facilitate the students to able to communicate in the target language affectively.

Certainly both English teachers and students need to improve and to master the four important language skills, i.e. listening, speaking, reading, and writing. Reading is one of the four language skills required when the students learn

English in school. By reading texts which is categorized as a receptive skill, the students are able to get a lot of information. Furthermore, the students are expected to able to comprehend what is stated and what is unstated in the text.

The aim of reading stated in 2006 Curriculum is that students are able to understand monologue and functional texts. Monologue text is a text that should be mastered and known by the students especially in Senior High School. It can be in forms of short article, narrative text, recount text, procedure text, descriptive text, and report text while functional text is a text used for daily information. It is called functional because it helps the reader function in day-to-day life. It can be in forms of invitation card, TV schedule, advertisement, a memo, and a pamphlet notifying the public of grand opening.

Based on Syllabus of Senior High School, standard competence in reading is comprehending the meaning specific information of short functional text and simple monologue text in form narrative text and recount text, and basic competence is responding the meaning of simple monologue text that uses every kind of verbal language in accuracy, fluency, and accepted in daily life text. It means that the students should master to comprehend a text and understand the specific information in a monologue text especially in narrative text.

However, according to the English teacher at SMAN 1 Ambarawa Pringsewu, most of the students at first grade still have problems in comprehending a text. They had difficulties to answer the questions from the text especially in narrative text. Therefore, the students' achievements in reading comprehension are still far

from the objectives stated in the curriculum. It showed in their score in the examination. They still have difficulties in comprehending the text.

Based on the researcher's pre-observation in SMAN 1 Ambarawa Pringsewu, it was found that the students' reading comprehension is still low. From the researcher's experience, they have several difficulties: 1) Comprehending sentences with unfamiliar words, 2) Determining the concept of text (part of text, function, kind, etc.), 3) Finding main idea of a long text, 4) Not enjoying reading comprehension activity, because reading materials which were taken from students' textbook was monotonous so that they were not interested in reading comprehension activity.

Based on the problem above, it seems important to find an interesting technique or use interesting media to make the students understand the material easily. So, they can increase their reading skill especially their skill in comprehension. In reading comprehension there are five aspects of reading comprehension that the students should improve. According to Nuttal (1985), there are five aspects of reading skill that should be mastered by a reader to comprehend the text deeply; they are identifying the main idea, identifying detail, determining inference, understanding vocabulary, and reference.

In teaching reading there are some media and techniques which are good for improving students' reading comprehension. One of the media is picture strip story. According to Kunzle (1973), picture strip story comprises of graphic art for reproduction that told stories through the use of both picture and words. This technique tells a complex story in a few images, provides comment and provoke

thought on events and issues in the news. Picture strip story gives the example of vocabulary related to current trends and fads. The students could comprehend the material, combined with the text or visual information. Picture strip story could make students more easier to get the point of the material by the picture or images in the narrative text. This technique prepares a chance for students to develop their understanding by the image or picture.

Considering the statement above, the researcher expects that picture strip story can improve the students' reading comprehension ability.

1.2. Identification of the Problems

Based on the background discussed above, the researcher identifies the problems in reading texts by the students of SMAN 1 Ambarawa Pringsewu which can be listed as follows:

1. The teaching learning process especially in the reading class activity did not run well.
2. Students did not pass the standard score of the school (KKM).
3. The strategy used by the teacher was not appropriate with the students.
4. Some of the students tended to be a passive learner without participating in the activity.
5. The students were lack of awareness in reading comprehension which affected the students' achievement in reading comprehension.
6. The students did not have good self confidence to learn English.

7. The students felt bored when they were studying reading because they had to read and read again to understand the text from the passage.

8. Students could not comprehend the reading text well.

9. The students had difficulties to comprehend a passage because they faced unfamiliar code expressed in the text.

1.3. Limitation of the Problem

Among nine problems identified in the background, the researcher limited the problems about the material used by teacher and the strategy used by students in comprehending an English text. The researcher expected that the students of SMAN 1 Ambarawa Pringsewu are able to master five aspects of reading, there are identifying the main idea, identifying detail, determining inference, understanding vocabulary, and reference. The researcher was motivated in investigating whether there was any effect of using picture strip on the student's reading comprehension achievement at the first grade of SMAN 1 Ambarawa Pringsewu in 2015/2016 Academic Year.

1.4. Research Question

Based on the explanation above, the researcher formulates one research question as the main problem:

1. Is there any significant difference of students' reading comprehension achievement after being taught by using picture strip story at the first grade of SMAN 1 Ambarawa Pringsewu?

2. Is there any improvement of students' reading comprehension achievement after being taught by using picture strip story at the first grade of SMAN 1 Ambarawa Pringsewu?

3. What aspects of reading comprehension achievement of the students that increased most after being taught by using picture strip story?

1.5. Objective of the Problem

The researcher formulated the objective of the research as follow:

1. To find out whether there is any significant difference of students' reading comprehension achievement after being taught by using picture strip story at the first grade of SMAN 1 Ambarawa Pringsewu.

2. To find out whether there is any improvement of students' reading comprehension achievement after being taught by using picture strip story at the first grade of SMAN 1 Ambarawa Pringsewu.

3. To find out the aspects of reading comprehension achievement of the students that increased most after being taught by using picture strip story.

1.6. Benefit of the Research

This research is intended to be:

1. Theoretically

The result of this research is expected to support the previous theories about the implementation of teaching reading comprehension through picture strip story.

2. Practically

The result of this research can be used as consideration as one of the technique to solve the problem of teaching reading at senior high school and can be used as alternative to develop students' reading comprehension. This research can be useful for:

a) The teacher

Through this research, the teacher can use the media as the consideration for being implemented in narrative text to the students' reading comprehension.

b) The Students

The implementation of picture strip story in this research gives the chance to the students for giving information for someone by their ideas, memorizing, and imagination directly and actively.

c) The School

The result of this research can be used as consideration whether the school would implement picture strip story for all grades of senior high school students.

1.7. Scope of the Research

This research deals with the implementation of picture strip story in narrative text to improve students' reading comprehension at SMAN 1 Ambarawa Pringsewu. The population of this research was the first year students and the researcher chose one class randomly by lottery as the sample. The material of the teaching learning was reading the narrative texts. The material was taken from the

students' textbook which is relevant to 2006 Curriculum. The students' reading achievement was measured by a set of pretest and posttest in form of multiple choices.

1.8. Definition of Term

In order to make the same perceptions dealing with the research, the researcher list the terms which are important to know. They are defined as follows:

Reading

Reading is one way to find the idea from the text so the reader can understand the whole meaning from the text and picture given.

Narrative text

Narrative text is a kind of text which has a nonfiction or fiction that tells a story for entertainment and it uses past tense.

Picture Strip Story

Picture strip story is a technique which uses pieces of picture that included a short story that suitable with the picture.

Implementation

Implementation is the carrying out, execution, or practice of a plan, a method, or any design, technique, idea, model, specification, standard or policy for doing something. Technique of teaching which is used was picture strip story.

Improve

Improve is an act of enhancing or making better in terms of quantity, value or usefulness. It improves if the score of posttest is higher than pretest.

II. LITERATURE REVIEW

In this chapter the researcher reveals several concepts related to this research. The concepts are concept of reading, concept of teaching reading, types of reading texts, the nature of narrative text, visual aids, concept of picture strip story, procedure of teaching reading through picture strip story in narrative text, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1. Concept of Reading

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and or constructing meaning. Written information is received by the retina, process by the primary visual cortex, and interpreted in human brain. There have been several experts who propose the definition of reading.

Nuttal (1982) defines that reading as a meaningful interpretation of printed or written verbal symbols. To convey a meaning readers perceive the symbols and try to determine what they mean, either while perceiving them or shortly thereafter. For the reader there are functionally related aspects to reading. One of the aspects perceives written symbols, a visual activity; the other is describing a meaning to, or comprehending the meaning of symbols. It means that reading is the result of the interaction between the perception of graphic symbols that

represent language and the readers' language skills, cognitive skills, and the knowledge of the world. In this process the reader tries to recreate the meaning intended by the writer.

In reading process, the reader needs comprehension to follow the flow of the passage. By comprehension ability, reader gets the point of the reading text. In other words, without comprehension, there is no reading. Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. Comprehension a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

Meanwhile, Smith (1982) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writers' messages from the texts. Moreover, Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attach meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

Rubin (1993) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meaning and verbal reasoning. Without word meaning and verbal reasoning, there could be

no reading comprehension; without reading comprehension, there would be no reading. From these concept basically, it can be understood that reading needs comprehension.

According to Nuttal (1982), there are five types of reading comprehension which can through be explained bellow:

1. Determaining main idea

   The main idea is the most important piece of information the author wants you to know about the concept of the paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words (Kelly, 2004).

2. Finding the specific information or part of text

   It is only scanning or looking for the relevant part(s) and ignore the irrelevance. It is very useful when you know exactly what you are looking for in a text since you have a very specific goal in mind.

3. Finding reference

   Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to other.

4. Finding inference

   Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence/passage understanding and conclude it logically.

5. Understanding vocabulary

    Understanding vocabulary means comprehending what the words mean. When vocabulary mastery improves, comprehension will be deeper. Since comprehension is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

From the definition above, it can be assumed that reading is not only spelling text activity orally, but also process of constructing meaning from written texts in order to get information and knowledge from the text, so that the readers can interpret and give their opinion from their views after they read a text.

Identifying main idea, identifying details, determining inference, understanding vocabulary, reference are important skills which should be increased consistently by the students for being good readers. To be able to train and increase the skills, there must be strategies and exercises that are involved in teaching reading targeted to those five skills.

2.2. Concept of Teaching Reading

Harmer (2005) states that the principles behind teaching reading convers a number of points:

1. Reading is not a passive skill.

2. Students need to be engaged with what they are reading.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

4. Prediction is a major factor in reading.

5. Match the task to the topic.

6. Good teachers exploit reading text to the full.

Furthermore, Alyousef (2005) says that teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedure: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask students question that arouse their interest while previewing the text. The aim of while-reading stage (interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences and comprehension questions.

The aim of teaching reading is to develop students' skills that they can read English texts effectively and efficiently. To be able to do so the reader should have particular purposes in their mind before they interact with their texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques. These can be real when the students read and interact with various types of texts.

2.3. Types of Reading Texts

It is important to review the types of text since Nainggolan (2010) describes that types of reading texts are divided into two, they are short functional text and monologue text. The text that will be used in this study is monologue text. There are nine common monologue text:

1. Descriptive text

    It is a text which talks about or describes on a particular person, thing, or place.

2. Report text

    It is a text which talks about or describes a whole class of things (general). It describes and tells how the phenomena are like, in term of parts: their function, qualities, habbits or baheviors.

3. Procedure text

    It is a text which tells the reader how something is accomplished through a sequence of action or steps. The examples are: recipes, games rules, appliance manuals, etc.

4. Recount text

    It is a text which tells what happened in the past. The function is to retell events for the purpose of informing or entertaining.

5. News item text

    It is a text which informs readers about events of the day. The events are considered newsworthy or important.

6. Explanation text

    It is a text which explains about the process of what happened in the activity that is connected with science world, natural phenomenon, social culture, and etc.

7. Spoof text

   It is a text which tells about an event, strange or funny event based on the real activity. The function is to entertain and it is usually ended with something unexpected (twist).

8. Anecdote text

   It is a short and amusing or interesting story about a real incident or person, especially of interesting or amusing nature.

9. Narrative text

   It is a text which tells what happened. The functions are to amuse, to entertain, and to deal with actual or vicarious experince in different ways. There are some genres of literary text which fit to be classified as the narrative text.

2.4. Nature of Narrative Text

Based on the syllabus on Curriculum 2006, the material for the first grade students of senior high school is narrative text. Narrative text is a kind of text which has a nonfiction or fiction that tells a story for entertainment and it uses past tense. Priyana, et al. (2008) say that a narrative story entertains and instructs the audience. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them. The text incorporates patterns of behavior that are generally highly valued. Moreover, Priyana, et al also state that the purposes of narrative are to entertain or enlighten, help understand problems and isuues that might be encountered in their own lives emphasize with characters engaged in resolving problems and recognize the complexity of human relationship.

The themes of narrative can be reflecting realistic human and life experiences. Narrative elements include characters, settings, a plot involving conflict or tension revolving around a problem, and a resolution providing the conclusion. Furthermore, narrative can be humorous, adventurous, romantic and/or imaginative. The characters in the narrative story can be:

1. True to life, vivid, imaginary characters seem real and behave in realistic ways.

2. Fictional characters (animals, people) that are confronted with challenges.

3. Protagonist (main character's problem causes tension).

4. Characters and conflict are interrelated.

5. Realistic fiction often includes antagonists, who are the opposing force in the main character's conflict.

6. Vivid, detailed descriptions and dialogue help the reader understand the thoughts, feelings, values and personalities of characters.

Then, the setting of narrative usually takes place in the past. Locations, season, weather, and time period are important to the plot, characters, problem, and theme. Vivid, detailed descriptions help the reader envision the places encountered.

There are many types of narrative text. They can be imaginary, factual or combination of both. They may include: 1) Folktales; 2) Wonder tales; 3) Fables; 4) Legend; 5) Mystery; 6) Science fiction; 7) Fantasy; 8) Historical fiction. Furthermore, the structure of such a text would typically move through the following stages:

1. Orientation: (introduction) in which the characters, setting and time of the story are established. It sually answers Who? When?

2. Complication or problem: the complication usually involves the main character(s) (often mirroring the complication in real life).

3. Resolution: there needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved.

2.5. Visual Aids

Visual aids are used to help the teacher in teaching learning process and add varieties and reality in the classroom. It is also used to help teachers in presenting the materials in the classroom. According to Weaver (1950), a visual aid is everything that can be seen and used for aiding learning. It means that to motivate the students in learning teachers are suggested to use picture as one of visual aids. Therefore, the teacher in teaching recount text can use picture as one of visual aids. Weaver also adds that learning through visual material will be better than learning through explanation and description.

The use of aids must be suitable with the purposes and the atmosphere of the classroom. Murcia (1996) divides visual aids into three categories, as follow:

1. Plate materials, e.g. picture, flash card, maps, charts, cardboard figure.

2. Three dimension, e.g. puppets, dolls, models, dioramas.

3. Projected material, e.g. films, filmstrip, motion picture.

In this paper, the writer chooses the first categories, plate material, in the form of picture. The kind of picture used is picture strip story. Picture strip story can directly make the students' interest grow up.

2.6. Concept of Picture Strip Story

Problem of language teachers constantly searching for new innovative and motivating authentic material to enchance learning in formal classroom (Lang, 2009). Publisher already put a lot of effort into their complication of the material they could call authentic, but a textbook is made of material that has been altered and simplified for the learner. Students should be exposed to authentic material whenever possible. One authentic material that has been explored over the past few years is the picture strip story. There are some reasons that make picture strip story so attractive as an educational tool as follows:

1. A built desire to learn through comics.

2. Ingenious way in which this authentic medium depicts real-life language, people, and society.

3. Variety of visual and linguistic elements and codes that appeal to students with the different learning styles.

In the same line, Lang (2009) assumed that picture strip can be used:

1. To practice describing using adjective.

2. To practice writing direct speech.

3. To introduce paralanguage (lexical items without a written correlate) (e. g. 'Psstt, don't be noisy!!)

4. To practice formation of different verb tense (i. e. changing the present tense of the action in the strip to the past tense)

5. To practice telling the story of a sequently, ordered picture strip that has been scrambled up.

6. To reinforce the use of time-sequence transition words to maintain the unity of a paragraph or story (e. g., firts, the boy left for school. Next, he...)

According to Lavery (2011), picture strip story can be used from beginners level to advanced level for a variety of language and discussion activities. There are some functions of picture strip in a story as follows:

1. Tell a complex story in a few images.

2. Provide comment and provoke thought on events and issues in the news.

3. Give an example of vocabulary related to current trends and fads.

4. Provide easily identifiable characters to form the basis for sketches.

5. Show culture in action with the ways that men or women are behaving and are expected to behave.

6. Comment on and illustrate a whole range of issues like racism, teenage relationship, sexism, ageism, family relationships.

Picture strip story can be very motivating for students as the story-line reinforced by the visual element, which can help students to understand the text. There are a number of different ways to use picture strips. The following have proved quite successfull with various classes.

2.7. Procedure of Teaching Reading Through Picture Strip Story in Narrative Text

The followings are the steps of teaching reading using picture strip story. The text will be used is story about "Snow White":

1. Pre-Activity

   - Teacher opens the class and greets the students.

   - Teacher checks the students' attendance list.

   - Teacher brainstorms the students about the narrative text in form of story.

   - Teacher conveys the object of the lesson.

2. Whilst-Activity

   - Teacher asks students to make a group consist of 4 students.

   - Teacher distributes the story to the students in group.

   - Teacher asks them to read the story.

   - Teacher invites some students to read aloud in front of class.

   - Teacher asks the students to analyze the story and the picture in story.

   - Teacher asks each group to retell the story, one group one paragraph.

   - Teacher asks the students to analyze the story and match the picture with the story in each paragraph.

   - Teacher and students make a conclusion based on the story.

   - Teacher asks students to do the exercise of story individually.

3. Post-Activity

- Teacher asks the students to submit their work.

- Teacher summarizes the lesson.

- Teacher closes the meeting.

2.8. Advantages and Disadvantages

There are some advantages of this technique:

1. The students are able to learn how to predict the away of story and understand it.

2. The students can develop their visualization ability that could make they were creative.

3. The students are more attractive and active in the class because they enjoyed the interesting class.

On the other hands, picture strip story also has disadvantage that is the procedures take time because there are several steps that teacher has to do, that are shown in the above subchapter.

2.9. Theoretical Assumption

As the frame of theories above, it can be assumed that reading is extremely important in learning language and the writer assumes that using picture strip is a suitable media in teaching reading, particularly in improving student's reading comprehension. Picture strip is appropriate to be applied as a media in reading. Using picture strip as a media changes a passive reader into an active one. Picture strip was a useful media for absorbing written information. It helped the students

to find out the information from the text quickly and clearly. This media helped the students to remember what they have read. Therefore, it can be assumed that picture strip can affect the student's reading comprehension achievement.

2.10. Hypothesis

Based on the problems, theorities, and theoretical assumption which are discussed above, the writer formulated the hypothesis:

1. Ho : There is no significant difference of students' reading comprehension achievement after being taught by using picture strip story at the first grade of SMAN 1 Ambarawa Pringsewu.

   H_1 : There is a significant difference of students' reading comprehension achievement after being taught by using picture strip story at the first grade of SMAN 1 Ambarawa Pringsewu.

The criteria for accepting the hypothesis are as follows:

Ho is accepted if the t-value is lower than T-ratio

H_1 is accepted if the t-value is higher than T-ratio

III. METHOD

This chapter discusses about the research design, population and sample, data collecting technique, research procedures, instrument of the research, scoring system, criteria of good test, data analysis, and hypothesis test.

3.1. Research Design

This research is a quantitative research. The writer intends to find out whether there is a significant difference of students' reading comprehension achievement after being taught by using picture strip story at the first grade of SMAN 1 Ambarawa Pringsewu. The researcher used one group pretest posttest (Hatch and Farhady in Setiyadi, 2006). One group pretest posttest design is a research design where one group of participants is pretest on the dependent variable and then posttest after the treatment condition has been administered. The pretest was conducted to measure students' reading comprehension achievement before treatment and the posttest was conducted to find the students' reading comprehension achievement after being taught using picture strip story. The design of this research is illustrated as follows:

T1   X   T2

T1   : Pretest

T2   : Posttest

X   : Treatment (using picture strip story)

<div align="right">(Hatch and Fahrady in Setiyadi 2006)</div>

3.2. Population and Sample

The population of this research was the first year students of SMAN 1 Ambarawa Pringsewu in 2015/2016 academic year. There were eight classes of the first year students and each class consist of 28 students. The writer used two classes, one class as an experimental class, and another one class as a try out class. Those classes were selected randomly because there was no priority class of the first year in SMAN 1 Ambarawa Pringsewu. It was applied based on the consideration that every class in the population has the same chance to be chosen and in order to avoid the subjectivity in the research (Setiyadi, 2006).

3.3. Variables

In order to assess the influence of the treatment in this research, variable can be defined as dependent and independent variables. Hatch and Farhady (1982) state that the independent variable is the major variable that a researcher hopes to investigate; the dependent variable is the variable that the researcher observed and measured to determine the improvement of the independent variable.

The research consists of the following variables:

1. Picture strip story as the independent variable (X).
2. Reading comprehension achievement as dependent variable (Y).

3.4. Instrument

The instrument of this research was reading test. The reading tests were focused on examining students' reading achievement that is using picture strip story. The researcher administered a pretest and posttest. Then, the data were analyzed from the result of those two activities which can be clarified as follows:

1. Pretest

   Pretest is conducted in order to find out the students' reading comprehension achievement before the treatment. This test was multiple choice in which the students were asked to choose one correct answer from the options a, b, c, or d. In this test, the students were given the task from the result of try out test and it was conducted within 60 minutes.

2. Posttest

   After conducting the treatment, the posttest was administered. It was done in order to know the students' achievement after the treatment. The material of this test was same as the try out test. This test was multiple choices and it was conducted within 60 minutes.

3.5. Data Collecting Technique

In collecting the data, the researcher used the procedure that can be described as follows:

1. Planning

The procedure of planning this research can be described as follows:

a. Preparing the Try-out Test

The aim of this test was to know whether the test items were applicable or not, by finding out the validity, reliability, level of difficulty, and discrimination power. In the first meeting, the researcher gave a test in try out class. In try out class, the researcher provided 40 items in 80 minutes. Split-half method was used to measure the reliability in which requires the researcher to provide the items into two same groups, first half and second half.

b. Preparing the Pre-Test

In the second meeting, the researcher administered the pre-test in experimental class. This test was administered to find out the students' basic reading comprehension before treatment. It used an objective test in form of multiple choices with 30 items in 60 minutes. 30 items were taken from the result of try-out test.

c. Preparing the treatment

After giving the pre-test for the students, the researcher conducted treatment for three times by using picture strip story as the media. The materials of this research were based on the School Based Curriculum 2006 for first grade student, that is narrative text. There were three lesson plans in the process of teaching reading, which involved narrative text inside. Hopefully, those lesson plans in teaching reading process were able to generate a good reading comprehension.

d. Preparing the Post-Test

In the last meeting, the post-test was distributed in the experimental class to determine the result of students' reading comprehension after being taught by using pictures strip story. The researcher used an objective test in form of multiple choice items in 60 minutes. It consisted of 30 items to find out whether there was a significant increase on the students' reading comprehension achievement after the treatments.

2. Application

After making a plan, there were some steps applied as follows:

a. In the first meeting, the try out test was given.

The test papers were distributed to the students and the students were asked to do the test. And the last, they were asked to hand in their test. This test was in the form of multiple choices that consisted of 40 items and was allocated within 80 minutes.

b. In the second meeting, the Pre-Test was given.

In this test, the researcher distributed multiple choices test that consisted of 30 items of narrative text in 60 minutes.

c. Conducting treatment

After giving the pre-test, the treatment was conducted in three meetings with 2 x 45 minutes in each meeting. The students were given different assignments for each session and the materials were about narrative text. And then, there were three narrative texts taught to the students.

d. In the last meeting, the Post-Test was given.

The post-test was in the form of multiple choices which consisted of 30 items of narrative text in 60 minutes.

3.6. Research Procedures

The pcocedures in administering the research are as follow:

1. Determining the Sample of the Research

The samples were chosen by simple random probability sampling, using lottery since the students' ability is parallel and all students have the same chance. The writer taken one class of the first year students of SMAN 1 Ambarawa.

2. Determining the Research Instruments

The instrument of this research was objective reading test. This was supported by Henning (1987), who stated that to measure reading comprehension, requesting students to write short-sentence answers to written questions was less valid procedure than multiple choice selection. Objective test was used for pretest and posttest. Each test was multiple choices of comprehension question and some reading texts. The question had four alternative answers for each (A, B, C, and D), one is correct answer and the rest are the disasters. The scoring system was that the load of each correct answer have five points. For both reading test, most of the materials were taken from students' English textbook and students' task sheet. In this research, the writer used one of type of reading text that is narrative text.

3. Administering the Try Out Test

It was conducted to measure the reliability of pretest and posttest and to make sure whether the test was good or bad for students. The test was tried out to the students whose level is equal to the sample of the research. It was administered to find out the quality of the test before it was used, whether the items were good or not in validity, reliability, level of difficulty, and the discrimination power. This exam used reading text with 40 items of multiple choices in 80 minutes. The maximum score is 100.

4. Administering the Pretest

The aim of this test was to know the students' basic reading comprehension ability before they are given the treatments. It was taken from the result of try out test in form of multiple choices and it was conducted within 60 minutes.

5. Conducting Treatments

The writer taught the students reading comprehension in reading text by using pictures strip story. The writer gave three times of treatments in different topics, which takes 2 x 45 minutes in every meeting. The text took from the students' English textbook.

6. Administering the Posttest

The writer conducted the posttest to measure the students' ability in reading comprehension after gave treatment. It was taken from the result of try out test in form of multiple choices and reading texts which take 60 minutes.

7. Analyzing the Data

In this step, the pretest and posttest results in experimental class was analyzed by using *Paired T-Test* to measure the data (Hatch and Farhady, 1982). And for analyzing all available data were selected into observation to investigate the process in teaching learning reading by using picture strip story.

3.7. Try Out of the Instruments

In doing the research and proving whether the test items were applicable or not, the researcher tried out the test to find out the validity, reliability, level of difficulty, and discrimination power of the test. It was conducted in order to determine whether 40 items have a good quality or not before being given for the pretest and the posttest. There were four criteria of a good test that should be met: validity, reliability, level of difficulty, and discrimination power.

3.7.1. Validity

A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982). According to Hatch and Farhady (1982), there are two basic types of validity; content validity and construct validity.

a. Content validity

Content validity is the extend to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the apperance of the test (Hatch and Farhady, 1982). To get the content validity, the test was adapted from the students' book. Then,

the test was determined according to the material that will be taught to the students. In other words, the writer wrote and made the test based on the materials in the English Curriculum for Senior High School**.** In this research, scoring criteria was based on the five aspects of reading; Determining main ideas, Inferences, References, Finding detail information, and Vocabularies. The texts were taken from any text books and articles on the internet. The researcher provided the table of specification for try out test as follows:

Table 3.1. Specification of Reading Test

No	Sub-Skills of Reading	Item Number	Percentage
1	Determining main ideas	6, 7, 13, 18. 25, 28, 32, 38	20 %
2	Finding detail information	1, 8, 15, 16, 23, 26, 31, 36	20 %
3	Inferences	4, 11, 14, 17, 21, 24, 34, 37	20 %
4	References	2, 9, 12, 19, 27, 30, 33, 39	20 %
5	Vocabularies	5, 3, 10, 20, 22, 29, 35, 40	20 %
Total		40 items	100 %

b. Construct validity

Construct validity investigated the research instrument appropriateness to the research object. Related to this research, the test items should be questioning the five aspects of reading such as main idea, specific information, reference, inference, and vocabulary. As Nuttal (1985) states that reading have five sorts reading skills that should be mastered by the reader to comprehend the text deeply. The researcher made the same percentage of all aspects to know the

basic knowledge about five aspects of reading when they answered the questions in the try out test.

3.7.2. Reliability

Realibility is a measure of accuracy, consistency, dependability or fairness of score resulting from administration of particular examination. Reliability of test can be defined as the extent to which a test produces consistent result when administrated under similiar conditions (Hatch and Farhady, 1982). To estimate the reliability of the test this research used split-half technique. To measure the coeffecient of the reliability between odd and even group, this research used the Pearson Product Moment formula as follows:

$$r \, xy = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where:

r1   : Reliability between odd and even

x   : The total numbers of odd number items

y   : The total numbers of even number items

After getting the reliability of half test, the writer then used Spearman Brown's Prophecy formula (Hatch and Farhady, 1982) to determine the reliability of the whole test as follows:

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

Where:

r_k : The reliability of the whole test

r_{xy} : The reliability of half test

The criteria of reliability are:

0.90 – 1.00   : High
0.50 – 0.89   : Moderate
- 0.49   : Low   (Hatch and Farhady, 1982)

3.7.3. Level of Difficulty

Level of difficulty relates to how easy or difficult the item taken from the point of view of the students who take the test. It was important since test items which were too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985: 79).

Moreover, the difficulty level of an item shows how easy or difficult that particular item done by the participants (Heaton, 1975: 182).

It was calculated by the following formula:

$$LD = \frac{U + L}{N}$$

Where:

LD   : Level of difficulty
U   : The number of upper group who answer correctly

L   : The number of lower group who answer correctly

N   : The total number of students in upper and lower groups

The criteria are:

<0.30   : Difficult

0.30 – 0.70   : Average

>0.70   : Easy

<div align="right">(Shohamy, 1985)</div>

3.7.4. Discrimination Power

Discrimination Power refers to the extent to which the items are able to differentiate between high and low level students on that test. Discrimination power was used to differentiate between the students who have high ability and those who have low ability. The discrimination power was calculated by this following formula:

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

Where:

DP   : Discrimination power

U   : The number of students from the upper group who answer correctly

L   : The number of students from the lower group who answer correctly

N   : The total number of the students

The criteria are:

DP: 0.00 - 0.19   = Poor items

DP: 0.20 - 0.39   = Satisfactory items

DP: 0.40 - 0.69   = Good items

DP: 0.70 - 1.00   = Excellent items

DP: - (Negative)   = Bad items, should be omitted   (Heaton, 1975)

3.8. Scoring System

Before getting the score, the researcher determined the procedure or technique to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula (1989:271). The ideal highest score is 100. The scores of pretest and post test was calculated by using the following formula :

$$S \frac{r}{n} \; X \; 100$$

Where:

S   = the score of the test

r   = the total of the right answer

 n   = the total

3.9. Data Analysis

In order to know the students' progress in comprehending the text, the students' score were computed by doing three activities:

1. Scoring the pre-test and the post-test.

2. Tabulating the result of the test and calculating the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M   = mean (average score)

$\sum X$ = the total students' score

N   = total number of students

<div align="right">(Hatch and Farhady, 1982)</div>

3. Drawing conclusion from the tabulated results of the test given, that was by statistically analyzing the data using statistical computerization i.e paired T-Test of Statistical Package for Social Science (SPSS) to test whether the increase of students gain is significant or not, in which the significance is determined by p <0.05. It is used as the data from one sample (Hatch and Farhady, 1982: 117). In order to know whether the students get any progress, the formula was as follows:

$$I = X2 - X1$$

I   = the increase of students reading comprehension achievement

X2   = the average score of post-test

X1   = the average score of pre-test

3.10. Hypothesis Test

Based on the problems, theories, and theoretical assumption which were discussed above, the writer formulated the hypothesis:

1. Ho   : There is no significant difference of students' reading comprehension achievement after being taught by using picture strip story at the first grade of SMAN 1 Ambarawa Pringsewu.

   H_1 : There is a significant difference of students' reading comprehension achievement after being taught by using picture strip story at the first grade of SMAN 1 Ambarawa Pringsewu.

The criteria for accepting the hypothesis are follows:

H_0 is accepted if the t-value is lower than T-ratio.

H_1 is accepted if the t-value is higher than T-ratio.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research and suggestion based on the data presentation and analysis from the previous chapter. This chapter is divided in two parts, that is, conclusion and suggestion.

5.1. Conclusions

In relation to the result and discussion of the research the following conclusions are drawn as follows:

1. There was a significant difference of the students' reading comprehension achievement before and after being taught by using pictures strip story. Understanding vocabulary had the most increase among the other aspects. From the hypothesis test, it was known that the significance value (2- tailed) was 0.000 (p<0.05). It could be concluded that null-hypothesis was rejected and it can be inferred that the use of pictures strip story increased the students' reading comprehension achievement in all aspects of reading especially in understanding vocabulary.

2. There was a significant improvement of the students' reading comprehension achievement. After being taught using picture strip story. It was proved by the increase of the students' mean score in the posttest which was higher

than in the pretest. The students' mean score was increased from 60.66 to 72.21 wich the gain was 11.55 specifically.

3. Using pictures strip story as the media in teaching reading made the students more active when they were reading a text. This media emphasizes to make the students to be an active reader in comprehending texts, so that they have the skill to comprehend the text clearly and quickly.

5.2. Suggestions

Regarding the conclusions stated previously, the researcher would like to propose several suggestions as follows:

1. Since the picture strip story can be used as the effective media to increase the students' reading comprehension achievement, English teacher are suggested to apply picture strip story as one of alternative way to improve the students' reading comprehension achievement, because the students could easily comprehend the text.

2. Since this study involved the first grade students of senior high school, further researchers need to consider the students at the other grade of senior high school and junior high school.

REFERENCES

Alyousef, H. S. 2006. Teaching Reading Comprehension to ESL/EFL Learners. *Journal of language and learning, Volume 5.*

Arikunto, S. 1997. *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta: PT.Rineka Cipta.

Brown Douglas, H. 1982. *Teaching by Principles An Interactive Approach to Language Pedaogy.* New York: A Pearson Education Company

Brown Douglas, H. 2004. *Language Assessment Principles and Classroom Practices.* New York: A Pearson Education, Inc.

Christina, B. and Marry, N. B, 1976. *Progress in Understanding Reading.* New York: Guilford.

Clark, M.A. and Silberstein, S. 1987. *Toward a Realization of Psycholinguistic Principles in the ESL Reading Class, in Methodology TESOL.* New York: New Bury House Publisher.

Cooper, J. D., Edna, W. W. and Dorothy, A. S. 1988. *The What and How of Reading Instruction.* Colombus, OH: Merrill publishing Company.

Dallman, R. L. 1982. *Teaching of Reading.* Washington: CBS Collage Publishing.

Depdiknas. 2006. *Kurikulum Tingkat Satuan pendidikan Sekolah Menengah Atas.* Jakarta: Depdiknas.

Grabe, W. 2009. *Reading in a Second Language*: moving from theory to practice. New York: Cambridge University Press.

Harmer, Jeremy. 2005. *How to Teach English.* England: Pearson Education Limited.

Hatch, E. and Farhady, H. 1982. *Research Design and Statistics for Applied*

Linguistics. London: Newbury House Publishers Inc.

Kunzle, D. 1973. *The Early Comic Strip*. Berkeley: University of California Press. http://homes.chass.utoronto.ca/mfram/pages.102-intro.html

Kustaryo, S. 1998. *Reading Technique for College Students*. Jakarta: DEPDIKBUD.

Lavery, C. 2011. *Using Cartoons & Comic Strips*. London: British Council. http://www.teachingenglish.org.uk/language-assisstaant/teaching-tips/using-cartoons-comic-strips

Murcia, C. 2002. *Teaching English as a Second or a Foreign Language*. Newbury House Publisher

Nuttal, C. 1982. *Teaching Reading Skills in Foreign Language.* London: Heinemann Education Books.

Nuttal, C. 1985. *Teaching Reading Skills in Foreign Language.* London: British library catalouging in publication.

Setiyadi, Ag. B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu.

Shohamy, E. 1985. *A Practical Handbook in Language Testing for the Second Language Teacher*. Tel-aviv: University.

Smith, F. 1982. *Understanding Reading 2nddition. New York:* Holt Renehart and Winston.

Suparman, U. 2005. *Understanding and Developing Reading Comprehension*. Bandar Lampung: Lampung University.

Swartzendruber, K. 2002. *The Picture Strip Story and Vocbulary Acquisition.* Wichita State University. http://www.google.com /url?sa=t&rct=j&q=&esrc=s&source=web&cd=l&cad=rja&uact=8& ved=http://www.ijonte.org/FileUpload/ks63207/File/05.merc.pdf

Universitas Lampung. 2011. *Panduan Penulisan Karya Ilmiah*. Lampung University Press: Bandar Lampung.

Wulandari, T. 2014. *The Use of Picture Strip Story in Narrative Text to Develop Students' Reading Ability at First Grade of SMA Kartikatama Metro.* (unpublished research report). Lampung: Lampung University.