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

(A Script)

By
Diah Astuti

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF ARTS AND LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
2019

ABSTRACT

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

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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.

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

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Diah Astuti

A Script
Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree

In

The Language and Arts Education Department of
The Faculty of Teacher and Education

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF ARTS AND LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
2019

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

Student's Name   : Diah Astuti

Student's Number   : **1513042002**

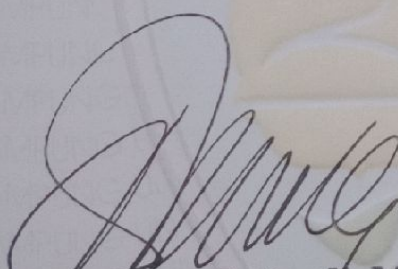Department   : **Language and Arts Education**

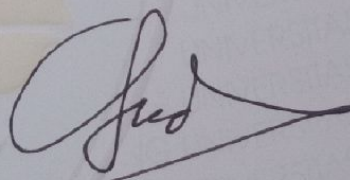Study Program   : **Teacher Training and Education**

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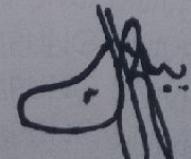Advisor   Co-Advisor

Prof. Ag. Bambang Setiyadi, M.A., Ph.D.   **Drs. Sudirman, M.Pd.**
NIP 19590528 198610 1 001   NIP 19550712 198603 1 002

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko R., M.Pd.
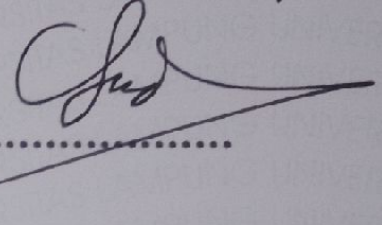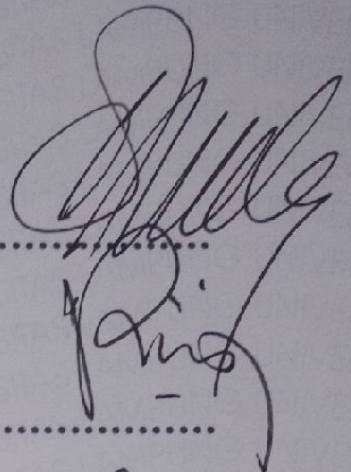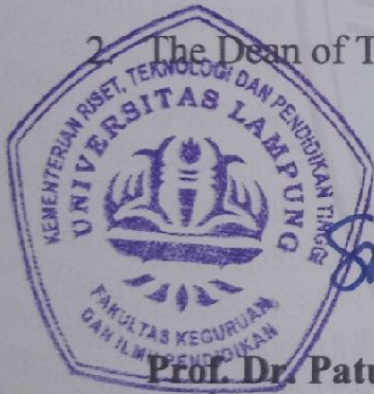NIP 19640106 198803 1 001

ADMITTED BY

1. Examination Committee

   Chairperson   : **Prof. Ag. Bambang Setiyadi, M.A., Ph.D.**   ....

   Examiner   : **Drs. Huzairin, M.Pd.**   ....

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

2. The Dean of Teacher Training and Education Faculty

   Prof. Dr. Patuan Raja, M.Pd.
   NIP 19620804 198905 1 001

Graduated on: **August 8th, 2019**

SURAT PERNYATAAN

Yang bertandatangan dibawah ini, saya:

Nama	: Diah Astuti
NPM	: 1513042002
Judul Skripsi	: Teaching Reading through Picture Series in Narrative Text at the Second Grade Students of SMAN 1 Kota Agung
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Pendidikan Bahasa dan Seni
Fakultas	: Keguruan dan Ilmu Pendidikan

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 14 Agustus 2019
Penulis,

Diah Astuti

CURRICULUM VITAE

Diah Astuti was born on Desember 21st 1996 in Kota Agung, Tanggamus, Lampung. She is the last child of a great couple, Uyang and Zubaedah.

Her first education was begun in 2003 at MIN 1 Tanggamus. After that, she continued to MTsN 1 Tanggamus and graduated in 2012. Then, she went on her education at SMAN 1 Kota Agung and successfully graduated in 2015.

In 2015, she was accepted in English Education Study Program in Lampung University through SNMPTN. From July to August 2018, she did KKN in Kota Agung, Tanggamus and she conducted PPL at SMAN 1 Kota Agung. Then, in completing her study, she conduct a research with the title "Teaching Reading through Picture Series in Narrative Text at the Second Grade Students of SMAN 1 Kota Agung".

DEDICATIONS

This script is entirely dedicated to:

A special feeling of gratitude to my beloved parents, Uyang and Zubaedah,

My beloved sisters and brothers, Susilawati, Rianti, Zainuddin, and Edi Zunaedi,

My honorable lecturers in English Education Study Program, and

My proudly almamater, Lampung University.

MOTTO

"Be good to people for no reason".

(Wesley Snipes)

ACKNOWLEDGEMENTS

All praises are merely rendered to Allah SWT for the mercy and blessings that enabled me to accomplish this script. Greeting is never forgotten, peace be upon Prophet Muhammad SAW and his family, followers, and all muslims. This script entitled *Teaching Reading through Picture Series in Narrative Text at the Second Grade Students of SMA N 1 Kota Agung* of the requirements in acccomplising the S-1 degree at Department of Language and Art of Teacher Training and Education Faculty, University of Lampung.

In this case, the writer would like to acknowledge that this script would never come into existence without any help, guidance, suggestion and encouragement from several outstanding people and institutions. Hence, the writer intends to express her deep gratitude and respect to those who have valuable contribution in helping and supporting her to finish this script.

1. Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as the first advisor, for his critics, motivation, and encouragement in supporting me to finish this script.

2. Drs. Sudirman, M.Pd., as the second advisor, for his ideas, guidance, and carefullness in helping me to finish this script.

3. Drs. Huzairin M.Pd., as the examiner, for his great encouragement, ideas, and suggestions for this script.

4. Dr. Ari Nurweni, M.A., as the Head of English Education Study program and all lecturers of English Education Study Program who have contributed their guidance directly and indirectly during the process.

5. Dr. Nurlaksana Eko R., M.Pd., as the chairperson of Language and Arts Education Department.

6. Roslan, S.Pd., M.M., as the headmaster of SMAN 1 Kota Agung, for giving the writer permission to conduct the research.

7. All students of SMAN 1 Kota Agung in class XI-H in academic 2018/2019, for the participants as the sample of this research.

8. My beloved parents, Uyang and Zubaedah. The writer thanks to you for your love, prayers, cares, supports, and motivation. Both of you always cheer me up when I almost give up. I will always be your pride and not make you both upset.

9. My elder brothers, Zainuddin and Edi Zunaedi. My sisters in law, Jenah and Dewi. My elder sisters, Susilawati and Rianti. My brother in law, Udin. My beloved niece, Fatma Yulia and Nia, and also my beloved nephew, Wahyudi, Yogi Didzan, M. Raffi Darwis, Fahradi Hardika, Willi Yudani, and Yosandi Saputra, who always give support, love, laughter, and prayer endlessly.

10. Vivi Rosanti, my third advisor who helped and gave me suggestions when I found difficulties about my script.

11. My fantastic friends since Senior High School, Anggi Novriani, Darmila Franika S.Pd., Riska Wulandari, and Ayu Restika Maharani, who always keep making the writer supports, prayer, laughter, and love endlessly.

12. *DDEANN Gang,* my sisters from other mothers, Dhea Fernanda, Amelia Yunindra Safitri, Eka Rizki Amalia, Dewi Arvia Sari, and Nabila Wahyu Nadhiroh, who are never tired in supporting the writer to finish her study, always give a trust, laughter, love, and faith.

13. My KKN friends, Ridwan Saputra, M. Arwecendo E, Joko Aprianto, Faqih, Tabita Magdalena Lubis S.Pd., Santi Ernawati S.Pd., Niluh Titisari Karuna P, Dewi Nawang Wulan, and Kartika.

14. Bayu Anggara. You are the place I could share and complaining everything, thank you for your love, support, motivation, moments, laughter, pray, and always listened my grievance.

15. All friends in English Education Study Program 2015.

Finally, the writer hopes this script will give positive contribution to the educational development and also becomes the reference to those who want to conduct further researchers. The writer realizes that her writing is still far from perfection and there might be a lot of weaknesses. Therefore, comments, critics, and suggestions are higly appreciated for better future improvement.

Bandar Lampung, August 2019

Diah Astuti

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I. INTRODUCTION

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

1.1 Background of the Problem

Based on basic competence in Curriculum 2013, the objective of teaching reading for Senior High Schools is to enable the students need to construct meaning from text. Basically, it is the same as comprehension of the reading text. The students are expected to be able to identify the aspects of reading such as identifying main idea, finding specific information, finding reference, making inference, and understanding the vocabulary. It means that after finishing from Senior High School, the students are expected to be good at comprehending the reading text suitable to their level of passing grade standard (*Standar Kompetensi Kelulusan/SKL*) of Senior High School for reading skill. It indicates that reading is something crucial and indispensible in learning English for the learners, because the success of their study depends on the greater part of their ability to read.

Reading is one of four skills that should master. Reading activity focuses on understanding context and getting information of the text. It is a skill that works as a communication way of a written text between a writer and a reader. According to Grabe and Stoller (2002: 9) reading is the ability to draw meaning from the printed page and interpret the information appropriately. It means that

comprehending and interpreting the information of the text are important in reading.

Naturally, Reading skill has five aspects: (1) determining main idea, i.e. how to determine important information of the paragraph, (2) determining specific information, i.e. how to determine particular piece of information in the text, such place, time, and character, (3) finding reference, i.e. how to interpret and determine one linguistic expression to another, (4) making inference, i.e. how to guess certain ideas from the information which we have read or known, and (5) understanding vocabulary, i.e. how to determine the meaning of vocabulary items from the text.

However, from the pre-observation in the school when the researcher was conducting field practice program (PPL) at SMAN 1 Kota Agung 2018/2019, it was found out that most of the students were not able to (1) determine main idea, (2) finding specific information, (3) finding reference meaning, (4) making inference meaning, and (5) understanding vocabulary. The students still have difficulty in comprehending an English text. Also, from the English teacher's information the average reading score is low. The facts indicated that they had low ability in comprehension. It was because in the classroom only focused on asking students to read the text and it found that answering the questions based on the text without facilitating them to comprehend texts properly. In other words, English teacher as a manager of learning process in class should find a medium which could guide the students in order to have high ability in learning English especially in reading aspects.

In Senior High School, the students should master some types of reading text, i.e. recount, narrative, descriptive, procedure, explanation, and news item. Among the

texts offered, narrative text is chosen in teaching reading. Narrative text is the way that humans communicate information chronologically and this type of text is usually use by the students to learn English more easily and more interestingly. Narrative text is a text that tells a story of a sequence of events that focusing on specific participant. Narrative is written in order to gain a readers' interest by entertaining them. By reading narrative text, they can engage themselves in fictions experience. Nevertheless, the purpose of reading narrative is for entertaining and amusing the reader.

Therefore, the teacher should find an appropriate strategy in order to improve their reading skill and reading comprehension achievement. One of the strategies that are appropriate to improve students' reading skill and reading comprehension achievement is using the medium. One of the media is picture series. Picture series is pictures which show series of events arranged chronologically. Picture series is used as media in conveying the materials to make the students interested in the lesson and learn text easily. According to Wright (1989) pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences that the teacher should help the students to cope with. He also states that picture series is sequences of pictures which are closely related to a narrative text. Also, a study conducted by Mich, Pianta, and Mana (2013) compared stories with pictures to stories without pictures and discovered that adding pictures to a story support reading comprehension ability. They state that "the simplified and illustrated stories, having a higher readability index, make the comprehension easier" (Mich et al., 2013). It can be concluded that adding pictures to a story can enhance reading comprehension. In previous study, Hidayah (2018) states that picture series is one of the best media because it is an effective way to improve students' reading

comprehension. She found that specific information as the aspects of reading that improved the most.

The researcher chooses SMAN 1 Kota Agung as the setting of this research to implement the teaching medium above. The researcher focuses on teaching reading in narrative text using picture series. Based on explanation above, the researcher applies picture series in teaching reading, because picture series can be interesting thing to attract students in learning narrative text. The stories will convey accompanied by verbal expression and realistic colorful illustrations. The researcher decides to conduct a research with the title "Teaching Reading through Picture Series in Narrative Text at the Second Grade Students of SMAN 1 Kota Agung". Thus, in this research, the researcher will use pictures series as the medium to teach narrative text in reading to the second grade students of Senior High School. It is also expected that teaching narrative text through picture series can overcome the difficulty in reading comprehension.

1.2 Research Questions

Concerning the background above, the problems formulated as follows:

1) Is there any significant improvement of students' reading comprehension ability after being taught through picture series?

2) Which aspect of reading improves the most after being taught through picture series?

3) What are the students' obstacles in learning reading comprehension through picture series?

1.3 Objectives of the Research

Based on the problems above, the objectives of this research as follows:

1) To find out whether there is any significant improvement of students' reading comprehension ability after being taught through picture series.

2) To find out which aspect of reading improves the most after being taught by using picture series.

3) To find out what are the students' obstacles in learning reading comprehension through picture series.

1.4 Uses of the Research

The uses of the research are as follows:

1) Theoretically

This research can be used as the reference for those who want to conduct a research by using picture series and the result of this research is expected to support the existing theory of reading.

2) Practically

   a. As information and reference to English teachers especially about the process of teaching reading through picture series.

   b. As information for other researchers who are interested in using picture series as the media for teaching and learning process.

1.5 Scope of the Research

This research is quantitative and qualitative in nature. It was conducted to the second grade students of SMAN 1 Kota Agung in academic year 2018/2019. The sampling technique of this research was purposive sampling. The researcher chose one class as an experimental class. The research was conducted for six meetings. Narrative text was chosen as the materials of this research related to the curriculum for Senior High School. The research was focused on the using of picture series for teaching reading narrative text. In reading, there are five aspects. They are: (1) identifying main idea, (2) identifying specific information, (4)

determining reference, (5) making inference, and (5) understanding vocabulary. To find out the improvement of students' reading comprehension of narrative text, the researcher measures the score of pretest and posttest.

1.6 Definition of Terms

In this research, there are several definitions of terms that should be considered well as follows:

1) Improvement. It is making someone or something better than before. In this research improves from the score of pretest to the score of posttest.

2) Ability. It is defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that you have the potential to do something.

3) Teaching. This is a form of interpersonal influence aimed at changing the potential behavior of another person (Gage and Berliner, 1998).

4) Reading. This is the ability to understand and comprehend the written texts, or to read the texts to get information and able to answer the questions from the content of text. Reading is a process of reconstructing from the printed pattern on the ideas an information intended by the author (Brown, 2001: 264).

5) Reading Comprehension. This is a term used to identify the skills needed to understand and apply information contained in written materials.

6) Picture series is one way of media to help the students easily to know and to understand what the object means. Heuberneur (1965) points out that if properly used picture, maps, and chart will certainly make the reading lesson more interesting, more colorful, and more effective.

7) Narrative text. 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 kinds of narrative text such as legend, fable, myth, and fairy tales.

II. LITERATURE REVIEW

This chapter deals with review of previous research, concept of reading, concept of reading comprehension, aspect of reading, narrative text, picture series, picture series in teaching reading, advantages and disadvantages using picture series, procedure of teaching reading using picture series in narrative text, theoretical assumption, and hypothesis.

2.1 Review of Previous Research

It is important to review the previous research in order to provide supporting this research. There are many researchers who have done some studies dealing with picture series as the medium in teaching learning process. The first research was taken from Lestari (2014). The researcher conducted a classroom action research which intended to improve the eighth grade students' listening comprehension achievement by using picture series at SMP N 3 Lumajang in 2013/2014 academic year. In pre-observation, she found that the students were not actively involved in the teaching learning process of listening. The result showed that picture series could improve the students' listening comprehension achievement as well as their perception. Therefore, the English teacher was suggested to use picture series as the media in teaching listening comprehension.

The second research was conducted by Awaliah (2014). The objective of this study was to find out whether pictures series as media in writing narrative text was effective towards students' writing skill in narrative text. The method used in this study was quantitative method. The dsesign of this study was quasi–

experimental design. The writer used quasi–experimental design of this study to see the effectiveness of pictures series towards students' writing skill in narrative text. The result showed that the picture series as media in writing narrative text was effective towards students' writing skill in narrative text. The result of calculation showed that in the significance degree of 5%, the value of t-test (to) > t-table (tt) (5.514 > 1.992). According to the criteria of the test, the result showed that there was a significant difference between students' writing skill in narrative text by using Pictures series as media and without pictures series. It means that, the pictures series was effective and applicable at the eleventh grade of SMA N 4 Depok towards students' writing skill in narrative text.

The last research was conducted by Syiah (2017). This study was aimed to find out whether picture strip stories used as CLT (Communicative Language Teaching) could significantly help students develop their speaking skills, and also to find out which speaking sub-skills could be better taught by using picture strip stories. This study used a true experimental research design with quantitative and qualitative methods. It had an experimental group (EG) which was taught by using picture strip stories and a control group (CG) which was taught by using a typical speaking drill technique. The subjects of the study were classes VIII.1 and VIII.2 in the second grade at middle school, MTsN Model Gandapura, with 30 students in each class. The instrument used was a speaking test sheet. The collected data was analyzed using SPSS. The findings showed that using picture strip stories in teaching speaking significantly improved the EG students" speaking scores. The EG average pre-test score was 60 and for the CG it was 52 while the EG mean post-test score was 80 and for the CG it was 66. The students" speaking ability in both groups was significantly different as indicated by the t-test (t-obtain (6.79 > t-table 2.00). This showed that the students who were taught speaking by using the picture strip story technique improved significantly more in speaking than those

who were taught by using the drill technique. Besides, the findings from the study showed that five speaking sub- skills: pronunciation, grammar, vocabulary, fluency, and comprehensibility, were all better taught by using picture strip stories.

Those are the previous researchers who have done some studies dealing with picture series. It can be concluded that there are differences between this research and previous research. First, different language skill, those previous studies focus on listening, writing, and speaking. Meanwhile, this research focuses on reading skill. Second, the two previous studies uses quantitative method, which means to find out the improvement students skills after the treatment, meanwhile one of the three previous researchers use quantitative and qualitative method and in this research used quantitative and qualitative method too. This also means that, this research not only investigate the improvement of reading skill but also to find out the students' obstacles in learning reading comprehension through picture series.

2.2 Concept of Reading

It is unquestionable that reading is one of important skill which needed by the students from elementary school up to university. This is reasonable because reading leads the students to gain a lot of information based on what they are required in reading.

Reading is a complex interaction between the text, the reader and the purpose of reading, which are shaped by the readers' prior knowledge and experiences. According to Finnochiaro and Bonomono (1973: 199), reading is bringing and getting meaning from the printed or written materials. Reading also becomes a major need for language learning to develop their potential in learning.

Smith (1982: 5-6) argues that reading certainly implies comprehension and reading is something that makes sense to the reader. The reader tries to understand and get the meaning and the information in the written text in form of symbol, letters, graphs, etc. Thus, they grasp the writers' message from the text. 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 text. Besides, Sutarsyah (2015), reading is actually a cognitive process where a reader in the mental process of knowing, learning, and understanding things.

In addition, reading is an interaction between the reader and the author where the prior knowledge such as knowledge of content, structure, and vocabulary enables the reader to make meaning from the text. It is very important to get information by reading. By reading, people know more about information and knowledge in the whole world without visiting the places. Reading is a process in which the reader makes sense to written text in order to get information and knowledge from the text. By reading, the reader will know what they read and challenge to response the ideas of the author in order to make the message or information come from the author.

Reading is also a process of constructing meaning from written text. Reading can be construed as the coordinated execution of a number processing stages such as word encoding, lexical access, assigning semantic roles, and relating the information in a given sentence to previous sentence and previous knowledge (Just and Carpenter, 1980). Besides, Joycey (2006: 2) states that reading is an active skill, where the reader interacts with the text, and to some extent the writer. Without any interaction between the reader and the text, it cannot be called as reading. From reading we can be know what the writer wanted to say.

In conclusion, it can be concluded that reading is an act of communication in which the information is transferred from the author to a reader.

2.3 Concept of Reading Comprehension

In reading process, the reader needs comprehension to get the points of the reading texts. In other words, there is no reading without comprehension. Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has been stored in his mind. Smith (1982: 15) defines comprehension in reading as a matter of "making sense" of text, of relating written language to what we know already and to what we want to know. It means that it is clear that reading and comprehension are regarded as one activity which cannot be separated. The goal is to get understanding of what the author is trying to suggest and make conclusion of the text.

As we know, reading comprehension is defined as the process by which a person derives meaning from the text. Reading with comprehension will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. According to Wassman and Rinsky (2000: 2) state that to understand all the printed materials in English, high reading proficiency is of paramount importance without which the information will not be comprehended.

However, it takes an "effective reader" to make sense out of the printed or written materials. Thus, becoming an effective reader means that readers has reading ability and know how to use it effectively. Because of the comprehension of reading, the students will get the information transferred by the writer.

From the statement, it can be concluded that in reading is not enough for reader to understand a set of words in a sentence only. The reader also must be able to comprehend the reading text in order to get the message and information from what they have read.

2.4 Aspects of Reading

According to Nuttal (1985), there are five aspects of reading that should be mastered by a reader to comprehend a text deeply. These five aspects were: (1) Main idea, (2) Specific information, (3) Inference, (4) Reference, and (5) Vocabulary.

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, lived a woman and her son. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. They did not have very money, but Malin Kundang was a healthy strong boy who was good boats man and swimmer. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, Malin Kundnag saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought of the pirates. The trader was very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. He left his mother alone. Malin Kundang made lots of money. Malin Kundang became wealthy. He bought a huge ship of his own and married a beautiful wife.

Many years later, Malin Kundangs' ship landed on the small beach where he grew up. The villagers on the beach recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". His mother, who had been sad and lonely without him,

heard the news and ran to the beach to meet her beloved son. She wanted to hug him, released her sadness of being lonely after so long time.

When his mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. His mother begged Malin Kundang to see her three times, but he declined. "I have never had a mother like you, a dirty and ugly woman". His mother was angry. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he did not apologize. Malin Kundang just laughed and started to sail away into the calm sea. Suddenly, a thunderstorm descended. Malin Kundangs' ship was tossed on the huge waves and sank. Malin Kundnag was thrown from the ship into a small island and turned into stone.
(http://competition-storytelling.blogspot.com/2013/03/the-legend-of-malin-kundang.html)

To be clearly, here is the analysis of those five aspects of reading based on Malin Kundang text:

1. Identifying Main Idea

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Mc Worther (1986) the sentence which states main idea called topic sentence. Specifically, it can be located 1) at the beginning, 2) in the middle, or 3) at the end of the paragraph. However the author may state the main idea anywhere in the passage. The example question of main idea can be *"What is the main idea of the first paragraph?"*.

a) Here is an example of main idea placed at the beginning of the paragraph.

> *A long time ago, in a small village near the beach in West Sumatra, lived a woman and her son. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. They did not have very money, but Malin Kundang was a healthy strong boy who was good boats man and swimmer. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.*

The main idea of the paragraph is *Malin Kundang lived with his mother*, because the whole paragraph tells about Malin Kundang and his mother.

b) Here is an example of main idea placed in the middle of the paragraph.

> *One day, Malin Kundnag saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought of the pirates. The trader was very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. He left his mother alone. Malin Kundang made lots of money. Malin Kundang became wealthy. He bought a huge ship of his own and married a beautiful wife.*

The main idea of the paragraph is *Malin Kundang helped a trader's ship,* because the paragraph tells about the bravery of Malin Kundang.

c) Here is an example of main idea placed at the end of the paragraph.

> *When his mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. His mother begged Malin Kundang to see her three times, but he declined. "I have never had a mother like you, a dirty and ugly woman". His mother was angry. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he did not apologize. Malin Kundang just laughed and started to sail away into the calm sea. Suddenly, a thunderstorm*

descended. Malin Kundangs' ship was tossed on the huge waves and sank. Malin Kundnag was thrown from the ship into a small island and turned into stone.

It is clear that the main idea of the paragraph is *Malin Kundang become a stone*, because it tells that Malin Kundang did not recognize his mother anymore.

2. Identifying Specific Information

In this case, specific information is the facts and the ideas that explains or proves the topic sentence or main idea. Furthermore, Segretto (2002: 12) states that specific information or supporting details provide the readers more information about the main idea or the subject of a passage. For example, the question of text is asking the year, place, time, etc. The example question of specific information *"How did Malin Kundang become a rich man?"*.

Here is the example to find the specific information.

One day, Malin Kundang saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought of the pirates. The trader was very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. He left his mother alone. Malin Kundang made lots of money. Malin Kundang became wealthy. He bought a huge ship of his own and married a beautiful wife.

As can be noticed that the answer of the question is *Malin Kundang met the trader and worked with him. Then he bought a huge ship of his own*, because in the second paragraph, there was a trader's ship in trouble and Malin Kundang helped the ship.

3. Determining Reference

Reference is word or phrases either or after the reference in reading material. It is a relation between one object to another object. As stated by Reimer (2009: 34) reference is a relation that obtains between expression and what speaker uses expressions to talk about. The question of the text is usually asks the reader to find the answer directly to the line in the paragraph or the question is asked with "refer" word. For example, "The word "he' in the sentence above refers to?".

Here is the example in determining reference:

Many years later, Malin Kundangs' ship landed on the small beach where he grew up. The villagers on the beach recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son. She wanted to hug him, released her sadness of being lonely after so long time.

Certainly, the answer is *Malin Kundang*. The word "he" is called reference because it is pronoun to refer "Malin Kundang".

4. Making Inference

Naturally, inference is about guessing something from the information which have we read or know. Inference is the word that uses by the reader to draw a certain conclusion from facts, points in an argument supplied by the text. It is the logical connection that the reader draws between his observe and what he does not know. An inference is when the reader takes clues from the text and what they already know from their experience to decide what the text means. Therefore, the reader has to make the inference by guessing and finding clue. Kathleen (1986: 31) states that an inference is an educational guess or prediction about something unknown based on available fact and information. The example of making inference is using the question *"The following statement is true, except…"*.

Here is the example to make inference:

When his mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. His mother begged Malin Kundang to see her three times, but he declined. "I have never had a mother like you, a dirty and ugly woman". His mother was angry. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he did not apologize. Malin Kundang just laughed and started to sail away into the calm sea. Suddenly, a thunderstorm descended. Malin Kundangs' ship was tossed on the huge waves and sank. Malin Kundnag was thrown from the ship into a small island and turned into stone.

Obviously, the answer of the question is *Malin Kundang's ship landed on the small beach where he grew up*, because based on the text, there is no

statement of "*Malin Kundang's ship landed on the small beach where he grew u*". That statement is in the third paragraph.

5. Understanding Vocabulary

Vocabulary is all the words exist in a particular language or subject. In vocabulary, there are content and function words. Content words are usually nouns, verbs, adjectives, and sometimes adverbs. Function words are the words use to make our sentences grammatically correct, e.g., pronouns, determiners, prepositions, and auxiliary verbs. According to Wallace (1978: 30), vocabulary is the stock of word used by people or even for person. Concerning with that statement indeed vocabulary is fundamental for everyone who wantsto speak or produce utterances for reading.

As can be seen that Malin Kundang story consist of nouns, verbs, adjectives, and adverbs. The reader will find certain parts of speech analyzed like the following:

a. Nouns

According to Wren and Martin (1979: 5), if a word gives a name to a person, place, or thing the word is noun. Nouns can be divided into:

1. Collective noun, is the name of a number (or collection) of person or things taken together and spoken of as one whole. For example fleet which is collection of ships or vessels.

   In fact, there is no collective noun used in the text.

2. Abstract noun

   It is usually the name of quality, action, or state considered apart from the object to which it belongs. For example, the underlined word in this sentence, *"Malin Kundang saw a trader's ship in trouble"* is an abstract noun.

Another classification of noun is whether they are countable or uncountable.

1. Countable noun

   It is the name of objects, people, etc. that we can count. For example, the underlined words in this sentence, *Malin Kundang bought a huge ship*, is countable noun.

2. Uncountable noun

   It is the name of things which we cannot count with numbers. For example, the underlined word in this sentence, "The trader is impressed by his strength and *bravery*" is an uncountable noun.

b. Verbs

Since this study concerns with narrative text which used past tense, the verbs are focusing on the regular and irregular verbs. According to Wren and Martin (1979: 97), verb could be divided into:

1. Regular verbs are those whose past tense and past participles are formed by adding a –d or an –ed to the end of the verb.

   For example, the word "call" becomes "called" as in this sentence *"who was called Malin Kundang"*.

2. Irregular verbs are changing forms of these verbs are often unrecognizably different from the originals.

   For example, the word "go" becomes "went" as in this sentence *"Malin Kundang went to help the ship"*.

c. Adjectives

Wren and Martin (1979: 19) state that a word used with a noun to describe or point out, the person, animal, place, or thing which the noun names, or to tell the number on quantity is called an adjective. It may be divided into the following classes.

1. Adjective of quantity shows how much of thing is meant as.

   For example, *lots* in this sentence *"Malin Kundang made <u>lots </u>of money"* is an adjective of quantity.

2. Adjective of quality shows the kind of quality of a person.

   For example, *beautiful* as in this sentence *"Malin Kundang married a <u>beautiful </u>wife"* is an adjective of quality.

3. Adjective of numeral shows how many persons or things are meant which is referred by a number.

   For example, *three* as in this sentence *"His mother begged him to see her <u>three</u> times"* is an adjective of numeral.

d. Adverbs

Wren and Martin (1979: 118), an adverb is a word which modifies the meaning of a verb, and adjective or another adverb. Ordinarily, it can be divided into:

1. Adverb of time

   For example, *a long time ago* as in this sentences "<u>*A long time ago, in a small village near the beach in West Sumatra, lived a woman and her son*</u>" and *many years later* as in this sentence *"<u>Many years later,</u> Malin Kundang's ship landed on the small beach".*

2. Adverb of place

   For example, *small village* as in this sentence *"Malin Kundang lived in <u>small village</u> near the beach in West Sumatra".*

3. Adverb of manner

   For examples of adverb of manner are *beautifully, quickly, and kindly.*

   In fact, there is no adverb of manner used in Malin Kundang text.

4. Adverb of degree

   For example, *very* as in this sentence *"They did not have <u>very</u> much money".*

2.5 Narrative Text

Under this topic, the discussion about narrative text includes langauge feature and generic structure. It will be explained as follows.

2.5.1 Definition of Narrative Text

There are many types of reading texts refer to the curriculum, in basic competence of reading skill for Senior High School students is that they should learn about narrative, procedure, and recount text. Here, the researcher chooses a narrative text as the material that will be given to the students. Narrative text is one of the texts that the students learn in teaching reading. The purpose of narrative text is to entertain and amuse the reader. According to Anderson (1997) narrative text is a text that has purpose to entertain the reader and listener. Besides Meyers in Alberti (2014:14) state that narrative is one of the most powerful ways of communicating with others. Narrative text is a story in the written text which is events that tells about what the story happened, time order is well what happened first, what happened text, what happened after that, and so on. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Some examples of narrative text are fantasy novel, historical fiction, and stories.

From the statements above, narrative text is a kind of text which has function to entertain and amuse the reader with the actual or vicarious experience in different ways. 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.

2.5.2 Language Features of Narrative Text

It is useful to compose good narrative text. Language features of narrative text can be described as follows:

1. Using past tense: it uses past tense to tell about past activities or events in the past, *e.g. went, opened, and killed.*

2. Using specific noun as pronoun of person, animal in the story, e.g. *the king, the queen, Cinderella, and Rapunzel.*

3. Using adjectives which are for noun phrase, *e.g. long black, hair, two red apples.*

4. Using time connectives and Conjunctions to arrange the events, *e.g. Then, before, after, soon, first, next, finally.*

5. Using adverb of time. It tells the information about time, place, reasons, and purpose, *e.g. once upon a time, one day, long time ago.*

2.5.3 The Generic Structure of Narrative Text

Anderson, M & Anderson, K (2003) explained there are 3 steps in constructing a narrative text. They are orientation, complication, and resolution.

1. Orientation

   The writer tells the audience who is in the story, when it is happening, where it is happening, and what is happening. It is about the opening paragraph where the characters of the story are introduced.

2. Complication

   The writer tells about something that will begin a chain of events. It tells where the problems in the story developed.

3. Resolution

   The ending of the story, it shows how the characters deal with the problem. It tells where the problems in the story solved.

Here is the example of Narrative Text:

Cinderella

Orientation: *Once upon a time, in the past era, there was a beautiful young girl named Cinderella. He lived with his mother and two sisters. Mother and sister arrogant and bad tempered.*

Complication: *They treated Cinderella very badly. Step mother made Cinderella do the hardest job in the house, such as scrubbing the floor, cleaning the pot and pan and preparing food for the family. Second step sister, on the other hand, does not work on the house.*

Their mother gave them many handsome dresses to wear. One day, two half-brothers received an invitation to the ball that the king's son would give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. Finally, the ball came, and away went the sisters. Cinderella could not stop crying after they left. Why are crying, Cinderella? The voice asked. Cinderella wanted to go to a party, but she was not allowed by her stepmother and siblings. It made her cry because she could not come to the party. She looked up and saw her fairy godmother standing beside her, "because I wanted to go to the ball" said Cinderella. Well godmother said, you've been such a cheerful, hardworking, uncomplaining girl that I will see that you go to the ball. Magic, fairy godmother turned a pumpkin into a coach and mice into a smooth two coachmen and footman. Her godmother tapped Cinderella's dress with her wand, and it became a beautiful ball gown.

Resolution: *Then she gave her a pair of pretty glass slippers. Now, Cinderella, she said, you have to go before midnight. Then he drove away a wonderful coach. Cinderella had a marvelous time either. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as fast as he could do. In her hurry, one of her glass slipper behind. A few days later, the child king declared that he would marry the girl whose feet fitted the glass slipper. Stepsisters try on shoes, but it was too small for them, no matter how hard they squeezed their toes into it.*

In the end, the king's page lets Cinderella try the shoes. He stretched his legs and slipped the shoes on the page. It fitted perfectly. Finally, he was ushered into a magnificent palace and height. Young kings were glad to see him again. They marry and live happily ever after. End of story Cinderella no longer with his mother and brothers sisters.

(http://bos-sulap.blogspot.com/2010/02/cinderella-story-clearest-example-of.html)

To be clearly, below is the explanation of organization of Cinderella story presented earlier, they are:

1. **Orientation**: it means to introduce the participants or the characters of the story with the time and place set. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her steps sister who supported her mother to make Cinderella was treated very badly.

2. **Complication**: it is the second and third paragraph because the narrator tells the problem of the story. The problem is Cinderella got bad treatment from her stepmother and sisters. And then, Cinderella wanted to go to a party, but she was not allowed by her stepmother and sisters. It made her cry because she could not come to the party.

3. **Resolution**: In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.

2.6 Types of Picture

There are several types of picture, they are:

a. Picture Series

Picture series is usually used to tell a series of events or to tell a story. The research tries to implement picture series as an alternative way in teaching learning process. A picture consists of meanings and messages that will be presented. It depends on students' own imagination or thought to produce the words related to the picture.

b. Picture Strip Story

Picture strip story comprises of graphic art for reproduction that told stories through the use of both pictures and words. This technique tells a complex story in

a few images provides comment and provokes thought on events an issue in the news. Picture strip story gives the example of vocabulary related to current trends and fads.

c. Jumbled Picture

Jumble is unity and confused mixture (of things, feelings, or ideas). In other words, jumbled picture is a set of pictures mixed randomly that contain events of story that readers need to order in appropriated sequence.

From the explanation above, it can be concluded that there are some types of picture; picture series, picture strip story, and jumbled picture. In this research, picture series used by the researcher.

2.6.1 Picture Series

Picture is one of the visual aids that are used by the teacher in teaching-learning process. There are some kinds of pictures that are used by the teacher such as picture, and picture series. Breitkreuz (1972) picture series are some pictures represent continuous events of a story with important information.

Besides, Heuberneur (1965) points out that if properly used picture, maps, chart, maps, will certainly make the reading lesson more interest, more colorful, 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.

Picture series is used to substitute the real things. The students can recognize and compare the words and the real things. The first function of the use of picture

series is that the students are able to see the picture clearly and distinctly. The second is that the students understand better the content of the whole pictures, because the first picture is related to the second picture and so on. The content of the whole pictures can be understood by the students. It can build up the students' motivation in teaching learning process. . Pictures are set in sequence in order to deliver a message that it could represent an event.

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

A Mouse Deer and Crocodiles

Deep in a quiet Tropical jungle, a Crocodile was having a blast swimming in the river. He hummed and frolicked by himself while his other friends were napping.

After feeling exhausted, he decided to take a rest underneath a durian tree.

In meanwhile, at the nearby area, a Mouse Deer was scavenging for fruits. But he was having a difficulty as fruits were scarce when he suddenly noticed that there were a lot of fruits on the other side of the river. "Hmmm...How can I go to the other side of the river? There are a lot of hungry Crocodiles in this river. But the fruits are really looking delicious", the Mouse Deer

was saying to himself. "I need to think of a clever plan". So the Mouse Deer decided to sit underneath rambutan tree while munching some fruits. It took him in no more than a few rambutan fruits to concoct a plan since it's a clever animal.

"What a clever plan that I've come up, if I say so myself" said the Mouse Deer with a smile. "Psttt...pssttt...wake up Mr. Crocodile" said the Mouse Deer to the sleeping Crocodile. It took a while for the Crocodile to open his eyes. First, he opened his right eye, and when he saw a nice plump looking Mouse Deer near him, he opened both eyes. He was thinking "hmm...what a pretty plump nice dinner this deer going to be". "What do you want, O Little Mousy Deer?" said the Crocodile. "I have an important message from our leader the Tiger" said the Mouse Deer. "He wants to have a party to celebrate his birthday, and he likes to invite every animal in this jungle to attend. But he needs to know how many animals are there in this jungle so that he can prepare enough food for everyone". "Wow, this is good news indeed, O Little Mousy Deer. "What do you want me to do?" asked the Crocodile excitedly. "I would like for all the crocodiles in this river to line up across this river, and then I will count the number one by one" said the Mouse Deer with a very serious tone.

The Crocodile shouted to every sleeping Crocodiles and asked them to line up across the river. "Please make sure they do not snap at me when I started to jump and count the number", the Mouse Deer reminded the Crocodile. Then he started to jump.

"One two, little feet"
"Three four, a little bit more"
"Five six, big belly indeed"

The Mouse Deer repeated the lines until he jumped safely to the other side of the river bank. "How many of us are there?" shouted the Crocodile from across the river. "Ohhhh...there are just nine stupid crocodiles. I just wanted to cross this river, and there is no party" replied the Mouse Deer while laughingly running away from the river bank. The Crocodiles were angry for being made a fool by a little Mouse Deer. Meanwhile, the mouse deer was enjoying the abundance of fruits. However, he needed to think of a way to return back to his home across the river.

2.7 Picture Series in Teaching Reading

There are several media in teaching reading. Teacher is the most important actor here, especially in English subject. Teacher must have the ability to make an interesting class. Picture series is a kind of media which belongs to picture category. It is one of media that can make the students enjoy the lesson. Pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story. Furthermore, picture series also give many benefits in teaching reading. These are some benefits of using picture series .It defines as follows:

1. Pictures are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper. Pictures provide common experiences for an entire group of students.
2. Pictures can help to prevent misunderstanding. It means by using pictures, teacher can explain the new vocabulary to the students easily, so it prevents misunderstanding between students' perception and teachers' perception.
3. Picture can help the students to focus on the subject and make the students active.

Picture series can be used to create many interesting activities especially in teaching reading. There are various numbers of reading activities that students can do. One of the examples is by giving a series of pictures which tells story and ask the students to read story based on the pictures.

2.8 Advantages and Disadvantages of Using Picture

Every media has an advantage and disadvantage. It is important to know the advantage and disadvantage in order to use it effectively in the classroom.

2.8.1 The advantages of picture series

1. Capture the students' interest.

2. The students are able to study the materials effectively.

3. Pictures help the students to understand and remember information well.

4. Pictures are relatively cheap. They can be obtained almost anywhere and everywhere.

5. By using pictures, the students can see the object which are being talked and discussed clearly.

6. Pictures can present the world outside the class.

According to Gerlach and Elly (1980) the advantages of using pictures are:

1. Picture series are inexpensive and widely available.

2. Picture series provide common experiences for entire group.

3. The visual detail make it possible to study subject, which will turn back to be impossible.

4. Picture series can help the students to prevent and correct disconcertion.

5. Picture series offer a stimulus to further study, reading and research visual evidence is power tool.

6. Picture series help to focus attention and develop critical judgment.

7. Picture series are easily manipulated.

2.8.2 The disadvantages of picture series

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. Students pay attention on the picture more than learned material

Based on the explanation above, the researcher believes that picture series has good influence in students' reading comprehension. Although it has some disadvantages but picture series is one of reading strategy that should be tried to apply it in teaching reading.

2.9 Procedure of Teaching Reading Using Picture Series

Procedure of using picture series is used to make sure that the research is systematically arranged and to avoid confusion. According to William (1986) states that the procedure of reading lesson started with pre reading activity followed by a while activity and ending with post activity. Some sequences of material through picture series in the classroom will be proposed as follows:

a. Pre activities

William (1986:37) states that the goals of the pre activities are to make the students prior knowledge activity. Besides, this activity also can build the students background knowledge. This activity also can lead 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. The teacher greets and checks the students' attendance list.

2. The teacher motivates the students by asking them about narrative text i.e. "Do you know about narrative text?", "Have you ever read narrative text?". It functions to activate their background knowledge of narrative text.

3. The teacher asks the students about the story that mostly they like. The story such us tinker bell, tangled, or legend like Danau Toba.

b. While activities

William (1986:37) states that while reading activities draw on the text, rather than the students' ideas previous reading. The aims of this activity 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 should 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 explains about the material clearly. These activities are just like the main point of the activities.

1. The teacher asks the students to make a group consist of 5 students.

2. And then, the teacher gives one story of narrative text with the pictures, and then the teacher asks the students in their own group to read it one by one.

3. The students are asked to see the pictures of the following important events of the story "Malin Kundang".

   - Background picture "Malin Kundang"

   - Event 1 : In the north coast of Sumatra lived a poor women and her son. The boy was called Malin Kundang.

   - Event 2 : Malin Kundang saw a trader's ship in a trouble. Malin Kundang went to help the ship. The trader was very impressed him. He asked Malin Kundang to work with him.

   - Event 3 : It had been three months since Malin Kundang left his mother. She stood on the pier hoped her son would come.

   - Event 4 : After several years waiting without any news, Malin Kundang's mother was suddenly surprised by the arrival her son with a beautiful women by the big ship.

- Event 5 : Malin Kundang's mother quickly went to see and hug her son, but her son ignored and did not recognize her. Malin Kundang's mother cried and she prayed to God.

- Event 6 : Malin Kundang became a stone.

4. The teacher explains to the students that today they will read the story "Malin Kundang". The students are asked to look at the background picture. The teacher asks the following question.

- What did you think was happening in the picture?

- And then, the teacher asked again what happen in event 1-5.

5. The teacher asks some questions which are related to the five aspect of reading. They are determining main idea, finding specific information, reference, inference, and vocabulary.

- Event 1 : What is main idea of the picture?

- Event 2 : What do you think about Malin Kundang's feeling when he is asked to work with the trader?

- Event 3 : "She stood on the pier hoped her son would come". In that sentence, the word *she* refers to?

- Event 4 : Which the following does passage imply?

- Event 5 : What is the antonym of the word "*ignored*"?

6. Next, the teacher asks the students to answer questions about each event that will predict what will happen in the story.

7. After that, the teacher asks the 3 groups (can be more than three) to present their story in front of the class.

8. And then, the teacher tells the answers of the questions by explaining the material briefly.

9. The teacher gives the evaluation text to the students.

10. Then, the teacher asks the students to collect it.

c. **Post activities**

At the end of the teaching and learning process, there is post activity. In this activity is used to know the students understand the material or not. Before the end of the class, the students are asked by the teacher to answer some questions relate to the while activity. These activities are also good for the students because the teacher asks the students whether there is a material that they did not understand.

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

2. And then, the teacher explains about narrative text, generic structure, and also language feature of narrative text.

3. The teacher closes the lesson.

2.10 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 can help the teacher to help the students understand the material. The media also can be implemented to get the aim of teaching learning process. For this research, picture series is chosen as the medium in teaching reading.

Picture series is used in teaching reading because by picture series the students can remember the important details of the story. By picture series, the students can be helped with the picture to comprehend the text. In this research, the researcher uses narrative text as the text for the students. The teacher also can increase the students' interest in reading. Picture series also helps the students easily understand the text well. Picture series also will focus on the information that they will get from the text. According to Wright (1989) pictures are not just an aspect of method but through their representation of places, objects, and people they are

an essential part of the overall experiences that the teacher must help the students to cope with. He also states that picture series is sequences of pictures which were closely related to a narrative text. Pictures in sequences are suitable to teach narrative text because they give sequences of chronological story as in narrative text.

Based on the explanation above, researcher assumes that picture series is one of the media that can improve the students' ability to comprehend the text. Picture series relate to the passage. So, they will easily find the meaning of the text and the point that the text tells. Picture series may also improve the students reading skill.

2.11 Hypothesis

Based on the theories and assumption above, the researcher purposes the following hypotheses in this research as follows:

H_0 : There is no significant improvement of students' reading comprehension after being taught through picture series.

H_1 : There is a significant improvement of students' reading comprehension after being taught through picture series.

In conclusion, according those explanations above, this chapter discusses certain points that relates to the theories that are used in this research. They are review of previous research, concept of reading, concept of reading comprehension, aspects of reading, narrative text, picture series, picture series in teaching reading, advantages and disadvantages of using picture series in teaching reading, procedure of teaching reading using picture series, theoretical assumption, and hypotheses

III. METHODS

This chapter deals with the design and procedures of the research. This refers to find design, subject of the research, data collecting technique, research instruments, research procedures, scoring system, data analysis, data treatment, and hypothesis testing. These topics are explained as follows.

3.1 Design

This quantitative and qualitative research was conducted to investigate whether there was significant improvement of students' reading comprehension ability after being taught through picture series, to find out which aspect of reading improved the most after being taught through picture series and to identify the students' obstacles in learning reading comprehension through picture series. The researcher applied one group pretest-posttest design. This design was used in this research because the researcher only used one class as an experimental class which received treatment of teaching reading using picture series. The researcher conducted pretest, treatment, and posttest. Here is the illustration of one group pretest and posttest design:

T1 X T2

Notes:

T1   : Pretest

T2   : Posttest

X   : Treatment (teaching reading using picture series)

(Setiyadi, 2006: 132)

The research was conducted for six meetings. Each meeting took two lesson hours (2x45 minutes). The first meeting was for pretest session and treatment, then the next day was the treatment for the students which was conducted three times, then the next day was the fifth treatment and posttest. And the next day was conducting the questionnaire. The pretest was done to find out the students' basic ability in reading narrative text before the treatment. Then, treatments were done to guide the students in reading narrative text. Posttest was done to find out the students' improve in reading narrative text. It was also to make sure that picture series could be used to improve students' reading, especially in reading narrative text. And the last was questionnaire. Questionnaire was done to investigate the obstacles faced by the students in learning reading comprehension.

3.2 Subject of the Research

The subject of this research was the second grade students of SMAN 1 Kota Agung in academic year 2018/2019. There were seven classes of the second grade students of SMAN 1 Kota Agung. The researcher determined the sample by using purposive sampling technique in this research. The researcher chose one class. The class was XI-G which consisted of 35 students. It was based on the finding of the field practice program (PPL) at SMAN 1 Kota Agung that the researcher had done. It indicated that this class had a problem worse than the other classes in reading skill.

3.3 Research Instruments

The data of this research were in the forms of quantitative and qualitative data. Quantitative data were the score of writing result and qualitative data were descriptions of result of questionnaire. The researcher used an objective item of reading test which consisted of pretest and posttest in order to collect the quantitative data. Meanwhile, in collecting the qualitative data, the researcher

used a questionnaire. To make them clearer, here are the following detailed descriptions.

3.3.1 Try Out Test

Try out test was conducted to know the quality of the reading test as the instrument of the research such as validity, reliability, level of difficulty, and discrimination power. The tryout was administered in tryout class (class XI-E). Students were given the reading test. It consisted of 50 items in form of multiple choices with four options (a, b, c, and d) with one alternative answer, and it was allocated within 90 minutes.

3.3.2 Pretest

After getting the result of try out, the researcher gave the pretest. From the try out test of level of difficulty, the researcher got 2 easy items, 3 difficult items, and 45 average items. While in discrimination power, the researcher got 3 items which had negative value, 7 items were poor, and 28 items were satisfactory. It was finally decided that 40 items were good and the rest, while 10 items were bad ad should be dropped. The pretest was conducted in order to know how far the students understood about narrative text before the treatments were given. The test was in form of multiple choices that consisted of 40 items with four options (a, b, c, and d) with one alternative answer, and it was allocated within 60 minutes.

3.3.3 Posttest

After conducting the treatments, the researcher gave the posttest. It was administered in order to know the improvement of students' reading achievement in reading narrative text by using picture series after the five-time treatments. Each item of posttest related to the material that the students have learnt. The test which was used in posttest was in the same with the test used in the pretest, but in

posttest, it was arranged. The test was in form of multiple choice that consisted of 40 items with four options (a, b, c, and d) with one alternative answer, and it was allocated within 60 minutes.

3.3.4 Questionnaire

Questionnaire was a list of questions used by researcher to get data from the source directly through a process of communication or to ask questions. The questionnaire was conducted after the researcher gave the treatments to the students. It was applied to investigate the students' obstacles in learning reading comprehension through picture series. Furthermore, in this research, the researcher used open-ended-questions. An open-ended-question was a question format that allowed students to give a free-from answer.

3.4 Data Collecting Techniques

The data of this research were in the forms of quantitative and qualitative data. The quantitative data were collected through the scores of the students' score. The researcher used an objective reading test which consisted of pretest and posttest in order to collect the quantitative data. Meanwhile, in collecting the qualitative data, the researcher used a questionnaire. To make them clearer, here are the following details:

3.4.1 Reading Test

In collecting the quantitative data, the researcher applied reading test that consisted of pretest and posttest. The test which was used in pretest was in the same with the test which was used in try out. But, in posttest, the test was arranged. There were two kinds of test: pretest and posttest. Pretest was conducted to measure the students' reading ability in comprehending the text before the treatments. Posttest was conducted in order to find out how far students'

improvement in reading comprehension after conducting the treatments by using picture series. The test contained of five aspects of reading, such as: main idea, specific information, inference, reference, and vocabulary. The test was given in form of multiple choice that consisted of 40 items with four options (a, b, c, and d) and it was allocated within 60 minutes.

Table 3.1 Specification Table of Try out

No	Aspect of Reading	Items Number	Total Items	Percentage of items
1	Main Idea	1, 6, 11, 16, 21, 26, 31, 36, 41, 46	10	20%
2	Specific Information	2, 7, 12, 17, 22, 27, 32, 37, 42, 47	10	20%
3	Reference	3, 8, 13, 18, 23, 28, 33, 38, 43, 48	10	20%
4	Inference	4, 9, 14, 19, 24, 29, 34, 39, 44, 49	10	20%
5	Vocabulary	5, 10, 15, 20, 25, 30, 35, 40, 45, 50	10	20%
	Total	50	50	100%

3.4.1.1 Validity of the Test

A test can be said to be valid if it measures the object to be measured and suitable with the criteria. According to Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. Further explanation of the validity of the test explained as follows:

a. Content Validity

Content validity is concerned whether the test is sufficiently representative and comprehensive for the test. It relates to all items of the test that includes in the test. According to Hatch and Farhady (1982: 281) content validity is the extent to which the test measures a representative sample of the subject matter content. In this validity, the researcher measured all indicators of the test and analyzed them

whether the test is good reflection of what has been taught and the knowledge which the teacher wants the students to know (Shomamy, 1985: 75). Besides, according to Setiyadi (2006: 23) states that content validity related to the indicators of the subject matter that represents the whole material to be measured. To the content validity, the researcher gave the materials was suitable with the syllabus of the second grade of Senior High School students. In other words, the researcher made the test based on the materials in English Curriculum (KTSP) for Senior High School. Validity measures by using inter-rater. The use of inter-rater is to measure the agreement of the test which has been developed based on individually. Below is the table specification of pretest and posttest.

Table 3.2 Specification Table of Pretest

No	Aspect of Reading	Items Number	Total Items	Percentage of items
1	Main Idea	1, 8, 14, 18, 23, 26, 31, 37	8	20%
2	Specific Information	2, 9, 13, 19, 21, 28, 35, 40	8	20%
3	Reference	3, 6, 11, 15, 22, 29, 33, 39	8	20%
4	Inference	4, 10, 17, 25, 27, 32, 36, 38	8	20%
5	Vocabulary	5, 7, 12, 16, 20, 24, 30, 34	8	20%
Total		40	40	100%

Table 3.3 Specification Table of Posttest

No	Aspect of Reading	Items Number	Total Items	Percentage of items
1	Main Idea	2, 6, 11, 14, 21, 26, 31, 36	8	20%
2	Specific Information	1, 7, 13, 15, 23, 27, 32, 38	8	20%
3	Reference	3, 10, 16, 19, 24, 28, 33, 39	8	20%

4	Inference	5, 9, 17, 22, 25, 29, 34, 37	8	20%
5	Vocabulary	4, 8, 12, 18, 20, 30, 35, 40	8	20%
Total		40	40	100%

b. Construct Validity

Construct Validity is concerned with whether the test is actually in line with the theory of what reading comprehension means to know the language (Shomamy, 1985: 74). If the test has construct validity, it is capable of measuring the students' ability in reading. It means that the pretest and posttest measure certain aspect based on the indicators. The researcher focused on teaching reading using picture series in narrative text. Then, the relation validity of the instrument refers to construct validity in which the question represents five aspects of reading such as main idea, specific information, reference, inference, and vocabulary.

3.4.1.2 The Reliability of the Test

Reliability refers to the extent to which the test is consistent in its score, and gives indication of how accurate the test score is (Hatch and Farhady, 1982:244). Besides, Setiyadi (2006:16) states reliability is a measurement of accuracy, consistency, dependability of fairness of scores resulting from administration of particular examination. To measure coefficient of the reliability of the first and the second half group, the researcher used the following formula as follow:

$$rl = \frac{\sum xy}{\sqrt{[\sum x^2][\sum y^2]}}$$

The formula above could accordingly be illustrated as follows:

rxy : coefficient of reliability between odd and even numbers item

x : odd number

y : even number

$\sum x^2$: total score of odd number items

$\sum y^2$: total score of even number items

$\sum xy$: total score of odd and even number

The researcher used the formula to calculate the reliability of reading comprehension of narrative text in order to know the items were reliable when the value closes to one.

The criterion the reliability as follows:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 - 0.49 = low

$$rl = \frac{\sum xy}{\sqrt{[\sum x^2][\sum y^2]}}$$

$$rl = \frac{4617}{\sqrt{[5266][4461]}}$$

$$rl = \frac{4617}{\sqrt{[23491626]}}$$

$$rl = \frac{4617}{4846.81606}$$

$rl = 0.95$ (high reliability)

To know the coefficient correlation of whole items, the researcher used Spearman Brown's Prophecy Formula (Hatch and Farhady, 1982: 281). The formula is as follows:

$$rk = \frac{2rl}{1 + rl}$$

The formula above could accordingly be illustrated as follows:

rk : the reliability of the whole tests

rl : the reliability of half test

The criterion the reliability as follows:

0.90 – 1.00   = high

0.50 – 0.89   = moderate

0.0 - 0.49   = low

$$rk = \frac{2rl}{1 + rl}$$

$$rk = \frac{2(0.95)}{1 + 0.95}$$

$$rk = \frac{1.9}{1.95}$$

$$rk = 0.97 \text{ (high reliability)}$$

3.4.1.3 Level of Difficulty

To see the index of difficulty, the researcher used the following formula:

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

The formula above could accordingly be illustrated as follows:

LD   : level of difficulty

U : the number of upper group who answer correctly

L : the number of lover group who answer correctly

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

(Heaton, 1975: 182)

The criteria are as follows:

< 0.30   = difficult

0.30 – 0.70   = average

> 0.70   = easy

3.4.1.4 Discrimination Power

Discrimination power is the ability of the item to differentiate between the students who have high ability and the students who have low ability. In discriminating power, the researcher used the formula as follows:

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

The formula above could accordingly be illustrated as follows:

DP : discrimination power

U : number of upper group who answer correctly

L : number of lower group who answer correctly

N : total number of the students

The criteria are as follows:

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) = bad item, should be omitted

(Heaton, 1975: 182)

3.4.2 Questionnaire

Questionnaire was a research instrument consisted of a series of questions for the purpose of gathering information from the respondents. The questionnaire was conducted on the last meeting of teaching learning reading comprehension in order to investigate the obstacles faced by the students in learning reading comprehension through picture series.

3.4.3 Result of Tryout of Reading Test

Try-out test was conducted on January 18th, 2019 in XI-E class. The class consisted of 34 students. This test was conducted in order to analyze the reliability, level of difficulty, and discrimination power to achieve a good test instrument criterion. The students were given 50 items of reading test in form of multiple choice question with four options (a, b, c, and d) with one alternative answer, and it was allocated within 90 minutes. After analyzing the data, the researcher got 40 items were good while 10 items were bad and should be dropped.

To know the result of reliability of the try-out test, the researcher used *Pearson Product Moment*. The result showed that the reliability of the test was 0.95 (see appendix 4). It could be inferred that the test had high level of reliability, in the range 0.90-1.00 by referring to the criteria of the reliability proposed by Hatch and Farhady (1982: 281).

From the computation of level of difficulty in the try-out test, the researcher got 2 easy items in the try-out test which was higher than 0.70 (item number 21 and 29), 3 difficult items which was less than 0.30 (19, 22, and 31), and 45 average items which was in the range of 0.30-0.70 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 23, 24, 25, 26, 27, 28, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, and 50) (see appendix 8).

In the data of discrimination power in the try-out test, the researcher got 3 items (8, 21, and 32) which had negative value in discrimination, 7 items were poor which had less than 0.20 index (4, 19, 22, 28, 29, 30, and 31), 28 items were satisfactory which was in the range of 0.21-0.40 (3, 6, 7, 9, 11, 12, 14, 15, 16, 17, 18, 20, 23, 24, 26, 27, 33, 34, 36, 37, 38, 41, 42, 43, 45, 46, 48, and 49), and 12

items were good which was in the range of 0.41-0.70 (1, 2, 5, 10, 13, 25, 35, 39, 40, 44, 47, and 50).

Based on the text analysis above, it was finally decided that 40 items were good and the rest, 10 items were band and should be dropped because they did not fulfill the criteria of the level difficulty and discrimination power. The researcher only administered 40 items that could be used in pre-test and post-test.

3.5 Research Procedures

In research procedures, the researcher carried out the following procedures which could be described as follows:

1) Determining subject of the research

   The subject of this research was the second grade students of SMAN 1 Kota Agung in academic year 2018/2019. In this research, the sample was one class as experimental class selected by using purposive sampling. The class was XI-G.

2) Selecting and determining the materials

   The materials were taken from textbook and internet. The topics were about reading. The researcher used one type of reading text that was narrative text.

3) Administering tryout test

   The tryout was administered in tryout class. Try out was administered in order to determine the quality of the test as instrument of the research. Students were given the reading test. It consisted of 50 items in form of multiple choices and it was allocated within 90 minutes.

4) Administering the pretest

Pretest was administered to reveal the students' basic reading comprehension before the treatments. The test was administered in 60 minutes with 40 items of multiple choices test.

5) Conducting the treatments

In this research, the treatment conducted in five times. In the treatment, the researcher explained picture series to help the students to comprehend the narrative text.

6) Administering posttest

After giving the treatments, the researcher administered posttest to the students. The posttest were given in order to know the result of teaching learning process whether they have progress or not after being taught through picture series. The test was administered in 60 minutes with 40 items of multiple choices test.

7) Conducting Questionnaire

In this activity, the researcher gave the questionnaire to the students after finishing teaching in the class. It was given in order to investigate the students' obstacles in learning reading comprehension through picture series based on their opinions.

8) Analyzing the data

All the data were gathered by the average score (mean) of reading test and questionnaire were analyzed to draw the conclusion.

3.6 Scoring System

In collecting the data, the researcher conducted reading test. It consisted of pretest and posttest. The test was in form of multiple choices that consisted of 40 items. The researcher gave the score of students' reading ability based on the five aspects of reading namely main idea, specific information, reference, inference, and vocabulary. This test measured through five aspects of students' reading ability.

The researcher checked the students' worksheet. Then, in scoring the students' worksheet, the researcher used Arikunto's formula (2005: 236). The highest score was 100. The score of pretest and posttest were calculated by using the following formula:

$$S = \frac{R}{N} \times 100$$

The formula above could accordingly be illustrated as follows:

S   : score of the test

R   : refers to the total of right answer

N   : refers to total number of items on test

(Arikunto, 2005: 236)

3.7 Data Analysis

The researcher analyzed the score of the pretest and the posttest. In order to know the students' progress in reading comprehension of narrative text, the students' score was computed by doing two activities; scoring the pretest and the posttest.

Tabulating the result of the test and calculating the mean of the pretest and the posttest, the mean was calculated by applying the following formula.

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

Where:

M   : Mean (average score)

$\sum x$: The total of students' score

N   : Total number of students

(Hatch and Farhady, 1982)

Then, the mean score of pretest was compared to the mean score of posttest to see whether the use of picture series has positive impact toward students' reading

ability. In order to find out whether the students get an improvement, the researcher used the following formula.

$$I = M2-M1$$

Notes:

I   : The improvement of students' reading achievement

M2   : The average score of posttest

M1   : The average score of pretest

3.8 Data Treatment

3.8.1 Quantitative Data

In order to find out the improvement of the students' reading comprehension after being taught through picture series, the researcher analyzed the data using the statistical computation i.e. repeated measures T-test of SPSS version 16.0.

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

1. The data is interval or ratio.

2. The data is taken from random sample in population (not absolute).

3. The data are distributed normally

3.8.1.1 Normality Test

Normality test is used to measure whether the data from the students score is normally distributed or not. The students' score of pretest and posttest are analyzed to gain the normality test. The researcher used SPSS to analyze the data. The hypotheses for the normality test are as follow:

H_0 : the data do not distributed normally

H_1 : the data is distributed normally

While the criteria for the hypothesis is H_1 is accepted if sign $> \alpha$, with the level of significance 0.05.

3.8.2 Qualitative Data

Besides quantitative data, the researcher used qualitative data in form of description. In quantitative data, the researcher wanted to find out the improvement of the students' reading comprehension after being taught through picture series. And then, the result of this research was in form of scores. While in qualitative data, the research wanted to identify the students' obstacles in learning reading comprehension of picture series. The result of this research was in form of descriptions. Qualitative method is a study intended to understand the phenomenon experiences by the students in regard with motivation, skill, ability, etc. This researcher used qualitative method because this research used the observation that occurred in depth. On the other hand, this research used the descriptive data to collect detail information based on the direct research and the researcher could understand the students' obstacles in teaching and learning English especially in reading skill at the second grade students of SMAN 1 Kota Agung. Additionally, this research did not test hypotheses or theories, but merely to describe the detail information without being charged by theory.

3.8.2.1 The Result of Questionnaire

In this qualitative research, the researcher wrote the result of observation and questionnaire in the second grade students of SMAN 1 Kota Agung in order to get the complete result as follows:

a. Data Analysis

Data analysis was the step where the researcher tried to sort the result of the research's data then sorted into the pattern and describe in form of description. In

this step, the researcher tried to analyze the result of the questionnaire, observation, and describe in order to simplify the reader to comprehend the data.

b. Report Writing

This was the last step of the research where the researcher wrote the result of the research in form of description which was arranged in specific and systematically. In writing the descriptive data, the researcher required to write framework creatively based on the result of the research.

3.8.2.2 Data Collecting Technique

In collecting the qualitative data, the researcher used a questionnaire. It was analyzed by using time triangulation. It would be explained as follows:

3.8.2.2.1 Questionnaire

Questionnaire was used to collect qualitative data in form of description. Questionnaire was a data collecting technique conducts by the researcher in order to collect detail information from the respondents. The questionnaire was conducted on the last meeting of teaching learning reading comprehension in order to investigate the obstacles faced by the students in learning reading comprehension through picture series. The researcher used open-ended questions. According to Setiyadi (2006: 54), by using open-ended questions the respondents are given the freedom to give the answer to the questions given. The respondents gave the answer to the questions by giving long answer, moreover, even as paragraph. It was translated and answered into Indonesian in order to facilitate the learners in understanding the questionnaire. The questionnaire consisted of 10 items.

Table 3.4 Specification Table of Questionnaire

No	Specification of Questionnaire	Items Number	Total Items
1	Students' response in learning reading through picture series	1, 2, 3	3
2	Aspect of reading	4, 5, 6, 7, 8	5
3	Implementation of picture series in learning reading comprehension	9, 10	2
Total			10

From the explanation above, the researcher gave a questionnaire to the students. The questionnaire was given after the researcher gave the treatments to the students. It consisted of 10 items. For the questions number 1 to 3 were about students' response in learning reading through picture series. For the questions number 4 to 8 were about aspect of reading. And the last, number 9 to 10 were about implementation of picture series as medium. It was given to the students in order to investigate the students' obstacles in learning reading comprehension through picture series.

3.8.2.3 Examination of the Data Validity

To avoid errors in collecting the data, the researcher used examination of the data validity. In conducting the examination of data validity, it was necessary to observe directly and continuously. The researcher distributed questionnaire to the subject of the research which was the students of the second grade of SMAN 1 Kota Agung. The researcher used triangulation to check the consistency of the data. Triangulation was the multi methods approach used by the researcher to collect and analyze the data. In addition, triangulation was an attempt to check the correctness of the data or information obtained by researcher from different angles

by reducing as many errors as possible at the time of collecting and analyzing the data. There were some types of triangulations such as triangulation of time, place, theory, researcher, method, and methodology. In this research, the researcher would use time triangulation.

Time Triangulation

In this research, the researcher used time triangulation because time affects the credibility of the data. The data were collected by using questionnaire. Not all the data which collected by using questionnaire was valid. Therefore, to check the validity of the data, the researcher used various ways such as interview methods, and observation in other times and situations. When the test results produce different data, it was necessary to test repeatedly to produce valid results.

3.9 Hypotheses Testing

The hypothesis testing was used to prove whether the hypotheses proposes in this research were accepted or not. The hypothesis was analyzed by using Repeated Measure t-test of Statistical Package for Social Science (SPSS) version 16.0 for windows. The significant level was in of 0.05 which the hypothesis was approved if sign < p. It means that the probability of error in the hypothesis is only about 5%. The criteria for accepting the hypothesis were as follows:

H_0 : There is no significant improvement of students' reading comprehension after being taught through picture series.

H_0 is accepted if the-ratio is lower than t-table

H_1 : There is a significant improvement of students' reading comprehension after being taught through picture series.

H_1 is accepted if the t-ratio is higher than t-table

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this research. It also presents some suggestions for English teacher and other researchers who want to apply picture series in teaching reading comprehension.

5.1 Conclusions

According to the finding and discussion of the result provided in the previous chapter, three conclusions are drawn as follows:

1) There is a significant improvement of students' reading comprehension ability after being taught through picture series at the second grade students of SMAN 1 Kota Agung. It can be seen from the difference of the students' mean score of pre-test which improves from 54.79 up to 69.50 in the post-test with gain of 14.71 points. The result of hypothesis test shows that the hypothesis of this research is accepted ($p < 0.05$, $p = 0.000$).

2) The aspect of reading improves the most is 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.

3) Result of questionnaire shows that there are some obstacles faced by the students during the implementation of picture series:

   a. The students read the text very slowly as they wanted to understand the text or even to decode and understanding the meaning of words. They

look up word by word in dictionary or asked the teacher, so it makes the students have problem in speed reading.

b. Then, the students faced some difficulties while they were learning English, especially in reading comprehension which covered determining main idea, identifying specific information, determining reference, making inference, and understanding vocabulary. From those five aspects of the questions, the students mostly get difficulty in making inference and understanding vocabulary. They cannot answer the questions well because the students cannot understand what exactly the meaning of the text so they cannot making inference and understanding of the text.

5.2 Suggestions

Based on the conclusions above, the researcher proposes some suggestions as follows:

a. For English teachers

1. English teachers are recommended to apply picture series as alternative media in teaching reading narrative text as material. It is because picture series can encourage the students to be more active and interested in teaching learning process.

2. English teachers should give the students exercises in making inference. It is because inference aspect get the lowest achievement in this research, and then it requires strategies by teachers to improve this aspect, for example the teachers can provide the exercise such as creating crossword puzzle using the statement and the inferred meaning as questions and answers.

3. Beside inference, aspect of reading need to be improved is vocabulary. It suggests that the teachers should give more exercise about vocabulary such as matching words, antonym, and synonym.

4. Then, the students need to improve speed in reading the text. It suggests that the teachers should give more exercise on reading speed of the text.

5. The pictures that are going to be used should be suitable with the students' level. For example, the picture for elementary school related to the animal whereas for senior high school related to romance or sad stories.

b. For further researchers

1. In this research, the researcher applies picture series as medium to increase the students' reading comprehension in narrative text as material at the second grade students of Senior High School students. Other researchers can conduct other kinds of text, i.e descriptive, recount, report, and exposition text.

2. Further researchers may conduct this medium on different level of students. It can be applied in Junior High School or University students.

The conclusion and suggestion are based on the finding and discussion of the data analysis. Hopefully, this research will be a good consideration both for the other teachers and researchers.

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