



The Influence Of Using Series Pictures Towards Students' Reading Comprehension In Narrative Text At SMP Negeri 1 Pagaran Simamora Nabolak Academic Years 2021-2022

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ABSTRACT

The research aims to determine the influence of using series pictures towards students' reading comprehension in narrative text at Smp Negeri 1 Pagaran .This is research design is experimental research.It was carry out into two groups; The experimental group (VIII 1) was taught using the series pictures while the control group (VIII 2) was taught without series pictures .The instrument of this research is a multiple choice consisting of 20 question,the test consist of two types ,namely pre-test and post-test to collect data .After collecting data ,the writer then analyzed the test result using -test formula.Based on the data obtained ,it shows that the average pre-test score of the experimental group is 39.33and the control group is 36.33. Meanwhile,the post-test avverage score of the experimental group was 46 and the control group was and the control group was 53,66.Furthmore,it is obtained that the t-test is 1.96 and the table is 1.70 for 0.05 Because the t-test is higher than t-table ($1.96 > 1.70$) H_0 is rejected and H_a is accepted there is a difference in the post-test mean score between the experimental group and the control group .Based on the result ,it was concluded that using the series pictures was influence in students' reading comprehension skill in narrative text at SMP N.1 Pagaran.

Kata Kunci

Series Pictures, Reading Comprehension, Eksperimental Design

INTRODUCTION

As an international language, English is very important and has many interrelationship with various aspects of life owned by human being. In Indonesia, teaching English as a foreign language is obligatory subject in many levels of school from elementary school until University. The objective of teaching English for junior high school is to make the students to be able to use the language for communication. Based on Institutional-Based Curriculum, the general purpose of English learning is to develop the four skills namely listening, speaking reading and writing, and the language components; grammar, pronunciation, and vocabulary (KTSP, 2006 as cited Arifin). Among the four skills, reading is one of the skills that plays an important role in learning English . It is a basic skill in learning English because every teaching learning activity in an English class involves reading.

Reading is one of the activities to get the information from the text. It is defined as an activity between the readers and the text. When readers look at the text and able to interpret the meaning of that written symbol, therefore it is a true reading activity. In other words, it is an activity that does not only pick up the words from the text but requires the reader to interpret what happen in the text.

Reading comprehension is necessary in languages, for people to be able to make sense of what they are reading. Reading comprehension is a serious skill that is needed for attainment in school and beyond, yet many students are reading below grade level.

The problems that found in SMK Negeri 7 Medan based on my experience in teaching practice, the reality in the field, learning reading comprehension in class XI SMK is still not as expected. The strategy or method that used by the teacher stil conventional, the teacher just taught conventionally. They are only asked the students to do assignments in students worksheets and to reading comprehension learning, teacher just asked the students to answer the question based on the text. It is known from my interview with some students in that school, beside that there are some students still difficult to answer the question based on the contents of the text. It is known from the low students' score in answering the question from the text, beside that the students still feel difficult to find the main idea in the text. It is known based on my experience when the researcher ask the students to read the text some minutes and then the researcher ask them orally "Who knows the main point of the text?" and almost all of the students just silent, and only one two person that brave to answer my question orally. In other than that, students low in vocabulary and it is make them still confused in understanding of the text. It is known when the researcher ask the students to retell the story of the text with their own words, the students still afraid and at all can not do that.

The researchers made quiz games about reading comprehension to students' and researchers and the hope of the researcher is that it can train students' to think fast, develop self-confidence, increase students' activity, increase learning attractiveness, train students' to improve healthily.

In the teaching learning process are influenced by the ways teachers present their instructional material. Many teachers make efforts to make their class interesting with various methods, techniques, and materials in order to stimulate the learning of language ability effectively. The teacher must be able to created situation that provides opportunities and stimulates the students especially to be interested in reading and it is not impossible if they use a media to make the students enjoy the reading process.

The researcher chooses series pictures as a media because series picture can make the students more interesting and easy to get the message and understand what the author believes in text and encourages the student to explore picture in books. The aims of this study are to determine whether using text with pictures is effective to improve reading comprehension for students, examine other strategies that can support the development or improvement of reading comprehension for students and determine the factors affecting reading comprehension for students.

RESEARCH METHOD

The research was conducted with experimental. The research collect data there were two groups of students that will be used, namely, the experimental group and the control group. The experimental group is the group that gets treatment with serial images, while the control group gets treatment without using serial images that will be taught with communicative media. The experimental research method the most productive research method, and if the research is carried out properly it can answer the main hypothesis related to causality. Nelson (2011) Stated that experimental research involves the study of the effect of systematic. Experiments were studied with two kinds of variables, namely. The independent variables is a systematic manipulation of the independent variable.

RESULT AND DISCUSSION

In this part, the result of findings would be explained clearly about the influence of using series pictures towards students' reading comprehension after teach narrative text. It was when the researcher gave the students assignment in pre-test and post-test result. It proved the media that the researcher was successfully as previous said. Evidently, research did Muhammad Ardiansyah Efendi (2010). The use series pictures as a media to improves students' reading comprehension on second grade at SMP Negeri 1 pagaran. The researcher concluded that series pictures as instructional media can improve students reading comprehension. This part deals with the interpretation of the findings.

The pretest was conducted on. The topic was taken from the material based on syllabus at the school that was narrative text. The researcher asked the students to answer the question on multiple choice. Most students found difficulties to comprehend the text. Most of them gave the wrong answers on the test especially in question about aim or goal, material. It showed that their

reading comprehension which had been appeared in pre-test ,the researcher conducted in three meetings.

The first meetings,it was the first day for treatment .The researcher conducted the first treatment by teaching about narrativ text.Firstly,The researcher explained about narrative text and its generic structure ,purpose, and its example.The researcher than showed the students a series picture about and The Legend of the Kesodo Caremony students identify the generic structure and also the researcher brough the students to focus on.

The second meetings,it was the second treatment .the teacher given the text about The Lion and The mouse with an irreguler series pictures.Then the students arranged the series pictures that given by the teacher and also identify the aim or goal ,the material.

In the three meetings of treatment,the students seemed enthuisiastic by applying series pictures as media and also the students had fun and enjoyable.By using media ,the lesson material was more interesting .It was supported based on Shin (2006) ,there are several ways to English for young Learner .One of them is by supplementing the activity of learning with media.The media which is used in this research is visual media ,in the form of picture to attract the students' attention in the proces of learning.

Last meetings,this meeting was for giving the post-test after treatment.Based on the row score ,all of the students gave right answer for question about the aim or goal,the material narrative text .It showed most of the students' showed their improvement in their achievement.

CONCLUSION

The result of the data analysis are : The use of the team series pictures can make students more active in learning seen from the way they read the text and discuss between groups,as well as answer question in turns when given treatment. The avverage score of the experimental class (the students who were taugh by team using series pictures in reading narrative text) was 39,33 and 46 for the pre-test for the post-test). The avverage score of control class (the students who were taugh by using series pictures) was 36,33 for the pre-test and 53,66 for the post-test). Team series pictures is effective for improving students 'reading comprehension in narrative text at SMP Negeri 1 Pagaran .It was proved by the obtained score of t-test. The T-test showed that t-score 1,96 was higher than t-table 1,70. There is a significant affect of the team series pictures on students' reading comprehension in narrative text.Ho was rejected Ha was accepted. It mean that the team series pictures which was applied to the

experimental class had an affect on improving students reading comprehension.

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