

Improving the Tenth Year Students' Active Participation and Reading Comprehension Achievement of Narrative Text by Using Pictures in Series at SMAN Rambipuji, Jember

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Abstract

This classroom action research was intended to improve the tenth year students' active participation and reading comprehension achievement of narrative text by using pictures in series at SMAN Rambipuji, Jember. It was done in two cycles. The subjects were the students of class X2 chosen purposively. The data collection methods were a reading comprehension test, observation, documentation, and interview. The collected data were analyzed statistically. The students' active participation improved from 69.86% in Cycle 1 to 81.49% in Cycle 2. The mean score of the students' reading comprehension test score also improved from 75.03 in cycle 1 to 79.39 in cycle 2. Moreover, the percentage of the students that got score at least 75 also improved from 69.69% in cycle 1 to 78.78 % in cycle 2. In conclusion, the use of Pictures in Series could improve the tenth year students' active participation and reading comprehension achievement of narrative text.

Keywords: Pictures in Series, Active Participation, Reading Comprehension Achievement,

Introduction

Language is very important for human beings because the main function of language is for communication. By using English people can socialize each other although they come from different countries with different languages. English is a global language which plays an important role in the world (Crystal, 2003:1). In addition, Broughton, et al. (2003:1) say that of 4.000 to 5.000 languages, English is the most widely used in the world. English also plays an important role in many aspects of life, such as business, tourism, education and technology. Thus, English is very important to be learnt.

In Indonesia, English becomes one of the compulsory subjects at high schools. Based on the 2006 Institutional-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), there are four language skills namely listening, speaking, reading and writing that should be mastered by the students of Senior High School. Among the four skills, reading is one of the important skills that should be mastered well by the students. Reading can support the process of mastering the other skills and improving knowledge (Hanafi, 2005:207). Further, current trends in education consider reading lessons to be an important early step in the development of mental and linguistic abilities (Alshumaimeri;2011). Knowing the importance of reading,

an English teacher should be aware of applying appropriate teaching techniques or using media in teaching learning process.

From the preliminary study that was conducted at SMAN Rambipuji by doing interview on March, 2nd 2015, it was known that the tenth grade students of SMAN Rambipuji experienced difficulties in English subject especially in reading. From 6 classes he said that class X2 was one of the classes which had problem in reading. The English teacher said that the students experience difficulties in reading because their vocabularies were limited. The students often did not understand the meaning of some words that made them take long time to understand the text. The text type that is hard for the students to comprehend is narrative text. It was proven by the score of reading in daily test. Based on the result of their reading test, the mean score of their reading test was 67 and there were only 15 students of 33 students who got 75 or hinger. In other words, it can be said that only 45% of 33 students achieved the passing grade score of the school.

Moreover, the students were lack of motivation and interest in reading an English text. Based on the observation in the classroom, the students seemed to be unhappy and bored when the teacher asked them to read the text. Further, the students seemed to be passive in the classroom. When the teacher asked them to ask questions,

the students were only silent. When the teacher gave questions, only few students had desire to answer the questions. The learning process also seemed to be boring. The teacher only used the English book to teach the students and there was no interesting media. Based on the interview, the English teacher said that he had rarely used a media. He usually uses the students' book and sometimes takes the materials from the internet. He said that he had ever used a media once in teaching reading that was single picture for narrative text. But then, he said that it could not give big contribution on students' ability in reading. It only attracted the students' interest for a while. The students still got difficulty in comprehending the text and there were still many words that the students did not know the meanings. Single picture only serves the context of the text but it cannot visualize the story.

Based on the students' problems above, the researcher and the English teacher believed that pictures in series are the most appropriate media to solve the problem of the students in class X2. The researcher chose pictures in series as the media in teaching reading comprehension of narrative text because they provide sequence events that can illustrate the story of narrative text (Wright:1989:17). Roe (2011) in Grundvig (2012:19) says that complicated verbal text will be clearer and simpler if they are accompanied by pictures in series. By using pictures in series, the students could easily catch the idea by synchronizing what they read and what they watched. Jalilehvand (2012) also says that picture is a key variable in influencing EFL students' reading comprehension at high school level. Furthermore, Wright (1989:1) states that pictures have possibility to give the students motivation in language learning.

Many researchers had done their research by using pictures in series. One of them was Jannah (2012) who conducted her classroom action research to the students of class VIII B at SMPN 1 Pakusari. She found that the use of pictures in series could improve the score of students' reading achievement and the students' active participation. The differences between Jannah's research and this research were laid on the genre of the reading text and the research subjects. Another study was done by Wibowo (2012). His experimental research to the VIII year students in reading comprehension achievement of SMPN Sukorambi proved that pictures in series were an effective teaching media in teaching reading comprehension especially for narrative text. The differences between this research and Wibowo's research are on the research design, the research subjects, and also the procedures in applying pictures in series.

Based on the explanation above, the researcher was interested to conduct a classroom action research entitled "Improving the Tenth Year Students' Active Participation and Reading Comprehension Achievement by Using Pictures in Series at SMAN Rambipuji, Jember".

Research Method

This research was intended to improve the students'

reading comprehension achievement of narrative text by using pictures in series. Therefore, the research design used in this research was classroom action research. According to Elliot (1991:69) action research is the study of a social action which is conducted to improve the quality of action within it. Specifically, McMillan (1992:12) states that classroom action research is a type of applied research to solve a specific problem in the classroom and make a decision at single local site. The action research was conducted in cycle that had four stages of activities, namely (1) planning of the action, (2) the implementation of the action, (3) the classroom observation and evaluation (4) the reflection of the action (Lewin, 1980 in Elliot, 1991:70)

Purposive method was used to determine the area of this research. According to Arikunto (2006:136) purposive method is a method that is applied in choosing the research area based on a certain purpose or reason. This research was conducted at SMAN Rambipuji, Jember with some reasons that were (1) based on the results of interviewing the English teacher, it was known that the students in class X2 faced difficulties in reading comprehension, (2) the English teacher had never used pictures in series as the media in teaching reading comprehension, (3) the headmaster of SMAN Rambipuji, Jember had given permission for the researcher to conduct the research there.

The subjects of this research were the students of class X2 in SMAN Rambipuji chosen by purposive method. They were chosen because they had difficulties in reading comprehension. It was proven by the result of their score in daily test that showed the mean score of their reading test was only 70 and there were only 45% of the students who achieved the standard score of 75.

There were four kinds of data collection method applied in this research. They were a reading comprehension test, observation, interview and documentation. The primary data were collected by a reading test and observation, while the supporting data were collected by interview, observation and documentation. The collected data were analyzed by using simple statistic formula.

Students' active participation in this research referred to the students' willingness and active performance to take part in the reading comprehension class. The data were collected by doing observation in the teaching and learning process. There were five indicators for the students' active participation that were (1) finding the meanings of the underlined words in the reading text accompanied by pictures in series, (2) reading the narrative text accompanied by picture in series, (3) making notes while the teacher reviewing the material accompanied by pictures in series, (4) Doing the reading exercises accompanied by using pictures in series, (5) Drawing conclusion about the reading text accompanied by pictures in series. The students were categorized as active students when the students could fulfill at least four indicators. Then, the research target of active participation was 75% of the students actively participated in the teaching learning

process. To measure the percentage of students' active participation from the observation data, the researcher used the percentage formula

The data of the students' reading comprehension achievement were collected by administering a reading comprehension achievement test. The indicators were word comprehension, sentence comprehension, paragraph comprehension and text comprehension. The research target of reading comprehension achievement was the mean score least 75 and it was achieved by at least 75% of the students joining the test.

Research Results

Based on the observation conducted in Cycle 1, it was known that there were 32 students attended in the classroom. One student was absent in that day. Then, the observation result showed that there were 22 students or 68.75% of 32 students actively participated in the first meeting. However, there were also 10 students or 31.25% of 32 students in the classroom who did not actively participate. In the second meeting two students were absent. Thus the total students who came in the reading class were 31 students. Then, it can be known that 22 students or 70.97% of 31 students actively participated in the second meeting. Further, the total number of the students who did not actively participate in the second meeting was 9 students or 29.03% of 31 students joining the classroom. Therefore, the average result of the students' active participation in the first and second meeting was 69.86%. The requirement of this research was 75 % of students joining the class actively participated in the teaching and learning process. Thus, it can be concluded that the research target of students' active participation had not been achieved yet.

Reading comprehension test was administered to gain the primary data of the students' reading comprehension achievement. It was done after finishing the actions of cycle 1 on May 23th, 2015. There were 33 students joining the test. The mean score of the students' reading comprehension achievement in cycle 1 was 75.03. Then, the percentage of the students who got score at least 75 was 69.69%. In this research, cycle 1 was considered to be successful if the mean score of the students' reading comprehension test score was at least 75 and it was achieved by at least 75% of the students. Thus, it can be said that the mean score of the students reading comprehension achievement test had already achieved the research target but the percentage of the students who got at least 75 or higher had not achieved the research target yet. Based on the result above, it was necessary to conduct cycle 2 because the actions given in cycle 1 were not totally successful yet.

Based on the results above, both the target requirement of the students' active participation and reading comprehension achievement in cycle 1 had not been fulfilled yet. Therefore, the second cycle was necessary to be done by revising the weaknesses found in cycle 1 in

order to reach the research target totally. As the first revision, the researcher gave each student in the classroom one set of pictures in series. Therefore, each student in the classroom had their own pictures in series. In cycle 1, two students got one set of pictures in series and they had to share the pictures in series in pairs. In applying this stage, there were some students who did not want to share the pictures with their friend. As the result, some students could not use the pictures in series intensively. Thus, this revision was done in order to help all students focused and used the pictures in series intensively. As the second revision, the researcher gave the pictures in series as many as possible to visualize the reading text better than the actions in cycle 1. In cycle 1, the story that was illustrated in pictures in series was not really clear to be understood by the students because the researcher limited the number of pictures in series in 8 pictures for a text. Then, as the last revision, the teacher asked some students to read the text loudly and guided the students to discuss the story with the whole class accompanied by pictures in series. Therefore, the students that got difficulty in understanding the story might be helped in this stage. In cycle 1, the teacher only asked the students to read the text silently without discussing the story with the whole class. Then, some students seemed to be confused in understanding the text.

Based on the observation conducted in Cycle 2, there was one student absent in the first meeting. Thus, the total number of the students joining the class was 32 students. 25 students or 78.13% of 32 students actively participated in the first meeting. However, 7 students or 21.87% of 32 students in the classroom did not actively participate. In the second meeting, all of the students joined the class or there was no absent student. 28 students or 84.85% of 33 students were considered as active students. Then, the total number of the students who did not actively participate in the teaching learning process was 5 students or 15.15% of 33 students in the classroom. From those data, it can be known that the average result of the students' active participation in the first and second meeting was 81.49%. The requirement of this research was 75% of students actively participated in the teaching and learning process. Thus, it can be concluded that the research target of students' active participation had been fulfilled in the second cycle. Further, it can be said that the use of pictures in series in teaching reading especially narrative text was successful to make the student actively participated in the teaching and learning process.

The reading comprehension test in Cycle 2 was conducted on May 26th, 2015. The kind of the test and the indicators of the reading test were exactly the same as the test administered in cycle 1. The mean score of the students' reading comprehension achievement in cycle 2 was 79.39. Then, the percentage of the students who got score at least 75 was 78.78%. In this research, the cycle was considered to be successful if the mean score of the students reading test was at least 75 and it was achieved by at least 75% of the students. It means that both the mean score and

the percentage of the students who got score 75 had already achieved the research target in the second cycle. Thus, it can be said that the use of pictures in series in teaching and learning process of reading narrative text successfully improved the students' reading comprehension achievement in cycle 2.

Based on the result above, it can be seen that both the students' active participation and reading comprehension achievement in cycle 2 had successfully been achieved in this research. Therefore, the cycle in this classroom action research was stopped.

Discussion

This classroom action research was conducted to improve the students' active participation and reading comprehension achievement of class X2 at SMAN Rambipuji by using pictures in series. This research was done in two cycles. In the first cycle, the result showed that both the students' active participation and reading comprehension achievement had not achieved the research target yet. Then, the second cycle was conducted by revising the weaknesses found in the first cycle. After conducting the second cycle, the result showed that the actions successfully improved the students' active participation and reading comprehension achievement. In detail, the students' active participation improved from 69.86% in cycle 1 to 81.49% in cycle 2. The mean score of the students reading comprehension achievement improved from 75.03 in cycle 1 to 79.39 in cycle 2. The percentage of the students who got score at least 75 also improved from 69.69% in cycle 1 to 78.78 % in cycle 2. It means that all research targets had been achieved in cycle 2. Therefore, the cycle was stopped.

Based on the results of observation, the students' active participation improved from 69.86% in cycle 1 to 81.49% in cycle 2. That significant improvement supported the theory stated by Wright (1989:1) who says that pictures motivate the students in language learning. When the students identified the meaning of the underlined words, they showed seriousness. They actively asked the teacher to guide them identifying the meaning of the underlined words using pictures in series. Further, Wright (1989:1) also said that pictures in series could make the students paying attention and taking part in language learning. In the learning process, the students paid attention much and made note when the teacher reviewed about the narrative text. When the teacher guided the students to discuss the story, many students took part to give their ideas to the whole class actively. Then, when the teacher asked the students to read the text loudly, many students actively rose their hand to get a chance to read. Moreover, all of the students joining the classroom read the narrative text and did all of the reading exercises. Those activities proved that the use of pictures in series arouses the students to pay attention and take part in the teaching and learning process.

In addition, the result of reading comprehension achievement showed that the use of pictures in series could

help the students in reading a text especially a narrative text by visualizing series of events. It is relevant to Wright (1989:201) who says that pictures in series can visualize series of events in sequence. Beside, according to Roe (2011) in Grundvig (2012:19) pictures are appropriate media to help the students understand the content of the text because they serve something visual that was easier to be understood than something verbal like a text. Those theories were supported to the results of this research that showed the use of picture in series could improve the students' reading comprehension achievement.

The results of this research also strengthen the previous research finding conducted by Jannah (2012). The results of her research indicated that the use of pictures in series could improve the students' active participation and the students' reading comprehension achievement. She did her research in Junior High School while this research was in Senior High School. So, it can be known that pictures in series can be used as the media not only for students in Junior High School but also for students in Senior High School. Then, Jannah's research (2012) worked well when the students used pictures in series in group discussion. However, this research seemed to be better when the students worked individually. Thus, it can be concluded that the way how to use pictures in series actually depends on the characteristic of the students. It can be individually or cooperatively. Further, the previous researcher was conducted her research on procedure text while this research was on narrative text. Therefore, it can be inferred that pictures in series did not help the students to read the procedure text only but also the narrative text.

As a result, it could be concluded that the use of pictures in series could improve the tenth year students' active participation and reading comprehension achievement of narrative text at SMAN Rambipuji, Jember in the 2014/2015 academic year.

Conclusion and Suggestions

Based on the results of data analysis and discussion, it could be concluded that the use of pictures in series could improve the tenth year students' active participation and reading comprehension achievement of narrative text at SMAN Rambipuji, Jember in the year 2014/2015 academic year. Further, The researcher proposed some suggestions for some following people. The first, the students are suggested to be actively involved in the teaching and learning process of reading by using pictures in series. The second, the English Teacher is suggested to use pictures in series as the media in teaching reading of narrative text since it could improve the students reading comprehension achievement. The teacher is also suggested to take pictures in series from internet. If there is no appropriate picture provided in internet, the pictures can be made by the English teacher himself by adapting from video. There are a lot of videos in learnenglish.britishcouncil.org and www.youtube.com that can be adapted to be pictures in series. When adapting the pictures in series, the number of

pictures in series should not be limited. Further, when the teacher teaches the students using pictures in series, she should guide the students to discuss the story with the whole class. Lastly, to decide the way how to use pictures in series, the teacher have to know the characteristic of the students first whether they work better individually or cooperatively. The third, the Future Researcher are suggested to use the findings of this research as a reference or source to conduct further research dealing with the use of pictures in series in teaching reading with some innovation and creativity. For example teaching reading by using pictures in series that are served by using current technology like sliding digital pictures in series or other innovation and creativity.

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