

ABSTRACT

TEACHING READING THROUGH PICTURE SERIES IN NARRATIVE TEXT AT THE SECOND GRADE STUDENTS OF SMAN 1 KOTA AGUNG

By

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The objectives of this research were to find out whether there was any significant improvement of students' reading comprehension ability in narrative text after being taught through picture series, which aspect of reading improved the most, and what are the students' obstacles in learning reading comprehension through picture series.

The subject of this research was the second grade students of SMAN 1 Kota Agung in academic year 2018/2019. The sample of this research was class XI-G which consisted of 35 students by using purposive sampling technique. This research was conducted from February 8th to March 15th 2019, applying one group pretest and posttest design. The data collecting were analyzed by using Repeated Measure T-Test in form of scores. The instruments for collecting the data were reading test (pretest and posttest) and questionnaire. Open-ended-questions were used to collect data questionnaire.

The result of this research showed that there was a significant improvement of students' reading comprehension ability after being taught through picture series. It can be seen from the students' pretest and posttest scores. The total score in pretest was 54.79 and in the posttest was 69.50 with the gain 14.71. The aspect of reading improved the most was specific information. It is proved by the mean score which improved from 138 in the pretest up to 192 in the posttest with the gain 54 points. The results of students' obstacles questionnaire were: first, the students have obstacles in speed reading. They read the text very slowly as they wanted to understand the text or even to decode and understand the meaning of words. Second, the students mostly get difficulty in making inference, and then understanding vocabulary. In short, the implementation of picture series can significantly improve the students' reading comprehension ability and specific information as the aspect of reading improved the most. Moreover, the students' obstacles were in speed reading, difficulty in making inference and understanding vocabulary.

Key words: reading comprehension, picture series, narrative text.