

**THE USE OF JUMBLED PICTURES STORY TO IMPROVE READING
COMPREHENSION OF NARRATIVE TEXT FOR THE FIRST YEAR
STUDENTS OF SMAN 1 BANDAR LAMPUNG**

(A Script)

By

Triantika Ciputri



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

ABSTRACT

THE USE OF JUMBLED PICTURES STORY TO IMPROVE READING COMPREHENSION OF NARRATIVE TEXT FOR THE FIRST YEAR STUDENTS OF SMAN 1 BANDAR LAMPUNG

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Triantika Ciputri

The objectives of this research were to find out if there was any significant effect on students' reading achievements in a narrative text after they were taught through Jumbled Pictures Story and to reveal the students' response toward the use of Jumbled Pictures Story in teaching reading comprehension. The population of this research was the first year students of SMAN 1 Bandar Lampung in the academic year 2018/2019. The sample of this research was X MIA 2 which consisted of 28 students. This research applied a quantitative approach which used reading test and a qualitative approach which used a questionnaire. The students were taught through Jumbled Pictures Story technique in three meetings. The data were taken from the tests and they were analyzed by using paired sample t-test.

The first result of the research showed that there was a significant effect on students' reading score in a narrative text since t -ratio $>$ t -table ($17.557 > 2.051$). The average of posttest score (74.82) was higher than the pretest score (64.64). It gained 10.81 and the most increased aspect of reading skills was the finding main idea since the percentage was 25.41% (highest than other aspects). In addition, the second result of the research showed that the mean of the questionnaire was 35.68 out of 40. It means the students' responses toward the technique were positive. The majority of the students strongly agreed if the technique was applied in teaching reading process. Briefly, it could be concluded that Jumbled Pictures Story enabled to improve the students' achievements in comprehending narrative text and showed positive impact to students toward the use of the technique in teaching process.

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STUDENTS OF SMAN 1 BANDAR LAMPUNG**

**By
Triantika Ciputri**

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Submitted in a Partial Fulfillment of
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In

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Teacher Training and Education**



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2019**

Research Title : THE USE OF JUMBLE PICTURES STORY TO IMPROVE READING COMPREHENSION OF NARRATIVE TEXT FOR THE FIRST YEAR STUDENTS OF SMAN 1 BANDAR LAMPUNG

Student's Name : Trianika Ciputri

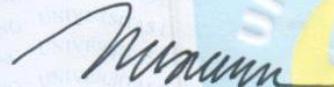
Student's Number : 1513042035

Department : Language and Arts Education

Study Program : Teacher Training and Education

APPROVED BY
Advisory Committee

Advisor



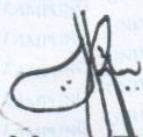
Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003

Co-Advisor



Dr. Feni Munifatullah, M.Hum.
NIP 19740607 200003 2 001

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 : **Dr. Muhammad Sukirlan, M.A.**

Examiner : **Drs. Ujang Suparman, M.A., Ph.D.**

Secretary : **Dr. Feni Munifatullah, M.Hum.**

2. The Dean of Teacher Training and Education Faculty

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

Graduated on: May 16th, 2019

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Triantika Ciputri
NPM : 1513042035
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan ilmu pendidikan
Judul Skripsi : The Use of Jumbled Pictures Story to Improve Reading Comprehension of Narrative Text for the First Year Students of SMAN 1 Bandar Lampung

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, 25 Juni 2019



Triantika Ciputri

CURRICULUM VITAE

The writer's name is Triantika Ciputri. She was born in Muara Bungo, on January 4th 1997. She is the third child of a lovely couple, H. Hadi Yusmani, S.H., and Hj. Mardianis. She has one brother namely Bempa Mapagara, S.H., M.H., and two sisters namely Yesika Wulandari, S.H., and Vonika Alawiya Fajrina.

She graduated from Cahaya Kindergarten School in 2002. Then she continued her study at SDN 1 Rawa Laut in 2003 and graduated in 2009. In the same year, she continued her study at SMPN 23 Bandar Lampung. After graduating from Junior High School in 2012, she went to SMAN 9 Bandar Lampung and graduated in 2015.

She continued her study at University of Lampung in 2015. She was registered as a student of English Department through SNMPTN in 2015. In 2018, the researcher did teaching practice program (PPL) at SMAN 1 Raman Utara from July to August 2018. She did her research in SMAN 1 Bandar Lampung from January to February 2019. During her academic years, she was actively on several organizations such as English Society (Eso) and Komunitas Mentor Lampung.

DEDICATIONS

This script is fully dedicated to:

My beloved parents

My beloved siblings

My beloved lecturers at the English Department

My beloved comrades of English Department batch 2015

My beloved almamater, University of Lampung

MOTTO

Learn from yesterday, live for today, hope for tomorrow

-Albert Einstein-

Great things, take time

-Triantika Ciputri-

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Praise is only for Allah SWT, the Almighty God, for blessing the writer with health to finish the script. This script, entitled “The Use of Jumbled Pictures Story to Improve Reading Comprehension in Narrative Text for the First Year Students of SMAN 1 Bandar Lampung” is presented to the Language and Arts Education Department at the Teacher Training and Education Faculty, University of Lampung as partial fulfillment of the requirements for S-1 degree in English Department.

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

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The researcher hopes that this research would be a positive contribution to the education development, the readers, and the other researchers.

Bandar Lampung, June 21st 2019

The Researcher

Triantika Ciputri

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I. INTRODUCTION

This chapter discusses the following points: introduction deals with the background of the research, research questions, the objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

Reading is one of the language skills in the education field because it helps the students learn to think in English. Afflerbach (2007) states that reading is a dynamic and complex process that involves skills, strategies, and prior knowledge. It allows the reader to interact with the text and try to interpret the text in a meaningful way. It means that reading is an individual ability in understanding and finding the message written by the author. Moreover, according to Kennedy (1981), reading is the ability of an individual recognizing a visual form to associate the form with the sound and meaning acquired in the past and on the past experience understands and interprets its meaning. Reading is a recognition of various written symbols, simultaneous, association of these symbols with existing knowledge and comprehension the informations and ideas. Based on the explanations, when the readers interact with the ideas printed, their prior knowledge combine with the visual message in the text.

Reading is about understanding a text. The process of reading need a comprehension. Comprehension is related to reading skill, since reading is one of the important skills in order to communicate using English to fulfill daily needs such as reading a book, instruction, and etc. When the readers do not comprehend the information of the text, the reading skill is meaningless. Boardman (2007) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word knowledge, and fluency. It refers to the ability in interpreting the words, to understand the meaning and to convey the relationship between ideas in a text.

When the researcher conducted the pre-observation at SMAN 1 Bandar Lampung, it was found that the students have trouble in reading comprehension. Firstly, the students got difficulty to comprehend the text. The problems might come from students' background knowledge, language abilities, thinking abilities, and reading purpose. Secondly, the students could not grasp the information of the text they had read. Since they could not absorb the information of the text, they were not able to get the main idea of each paragraph they read. Thirdly, they were not able to read a long paragraph. They did not know about meaning of words in the text. They thought that they wasted their time to read the whole texts and they felt bored while they were reading the text. Because of that, they were not interested in a reading activity.

Therefore, the students' scores of reading comprehension were relatively low. In the teaching learning activity, narrative text in reading comprehension should be attractive for the students. In fact, the majority of students felt not enthusiastic with the lesson. To solve those problems, the teachers realized that they needed to use appropriate teaching media to improve their reading comprehension scores so that the students could increase their reading skill, particularly in comprehending. In reading comprehension there are five aspects that the students should improve.

According to Nuttal (1982), the five aspects of reading which the students should understand to comprehend text well, including determining the main idea, making inference, identifying reference, finding detail information, and the last is understanding vocabulary. From all of the cases about reading, the researcher implemented Jumbled Pictures Story as a technique for teaching reading, especially in a narrative text.

According to Puspitasari (2018) Jumbled Pictures are puzzle picture which display randomly. The pictures are divided into a specified number of pieces and then randomly places to pieces. The objective is to solve the puzzle by moving the pieces to the correct locations to form the image of the original picture. Jumbled pictures are arranging the untidy pictures to be good picture stories. Therefore, Jumbled Pictures Story is a technique that is used to help students comprehend a text by rearranging the picture's story into an appropriated sequence based on the text that they have read. Wood and Tinajero (2002) claimes that pictures can be used as stimuli to promote students' knowledge that is important in their learning process to be successful in all subject areas. Pictures are also suitable for any group of learners independently on age or level, and can be used in lots of various ways in the teaching and learning process. The learning process can be more attractive and easily understood. Furthermore, the material is easier to be accepted by the students. By applying Jumbled Pictures Story, the students are more interested to read the text.

The researcher tried to find out how far the students' capability in comprehending narrative text was significantly accomplished after they were taught by using Jumbled Pictures Story and also find out how the students' reaction after Jumbled Pictures Story was applied in the teaching-learning process. It was hoped that by

using Jumbled Pictures Story, the students felt interested and learnt narrative reading text enthusiastically and enjoyably.

1.2 Research Questions

As a reference to the explanations of the background above, the research questions are presented by the researcher are as follows:

1. Is there any significant improvement on students' reading achievement in a narrative text after they were taught through Jumbled Pictures Story?
2. How do the students' response toward the use of Jumbled Pictures Story in teaching reading comprehension?

1.3 Objectives

From the research questions above, the objectives of this research are:

1. To find out how far Jumbled Pictures Story improve the students' achievement in comprehending narrative texts.
2. To find out how satisfied are students toward the use of Jumbled Pictures Story in teaching reading comprehension.

1.4 Uses

The findings of this research can be useful both theoretically and practically. Theoretically, the finding of this research enriches the theories and can be used for those want to conduct a research in improving students' reading comprehension in narrative text for senior high school. Practically, this research can improve the

students' reading comprehension and can be considered for English teacher to use Jumbled Pictures Story as a good technique for teaching reading.

1.5 Scope

This research was conducted at SMA N 1 Bandar Lampung. The students that were chosen were the first-grade students. There were six classes and the researcher chose one class which consists of 28 students in the experimental class. This research was focused on the use of Jumbled Pictures Story to improve students' reading comprehension in narrative text about legend. This research measured students' understanding of the main idea, finding supporting detail, identifying reference, making inference, and understanding vocabulary. The materials were taken from some pictures texts from the internet. The material only focused on narrative texts.

1.6 Definition of Key Terms

As a prevention of misunderstanding from the reader, the definition of terms which are used in this study are provided as follows:

1. Reading

Reading is what happens when people look at the text and assign meaning to written symbols in that text, further, the text and the reader are two physical entities necessary for the reading process to begin.

2. Reading Comprehension

Reading comprehension is the construction of the meaning of a written or spoken through a reciprocal, holistic interchange of ideas between the interpreter and the message.

3. Narrative Text

Narrative text is a piece of text which tells a story and entertains or informs the reader.

4. Jumbled Pictures

Jumbled pictures are puzzle pictures which are mixed together in an untidy way then arranged into good pictures.

That is all about the explanation of this chapter which consists of Background of the Research, Research Questions, Objectives of the Research, Uses of the Research, Scope of the Research, and Definition of Terms.

II. LITERATURE REVIEW

This chapter is concerned with the discussion on previous studies, reading, reading comprehension, teaching reading, narrative text, visual aids, jumbled pictures story, advantages and disadvantages of jumbled pictures story, theoretical assumption, and hypothesis.

2.1 Previous Studies

There had been several studies related to students' reading comprehension using Jumbled Pictures Story. The first study was conducted by Khasanah (2015). She had found that the students who were taught by using scrambled pictures got better score than the students who were not taught through scrambled pictures. Moreover, scrambled pictures was a good media to be used in teaching to write narrative text and explored the ideas about narrative text.

The second study was conducted by Marni (2016). The aim of the research was to find out the differences between teaching reading comprehension by using jumbled picture stories and using jumbled paragraphs. In collecting data, the researcher used some instruments, there are pretest and posttest. The research's conclusions were firstly, there is a significant difference between using jumbled picture stories and jumbled paragraphs in teaching reading comprehension at the

first grade of SMAN 1 Sinjai Tengah. Secondly, earning reading comprehension in narrative text through jumbled picture stories or jumbled paragraph is effective to improve students' achievement. Thirdly, the strength of jumbled picture stories can be used to stimulate the participant of the students in the learning process.

The third study was conducted a journal written by Tanum (2014). Her conclusions were (1) There was a significant difference of students' reading comprehension before and after being taught through scrambled pictures. (2) Teaching reading by using scrambled pictures could affect the students' reading comprehension of narrative text.

Based on the three previous studies above, the researcher conducted a research in teaching reading comprehension by using Jumbled Pictures Story as well. Although the medias were almost the same on the research that it also has the differences. The first one was a research by Khasanah. She used writing skill as dependent variable in applying jumbled or scrambled pictures. Conversely, this research conducted reading skill as the dependent variable in the learning process. The second previous study was written by Marni. Her research was an experimental research using a quasi-experimental research design. Conversely, this research used One Group Pretest and Posttest design. The third study was a journal written by Tanum. The researcher applied scrambled picture as a technique in teaching reading comprehension to the second grade students of SMPN 3 Natar. In this research, jumbled pictures story was applied to Senior High School students, especially in SMAN 1 Bandar Lampung.

Table 2.1. Summary of the Result of Relevant Studies

Researcher	Focus on the Study	Method	Result
Khasanah (2015)	Students' ability in writing narrative text	Scrambled pictures	Scrambled pictures can influence on the students' narrative text writing ability
Marni (2016)	Teaching reading comprehension	Jumbled pictures story and jumbled paragraphs	Teaching reading by using picture series can affect the students' comprehension of narrative text.
Tanum (2014)	Students' reading ability	Scrambled pictures	Picture series is more effective than a short story.

2.2 Reading

Reading is an activity with many purposes. Hasibuan and Fauzan (2007) state that a student may read in order to gain information or verify existing knowledge. According to Harrison (2003), reading not only increases our life skills and extends our knowledge, it goes much deeper. By reading we can get more information about something.

According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. While reading process, the students try to understand the text and it makes reading become a process putting the readers in contact and communicate with ideas. Harmer (2007) states that reading is useful for language acquisition. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

In addition, reading is one of the communicative skills, classified as receptive skill. Looking up this term, people roughly assume that reading is a passive skill because all the work has been done by the writer that produces the text and the reader has only to open his or her mind to let the meaning come in then the communication is achieved.

2.3 Reading Comprehension

Reading comprehension is the ability to understand a written passage of the text. It means that it allows the reader to interact with the text and interpret the text in a meaningful way. According to Tinker and McCullough (1978), reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience. From those definitions, it can be concluded that reading is meaning getting process the reader always tries to catch what the writer says and means actually. Also from those definitions of reading some people formulate definitions of reading comprehension. Doyle (2004) states that comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attach meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining the main idea and topic sentence from the text. According to Caldwell (2008), reading comprehension is the process which is extracting and constructing the meaning of the text from interaction and involvement with the written language.

According to Nuttal (1982), there are five aspects of reading skills that the students should understand to comprehend the text well. They are explained as follows:

1. Main Idea

According to Segretto (2002), the main idea of a reading selection is what the passage is mostly about. Meanwhile, Suparman (2011) states main idea is the most important idea stated in the topic sentence and developed by supporting sentence in a single paragraph. Commonly, the main purpose of the comprehension is getting main idea. The author often states the main idea in the first or last few sentences of the first paragraph. It may even appear twice – at the beginning and at the end. The main idea also can be anywhere in the passage. Sometimes the author puts the clue within the passage to suggest the main idea. The example question about the main idea can be: *What is the main idea of this paragraph?*

2. Supporting Details

Langen and Jenkins (2014) states that Supporting details are a paragraph contains facts, statements, examples-specifics which guide us to a full understanding of the main idea. They clarify, explain, describe, expand, and illustrate the main idea. Supporting details provide the reader with the information about the main idea or the subject of a passage. The details are the explanation from the main idea that explains the details story of the passage. The clear main story can be known from the details in each paragraph of the text. The supporting details explain the detail of the main idea or prove it. The readers will find out all of the information from the passage. The question of finding supporting detail it as follows: *How is the writer's impression about the Kiluan Bay?*

3. Inference

Based on Moreillon (2007) inference requires that each readers construct a meaning that makes the text a reflection of her experience. In other words, the inference is an educational guess. Furthermore, guessing's definition makes a correct conclusion about someone or something in a text. The example question of making inference can be: *Which statement is true about Atkinson?*

4. Reference

According to Latullipe (1986), references are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader finding the meaning in the text. Words are used to avoid the unnecessary repetition of words and phrases. It means that such words are used because they are signal the reader to find the meaning elsewhere in the text. The example of the question as follows: *The word "she" in line 15 refers to...*

5. Vocabulary

According to Hatch and Brown (1995) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. The words are familiar and used by a person to communicate with each other. By mastering the vocabulary, the learners are able to communicate both orally and written well. It contributes to reading comprehension and knowledge building either because Linan (2007) states that vocabulary in reading is clearly understood; vocabulary knowledge, the understanding of words meaning and their use. The example of the question is *Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. The antonym of the word "sad" is...*

2.4 Teaching Reading

Kimble and Garmezy (1963) defines teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching facilitates a learning process, gives the students an opportunity to learn and sets the conditions essential for learning. A more extended definition of teaching always leads to many methods which the teacher can use to simplify the learning process.

Moreover, learning is getting the knowledge or the acquisition of the knowledge.

According to Brown (2001) states that there are three aspects of teaching as follows:

1. Teacher

The role of the teacher in teaching reading is very important. The teacher should know the problem of the students, so the students can increase their reading comprehension skill and their achievements.

2. Students

Students feel lazy and have low motivation in learning reading also they feel difficult to comprehend the text. So in this case, the teacher should motivate the students and improve the technique in teaching reading.

3. Material

Reading material is important for the teacher to take some times to reflect the reading materials or texts their students are asked to read.

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

different reading media. These can be real when the students read and interact with the variety of the texts.

In teaching reading activities, teachers do not usually teach the media how to comprehend the text, they let the students read the text by themselves then answer the questions. It does not stimulate the students' feeling to read and comprehend the text. By using of Jumbled Pictures Story as the technique in teaching reading comprehension, the activity can be very potential and useful due to there is a harmonious relationship that is found in the learners between words and pictures in from the text.

2.5 Narrative Text

Narrative text is one of the English text types. Based on Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. Narrative text can also be written to teach or inform, to change attitudes or social opinions and to show how the moral of the story. According to Pardiyono (2007), he adds that the narrative text has generic structures as follows;

1. Orientation is a set of the scene and introduces the participants.
2. The complication is a crisis arises.
3. Resolution is the resolving of the crisis for better or worse.

Additionally, the narrative text has language features to improve students' knowledge, they are;

1. Using simple past tense to tell about past activities or events in past.
2. Using a specific noun as pronoun of person, animal, in the story.
3. Using adjectives which are for a noun phrase.

4. Using time connectives and conjunctions to arrange the events.

5. Using the adverbial phrase to show the location of the events.

6. Using the variety of simple, compound, and complex sentence.

Furthermore, narrative text is a kind of text which has the function to amuse, to entertain, and to deal with actual or vicarious experience in a different way. Some examples of narrative text are fantasy, historical, fiction, folklore, myth, etc.

2.6 Visual Aids

Visual aids are used to help the teacher in the learning process and present the materials in the classroom. Burton (1955) states visual aids are those sensory objects or image which initiate or stimulate and support learning. Meanwhile, visual aids arouse the interest of learners and help the teachers to explain the concepts easily (Shabiralyani, Hasan, Hamad, & Iqbal, 2015). Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). There are many visual aids available these days. Neeraja (2011) states that teaching aids may be classified as visual aids, represents that aid material which helps the learner in acquiring the learning experiences through his visual senses:

- a. Projected aids, e.g. Films, Filmstrips, Opaque Projector, Overhead Projector, and Slide Projector.
- b. Non projected aids, e.g. Graphic aids ,e.g. Cartoons, Charts, Comics, Diagrams, Flashcards, Graphs, Maps, Photographs, Pictures, Posters, Printed materials, Globe, Flip books, Illustrated books, Models, Specimens, Text Books, Silent Motion Pictures.

- c. Display boards, e.g. Blackboard, Bulletin board, Flannel board, Magnetic board, PEG board.
- d. Dimension aids, e.g. Diagrams, Models, Mock-ups, Objects, Puppets, Specimen and exhibit.

In this research, the researcher chose non projected aids, especially in the form of pictures to improve students' reading comprehension. The kind of pictures was jumbled pictures. The researcher hoped it could help the students in reading comprehension skill.

2.7 Jumbled Pictures Story

Jumbled is an untidy collection of things. Jumbled describes what happened when you scramble or mix things up. Symonds (1999) says that picture-story is made of a comprehensive study of imaginative processes in children. Meanwhile Wright (2006) states picture is not just an aspect of media, but through their representation of place, objects, and people they are the essential part of the overall experience. It means that the picture can help them learn to understand the meaning of a word because it represents the meaning of it. As a result, Jumbled Pictures Story is a set of pictures mixed randomly that contain events of the story that readers need to order in appropriated sequence based on the text that they have read. The students have to arrange the pictures to be a good story. A jumbled picture is a thing that can make the students understand about the text, especially in narrative text. It is used as a media in helping students to comprehend a narrative text in teaching reading comprehension.

Based on Calhoun (1999), the concept of using pictures as a stimulus for language experiences activities in the classroom was developed specifically for teaching students to read. In addition, Jumbled Pictures Story is used to stimulate the participants of the students in the learning process. It is needed to make the learning process more attractive. It makes the material easier to be accepted by the students.

The example of Jumbled Pictures Story as a media in teaching learning process of narrative text is illustrated as seen below.

MALIN KUNDANG



One day, Malin Kundang asked for permission to her mother to work. He wanted to change their life.



Malin Kundang's mother came to the harbor and found Malin Kundang with his wife. But Malin Kundang felt ashamed to his wife when he saw his mother in bad clothes. He always said to his wife that he was a son of a rich man.



“ I am your mother, Malin. You don’t remember me, do you?” said his mother more. “ Go away! I have no mother like you!” shouted Malin Kundang. Malin Kundang’s mother was very sad. She prayed to God to make sure about it. “ God if he is not my son, forgive me that I have felt he is my son, but if he is my son, you are the Justest King”.



In a short time, the sky became dark, the thunder rumbled. No light then after the last thundering sound. After everything in normal condition, there was a big stone of Malin Kundang and his ship.



Once upon a time, there were a mother and her young son, namely Malin Kundang, lived in a difficult life. They hanged life with something given by nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normally. They were very poor.



After Malin Kundang married, his wife invited him to see Malin Kundang’s motherland. Malin agreed with her. Their ship anchored near the harbor of West Sumatra. Everybody heard their coming. The dweller told about it.



Malin Kundang went away to try his luck in a big ship. His poor life motivated him to be a good employee. He was very diligent and made his career increased as fast as possible until he became a rich man. The merchant of a big ship interested in him and wanted him to marry his daughter. Malin Kundang agreed because she was very beautiful.

(source:quipper.com)

From the example, the researcher could ask the students to arrange the picture to become a good story. The example was the students arrange the picture with the text as follows; **E-A-G-F-B-C-D**

It was believed that the supplying the text with visuals provide readers with two sources of the information from which they drew upon when reading the material. It told us that reading combined with pictures and jumbles could help the students to have a better understanding. When the reader could not comprehend a particular passage, they might shift their attention from the text to accompanying the visual image.

Based on the statements above, Jumbled Pictures Story is the technique that can be used in teaching reading. Jumbled Pictures Story is also the part of visual aids that can help the students in the learning process. The students can more understand the content of the whole pictures because the pictures are related to the second pictures and so on.

2.8 Advantages and Disadvantages of Using Jumbled Pictures Story

There are some advantages of reading using Jumbled Pictures Story:

1. Stimulate the students' background knowledge.
2. The students can develop their understanding of the text
3. The students are able to study the materials effectively.
4. The teaching class can be more fun, active, and interactive.

The disadvantages of using Jumbled Pictures Story in teaching reading comprehension are:

1. Each student has a different perception about the meaning of the picture.
2. It is rather difficult to select reading materials to accompany suitable pictures.
3. The time to prepare learning material and learning activity is quite long.

Based on the advantages and disadvantages, the researcher tried to maximize the occurrence of advantages and to minimize the occurrence of disadvantages.

Therefore, the research could use the Jumbled Pictures Story as good technique.

2.9 Theoretical Assumption

The research dealing with jumbled pictures story had been conducted by some researchers. The researcher assumed that the use of Jumbled Pictures Story as technique of teaching likely indicated to have a significant progress and has a positive result to the students who learn English, especially to improve reading comprehension. Jumbled Pictures Story was also used to stimulate the participants of the students in the learning process. It was needed to make the learning process

more attractive. Teaching reading comprehension with the narrative text as a reading material was easier to understand by the students by using the Jumbled Pictures Story.

The implication of Jumbled Pictures Story in this research was to make the students interested in reading everytime. Since this media was focusing on how students develop their reading comprehension and how students maximize their motivation in the learning process, the researcher deemed that it could give more benefits to the students in reading comprehension. It was known, the students had many difficulties when comprehending the text, so Jumbled Pictures Story helped the students to comprehend the text easily. Therefore, the researcher expected that there was a positive correlation between Jumbled Pictures Story and students' improvement in their reading ability.

2.10 Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows:

1. H_0 There is no significant improvement on students' reading comprehension achievements in a narrative text after being taught through Jumbled Pictures Story.
2. H_1 There is a significant improvement on students' reading comprehension achievements in a narrative text after being taught through Jumbled Pictures Story.

So, it can be depicted that there were a significant improvement on students' reading comprehension after they were taught through Jumbled Pictures Story.

According to the explanations above, this research was focused on the theories that were related to the research. They were previous studies, reading, reading comprehension, teaching reading, narrative text, visual aids, jumbled pictures technique, advantages and disadvantages of jumbled pictures, theoretical assumption, and hypothesis.

III. METHODS

This chapter presents research design, population and sample, variables, data collection technique, scoring system, data analysis, teaching procedures, research procedures, and hypothesis testing. All of the subtopics describe the method used in this research.

3.1 Design

To conduct this research, the researcher applied a quantitative experimental design which used One-Group Pretest-Posttest design to answer the first research question and qualitative experimental design which used questionnaire to answer the second research question. The design of the research was presented as follow:

T1 X T2

Notes:

T1: Pretest

T2: Posttest

X: Treatments (teaching reading using jumbled pictures)

(Setiyadi, 2006)

The questionnaire was distributed in at the end of the meeting. The questionnaire consisted of ten statements about the use of Jumbled Pictures Story of narrative text in teaching reading comprehension. The questionnaire was given to know the students' reaction after they were taught through Jumbled Pictures Story. The results of this research obtained the great results and the researcher recommended to the teachers of English language to use the Jumbled Pictures Story as one of the media in their teaching process, especially in teaching reading comprehension.

3.2 Population and Sample

The population of the study was the first year students of SMAN 1 Bandar Lampung in the academic year of 2018/2019 which consisted of 11 classes and each classes consist of 28 students. In this research, the researcher took two classes of the first-year students of SMAN 1 Bandar Lampung. There was one class that was used as the tryout class and the other class was used as the experimental class which got the pretest, three treatments, the posttest and the questionnaire. The researcher used purposive sampling to choose which class that the researcher conducted because one of the teachers of the school taught in both of same classes.

3.3 Variables

Variables could be defined as dependent and independent due to assess the influence of treatments in the research. Variables were divided into two, they were independent variable (X) and the dependent variable (Y). Jumbled Pictures as the independent variable (X) because this variable was investigated. Reading

Comprehension as the dependent variable (Y) that measured to see the effect of the independent variable as a teaching technique.

1.4 Data Collection Technique

Data played crucial role in the research. In doing the research, the researcher collected the data by doing the experimental teaching. To collect the data, the researcher used the instrument of collecting data. In collection the appropriate data, the researcher collected using reading test in the form of multiple choice questions and treatments as the instruments. The test was supposed to be able to measure learning outcome which distinguished every single students' ability before and after they were taught by using Jumbled Pictures Story.

3.4.1 Developing Instruments

In order to prove whether the test of reading had good quality, it must be tried out first. It could be concluded as good quality if it had good validity, reliability, level of difficulty, and discrimination power.

3.4.1.1 Validity of the Test

Validity refers to a test can be considered valid if it can measure the quality of the test. Validity can be seen as of any form of assessment that was trustworthy and accurate. The researcher analyzed the test from face validity, content validity and constructs validity to know whether the test has good validity.

a. Face Validity

Face validity can easily be called surface validity or appearance validity since it merely a subjective, superficial assessment of whether the measurement procedure we use in a study appears to be a valid measure of a given variable or construct. It

is fulfilled through experts' judgement by checking each word in the instrument to make sure that there are no mistyped words and grammatical error. In summation, face validity focuses on the layout or appearance of the test.

b. Content Validity

Content validity is the extent to which a test measure is a representative sample of the subject matter content. The focus of content validity is adequacy of the sample and simply on the appearance of the test. In this research, the tryout, the pretest, and the posttest were in form of multiple choices. Furthermore, the test was based on English curriculum and the syllabus of first year SMA, especially from K-13 then represented of the material that had been taught by the teacher. It meant that the test is valid.

c. Construct Validity

Construct validity is used to measure certain specific characteristics which are supposed to measure. It means that the test items should test the students or should measure the students' ability in reading comprehension. The students must answer the test related to the narrative text. The researcher made five indicators of the test. They were determining the main topic, finding specific information, inferring, referring, and vocabulary. In this study. The researcher asked students to answer the multiple choice based on the narrative text. The test compared to the table of specification to know whether the test had a good reflection of what had been taught. A table of specification is an instrument that helps the test constructor plans the test.

3.4.1.2 Validity of the Questionnaire

Face validity evaluates the appearance of the questionnaire. It refers researcher's subjective assessments of the instruments as to whether the items appear reasonable, clear and unambiguous. The type of the questionnaire in this research was close-ended questionnaire which used Likert Scale multiple choice questions. The respondents were required to complete the questionnaire that needed them to indicate which they agree or disagree. Content validity is to extent that measurement instrument items are relevant and representative of the target construct. It was already achieved by simply looking at the table of specification. The last, construct validity refers to the degree to which the items on an instrument relate to the relevant indicators. The questionnaire consists of 10 statements in three categories about responses of the technique. Those categories were as additional data to support the second research questions about students' reaction after they were taught through jumbled pictures story technique.

3.4.1.3 Reliability of the Test

Reliability is used to measure accuracy, consistency, dependability, or fairness of score resulting from administration of the particular examination. Test number of 60 items was distributed to try out class (not sample class). To measure the coefficient of the reliability between odd and even group, this research used the split-half method in the following formula:

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

Where:

r_{xy} : coefficient of reliability between odd and even numbers item

x : odd number

y : even number

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

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

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

a. Reliability of the half test of try out:

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

$$r_{xy} = \frac{28 \times 10.419 - (536 \times 526)}{\sqrt{(28 \times 10.804 - (536)^2)(28 \times 10.230 - (526)^2)}}$$

$$r_{xy} = \frac{291.732 - 281.936}{\sqrt{(302.512 - 287.296)(286.440 - 276.676)}}$$

$$r_{xy} = \frac{291.732 - 281.936}{\sqrt{(15.216)(9764)}}$$

$$r_{xy} = \frac{9.796}{\sqrt{148.569.024}} = \frac{9.796}{12.188}$$

$$r_{xy} = 0.80$$

After getting the reliability of half test, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the whole test as follows:

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

Where:

r_k : the reliability of the whole tests

r_{xy} : the reliability of half tests

The criteria of reliability as follows:

0.90-1.00 = high

0.50-0.89 = moderate

0.00-0.49 = low

b. Reliability of the whole test of try out:

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

$$r_k = \frac{2(0.80)}{1+0.80}$$

$$r_k = \frac{1.60}{1.80}$$

$$r_k = 0.89$$

3.4.1.4 Reliability of the Questionnaire

To measure the reliability of questionnaire, the researcher used Cronbach's Alpha formula as follows:

$$rx = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum a_t^2}{a_t^2} \right)$$

Where:

rx : the reliability of the questionnaire

n : total of questions

$\sum a_t^2$: total of score items

a_t^2 : total of variants

The criteria of reliability as follows:

$\alpha < 0.50$: Unacceptable

$0.50 < 0.60$: Poor

$0.61 < 0.70$: Questionable

$0.71 < 0.80$: Acceptable

$0.81 < 0.90$: Good

> 0.91 : Excellent

(George and Mallery, 2003)

3.4.1.5 Level of Difficulty

The difficulty level of an item showed how easy or difficult that particular item was done by the participants. It could be calculated by the following formula:

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

LD = Level of Difficulty

R = the number of students who answer correctly

N = the number of students who join the test

The criteria are as follows:

<0.30 = difficult

0.30-0.70 = average

>0.70 = easy

(Shohamy, 1985)

3.4.1.6 Discrimination Power

Discrimination power was the ability of the item to discriminate between the students who had high ability and those who had low ability. The discrimination power was calculated by this following formula:

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

Where:

DP : Discrimination Power

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

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

N : The number of students

The criteria of discrimination power are:

DP: 0.00-0.19 = Poor items

DP: 0.20-0.39 = Satisfactory items

DP: 0.40-0.69 = Good items

DP: 0.70-1.00 = Excellent items

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

(Heaton, 1975)

3.4.1.7 Normality Test

Normality test was used to know whether the test in experimental class was distributed normally or not. The researcher used SPSS 16.0 for windows to calculate it. In this case, the researcher used One Sample Kolmogorov-Smirnov Test. The criteria for normality test can be based on probability (Asymptotic Significance) as follows:

1. Asymp. Sig. (2-tailed) > 0.05, the data is distributed normally.

2. Asymp. Sig. (significance) < 0.05, the data is not distributed normally.

In this research, the researcher used the level of significant 0.05.

(Santoso, 2012)

3.4.1.8 Try Out of the Instrument

The try out was used to know the quality of the test in order to take the data. The try out was conducted in the first meeting. It consisted of 60 questions of multiple choices and time-allocation was about 90 minutes. The class that was used for try out was the class which was not selected for the experimental class i.e. X MIA 5. The test could be said good quality if it had good reliability and good validity, and also the test was not difficult. The composition of the test items was presented in table below.

Table 3.1 Specification of Try Out Test

No.	Reading Skills	Items Number	Percentage
1	Determining Main Idea	1, 6, 13, 16, 21, 26, 31, 36, 44, 46, 53, 56	20%
2	Identifying Supporting Details	2, 7, 15, 17, 22, 27, 32, 37, 43, 48, 51, 59	20%
3	Making Inference	4, 10, 11, 18, 23, 30, 34, 39, 42, 50, 54, 58.	20%
4	Finding Reference	5, 9, 14, 20, 25, 29, 35, 40, 45, 47, 52, 60	20%
5	Understanding Vocabulary	3, 8, 12, 19, 24, 28, 33, 38, 41, 49, 55, 57	20%
Total		60 Items	100%

Before the pretest was conducted, the researcher administered a try out test on November 13th 2018 in class X MIA 5 of SMAN 1 Bandar Lampung. The researcher gave 60 items of multiple choices to the students. The time-allocation was given for about 60 minutes to finish the try out test. After giving the test, the researcher analyzed the reliability of the test.

Meanwhile, to discover the reliability of the test, the researcher used a statistical formula i.e. Pearson Product Moment to measure the coefficient of the reliability between odd and even group. Split-Half technique was used to find the reliability of the half-test. The result of computation by using Split-Half technique showed that the reliability of the half test (r_{xy}) was 0.80. After acquiring the test, the researcher used Spearman Brown's Prophecy Formula to determine the reliability of the whole test. It was found that the result of the whole test (rk) was 0.89. As claimed by the criteria of the test reliability, the data collecting instrument was indicated reliable and good.

Then, the researcher used Microsoft Excel 2010 to analyze which items were good or bad. From the outcome of computation in the level of difficulty, it was found that the researcher got 13 difficult items which were less than 0.30 (4, 7, 11, 15, 18, 21, 24, 30, 31, 34, 41, 48, and 56) and 47 average items which were in the range of 0.30-0.70 (1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 14, 16, 17, 19, 20, 22, 23, 25, 26, 27, 28, 29, 32, 33, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 57, 58, 59, and 60).

Furthermore, the result of discrimination power in the try out test was discovered that the researcher got 4 bad items (35, 48, 54, and 56), 16 poor items (4, 7, 9, 11, 15, 18, 20, 21, 24, 29, 30, 31, 34, 40, 41, and 60), and 40 satisfactory items (1, 2, 3, 5, 6, 8, 10, 12, 13, 14, 16, 17, 19, 22, 23, 25, 26, 27, 28, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 49, 50, 51, 52, 53, 55, 57, 58, and 59).

After the researcher analyzed the level of difficulty and discrimination power, it could be concluded that the test items had good discrimination power and positive value to be administered for the pretest and the posttest. The researcher got 20 from 60 items should be omitted because they did not fulfill the criteria. Therefore, there were 40 items which was used for the pretest and the posttest. (see on Appendix 6)

3.4.2 Data Collection & Technique

In this research, the researcher used the test as a data collecting method and also treatments. The test was used to collect the needed data through field researcher by conducting some techniques as follows:

1. Pretest

The pretest was given to find out the students' competence in reading the English language before presenting the materials or given the treatments. The result of the pretest questions after dropped in the tryout test showed that there were 40 questions of multiple choices in which the students were asked to choose one correct answer from the options a, b, c, d, or e. The test conducted within 90 minutes. The distribution of the test was presented as the table below.

Table 3.2 Specification of the Pretest

No.	Reading Skills	Items Number	Percentage
1	Determining Main Idea	1, 5, 9, 11, 17, 22, 28, 30, 36	22.5%
2	Identifying Supporting Details	2, 12, 14, 18, 20, 23, 27, 34, 40	22.5%
3	Making Inference	7, 15, 25, 26, 33, 39	15%
4	Finding Reference	4, 10, 16, 29, 31, 35	15%

5	Understanding Vocabulary	3, 6, 8, 15, 19, 21, 24, 32, 37, 38	25%
	Total	40 Items	100%

2. Posttest

After giving the treatments, the posttest was conducted to find out the value of instrument whether or not the result of the posttest was better than the result of pretest after being taught through Jumbled Pictures Story. Multiple choices were given in which the students were asked to choose one correct answer from the option a, b, c, d, or e. They had to answer 40 questions that were related to the pictures within 90 minutes.

Table 3.3 Specification of the Posttest

No.	Reading Skills	Items Number	Percentage
1	Determining Main Idea	1, 5, 9, 11, 19, 21, 27, 31, 35, 38	22.5%
2	Identifying Supporting Details	2, 12, 11, 16, 18, 25, 28, 32, 39	22.5%
3	Making Inference	12, 15, 17, 24, 34, 37	15%
4	Finding Reference	6, 8, 13, 20, 22, 30	15%
5	Understanding Vocabulary	3, 4, 10, 14, 23, 26, 29, 33, 36, 40	25%
	Total	40 Items	100%

3. Questionnaire

The questionnaire was conducted in the experimental class to find out the students' reaction after they were taught through Jumbled Pictures Story. The questionnaire used Likert Scale. The Likert Scale was a 5 or 7 point scale that offered a range of answer options from one extreme attitude to another, like

“strongly agree” to “strongly disagree.” The questionnaire consisted of ten statements about Jumble Pictures Story. The content of the questionnaire was presented in the table of specification:

Table 3.4 Specification of the Questionnaire

No	Categories	Item Numbers	Total Items	Percentage of Items
1	Response to the use of Jumbled Pictures Story in Narrative Text.	1, 2	2	20%
2	Response to the effect after applying Jumbled Pictures Story	3, 4, 5	3	30%
3	Response to the apply of Jumbled Pictures Story in aspects of reading	6, 7, 8, 9, 10	5	50%
Total			10	100%

3.5 Scoring System

The scoring system was used in this research by dividing the right answer by total items timed 100. The ideal highest score was 100. To calculate the score of pretest and posttest, the researcher used the formula by which was employed:

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

Where:

S : Score of the test

R : Right answers from the test

N : Total number of items on the test

(Arikunto, 1997)

3.6 Data Analysis

After collecting the data, the writer processed and analyzed them. The data were analyzed by a number of procedures. It was analyzed based on each kind of instruments below.

3.6.1 Data Analysis of the Test

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

Tabulating the result of the test and calculating the mean of the pretest and the posttest, the formula manually was as follows:

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

Where:

M : Mean (average score)

Σx : The total of students' score

N : Total number of students

(Hatch and Farhady, 1982)

3.6.2 Data Analysis of the Questionnaire

To investigate the students' responses toward the technique, the researcher examined the data by using following steps:

1. Tabulating the students' answer from the questionnaire using Likert Scale.
2. Determining the reliability coefficient of the questionnaire.
3. Describing the students' responses after being taught Jumble Pictures Story.

3.6.3 Rating Scale of the Questionnaire

Rating scale had function to find out the results of the questionnaire. The researcher used SPSS 16.0 for windows to analyze the mean of the questionnaire in order to know students' response toward the use of Jumbled Pictures Story technique in teaching reading. The criteria were as follows.

Scale	Criterion
31-40	Strongly Agree
21-30	Agree
11-20	Disagree
0-10	Strongly Disagree

3.6.4 The Percentage of Questionnaire

To find out the number of answers of the respondents through the percentage that was typically used the following formula.

$$P = \frac{f}{n} \times 100\%$$

Where:

P : Percentage

f : Frequency of each answer

n : The number of Ideal Score

(Sugiyono, 2012)

3.7 Teaching Procedures

The picture made easy and interest to teach and to facilitate learning. The picture could stimulate students to predict the text and attract the student ability dimension to what they are reading. By teaching with Jumbled Pictures Story, it became more active because between students and teachers could be able to create the more emotional relationship. Basically, this media could help to transfer the message and give the power to the material presented so it was understood easier and staying longer in the memory relation.

In teaching-learning, it was important to make the stages of teaching reading process in order to make the class effectively. The effective reading process was divided into three stages: (a) Pre-Reading Activity, in this stage the readers needed to apply specific strategies, including scanning and guessing, to survey the type of the text they were going to read and recognize its difficulties. Then they read and related it to their schemata and predict the content. (b) While-Reading Activity, in this stage learners also needed media to comprehend the text such as questioning. The teacher could ask the learners about the question of the passage and the teacher also had to clarify the answer to the students. (c) Post-Reading Activity, in this stage the teacher needed to evaluate the media that was used by students and the quality of their comprehension.

3.7.1 Pre- Reading Activity

1. The teacher opened the class and greets the students.
2. The teacher checked the students' attendance list.
3. The teacher did a brainstorming to the students about a narrative text in form of story.
4. The teacher conveyed the object of the lesson.

3.7.2 While-Activity

1. The teacher asked the students to make a group which consists of 5-6 students.
2. The teacher told the material in the class. The teacher explained the generic structure, the aspects of reading, also some kinds of narrative story.
3. The teacher distributed the jumbled picture's story to the students in a group and asked them to rearrange them.
4. The teacher asked the students to read the story.

5. The teacher asked the students to analyze the story and the pictures in the story.
6. The teacher gave severe questions related to five aspects of reading comprehension. They were: determining the main idea, finding detail information, reference, inference, and vocabulary.
7. The teacher told the answer to the questions by explaining the material briefly.
8. The teacher asked each group to retell the story, one group one paragraph.

3.7.3 Post-Activity

1. Teacher summarized the lesson and asked them again about the materials in order to make sure they had understood about the material.
2. Teacher gave a homework consisted of five questions in multiple choices and asked the students to do the task individually.
3. Teacher closed the meeting.

So in this activities, the teacher knew whether Jumbled Pictures Story was a good technique or not in teaching reading through the narrative text.

3.8 Research Procedures

In this sub chapter, the researcher explained the research procedures in this research. They were as follows:

1. Determining the population and sample

The population of this research was the first grade of SMAN 1 Bandar Lampung. The researcher chose two classes defined as one class for try out class and another class for the experimental class.

2. Arranging the materials to be taught

The materials were based on the syllabus. It took the material from the internet.

The narrative text was chosen as the focus of the research.

3. Administering the try out test

The purpose of the try out test was to measure whether the test was good and applicable to be used during the research. A measurement of a good test considered several factors, such as validity, reliability, level of difficulty, and discrimination power.

4. Administering the pretest

The aim of this test was to know the students' basic reading comprehension ability before they were given the treatments. The test consisted of 40 questions of multiple choices and it was conducted within 90 minutes.

5. Conducting treatments

The researcher taught the students reading comprehension in a narrative text by using jumbled pictures. The researcher gave three times of treatments. Each of materials had the different topic. The materials were taken from internet.

6. Administering the posttest

After the treatments were given, the posttest was administered to find out whether there was a significant increase between the pretest and the posttest. In this test, the students were asked to do multiple choice tests consist of 40 items of narrative text within 90 minutes.

7. Administering the questionnaire

The questionnaire was given for the students in order to know the students' response toward the media in learning reading comprehension of narrative text. The questionnaire consisted of 10 statements about Jumbled Pictures Story.

8. Analyzing the data

After conducting the posttest, the researcher analyzed the data. In this step, the pretest and the posttest results in the experimental class was analyzed by using a t-test to measure the data. It was used in order to know whether or not Jumbled Pictures Story could increase the students' reading comprehension ability in narrative text.

3.9 Hypothesis Testing

After analyzing and collecting the data, the researcher analyzed them in order to find out whether there was any significant improvement on students' reading comprehension in a narrative text after they were taught through Jumbled Pictures Story. The researcher used a dependent t-test by using SPSS 16 to know the level of significance of the treatments' effect. Moreover, the result of the t-test was used to prove whether the proposed hypothesis was accepted or rejected. In this case, the researcher used the significant level of 0.05 in which that the probability of error in the hypothesis was only about 5%. The hypothesis was drawn as follows:

1. H_0 = There is no significant effect on students' reading comprehension achievements in a narrative text after they were taught through Jumbled Pictures.

2. H_1 = There is a significant effect on students' reading comprehension achievements in a narrative text after they were taught through Jumbled Pictures.

(Hatch and Farhady, 1982)

The criteria for accepting the hypothesis were as follows:

1. H_0 is accepted if the t-value is lower than t-ratio
2. H_1 is accepted if the t-value is higher than t-ratio

As could be clearly seen, according to the explanations above, this chapter discussed the main point that related to design and procedures of the research were used in this research. They were; research design, population and sample, variables, data collection technique, scoring system, data analysis, teaching procedures, research procedures, and hypothesis testing

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions for the English teachers who want to try to implement the Jumbled Pictures Story technique to teach narrative text in reading comprehension and other researchers who want to conduct similar research.

5.1 Conclusions

Based on the results of data analysis and discussions, the researcher draws conclusions that there is typically a difference of students' reading comprehension before and after being taught through Jumbled Pictures Story as the whole of aspects of reading comprehension. It can be seen from pretest and posttest result which shows that the students' score in posttest is higher than students' score in pretest with the gain score of 10.81 points. Besides that, the most significant improvement of aspects of reading is identifying the main idea. Thus, there is a significant improvement in students' reading achievements to narrative text after they were taught through Jumbled Pictures Story technique. In addition, the students' response toward the use of Jumbled Pictures Story in teaching reading comprehension is positive. The majority of students strongly agrees if the technique is applied. They seem to enjoy during the learning process.

5.2 Suggestions

Regarding the several conclusions above, the researcher would like to propose some constructive suggestions. Firstly for the teacher, who is on the teaching and learning process, is suggested to apply Jumbled Pictures Story as a variation of media. It is because the story of the jumbled pictures can construct the students' background knowledge and stimulate their schemata about the lesson. Moreover, the implementation of Jumbled Pictures Story can improve sufficiently students' reading achievements. Additionally, Jumbled Picture Story can give the real thing about the story. That is why the teaching class can be more fun and attractive. Conversely, Jumbled Pictures Story technique does not improve in a balanced result in aspects of reading. Hence, on another occasion, as the technique is implemented, the English teacher should discover another way to overcome this situation to represent all aspects of reading can highly improve in a balanced number. Therefore, the students get more comprehension in reading. Then, it is rather hard to find or select reading materials which are suitable between pictures and stories. Secondly, for further research, it can conduct other kinds of text like descriptive text, recount text, or report text. Furthermore, it is suggested to include another proper method of data collection like observation sheet to recognize students' limitation during the implementation of Jumbled Pictures Story technique.

This chapter has elaborated the conclusions and suggestions for this research.

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