



**IMPROVING STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT THROUGH PICTURE-SERIES AT THE EIGHT  
GRADE STUDENT OF SMP WAHID HASYIM DINOYO MALANG**

*SKRIPSI*

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## ABSTRACT

**Nurholila, Siti, 2021.** *Improving Students' Reading Comprehension in Narrative Text through Picture-Series at the Eight Grade Student of SMP Wahid Hasyim Dinoyo Malang.* Skripsi, English Department Faculty of Teacher Training and Education Universitas Islam Malang Malang. Advisor I: Kurniasih, S. Pd., M.A; Advisor II: Febti Ismiatun, S.Pd, M.Pd.

**Key words:** *Reading Comprehension, picture series and narrative text*

The research aimed to find out whether there was improvement in students' reading comprehension in narrative text after being taught by using picture series in the eight the grade of SMP Wahid Hasyim Dinoyo Malang. This class consisted of 28 students. This study was supported by Fitriarningsih (2013) that the students can have the benefits from picture series in order to improve their reading comprehension. Throughout the treatment, the students were allowed to follow because of the reference material that made it easier for them to comprehend the text. The objectives of this study are to know how can picture-series technique improves the students' reading comprehension in narrative text.

This is a Classroom Action Research (CAR) which was conducted in one cycle. Each cycle consisted of four steps: planning, action, observation and reflection. The data were collected from field notes and interview result. The tests consisted of pre-test and post-test, which were conducted before and after each cycle. The research analyzed the average score of each test to find out the improvements of students "reading comprehension in narrative texts after the action was conducted. The result of the research showed that there was improvement of students' reading comprehension after they were taught through picture series. There was an improvement on the students "average score of the text. This can be seen in the results of the students average score in pre-test 54,4. It increased to 78,5 in the post-test. This proved by the increasing of their score and behavior during the implementation of the method. It can be concluded that the teacher choose picture-series as the media facilitates the students' to improve their comprehension in reading narrative text.

From the above findings, it is expected the future researchers, it is suggested to conduct studies in the different object and used it as one of the references. Besides that, the use of picture series in narrative text can improve the reading comprehension, it makes students interested in the class activity and more understand the material.

## CHAPTER 1

### INTRODUCTION

The first chapter presents some topics related to the introduction. They are background of study, statement of problem, objective of the study, hypothesis, and significance of the study, limitation of the study and definition of key terms.

#### 1.1 Background of the Study

Language is the most important aspect for everyone to communicate each other. It means that if you don't understand the language, you'll have problems communicating. Students are required to have language skills such as writing, speaking, reading, and listening while studying English. The Indonesian and English languages are not the same. There is no guarantee that students who understand English texts will automatically succeed in their studies. While every country has their own language to communicate; therefore, to unite the difference of language, English needs to be mastered by everyone to have wide communication, so that in Indonesia especially learning English to students becomes crucial and some obstacles on it, one of the common problem is how to develop students' reading comprehension.

Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Reading is one of the Basic English skills. Stone (2013:39) states that reading is a fundamental goal that children must

master in order to be successful in school and in life. In other words, we believe that reading is people's practice of reading a text, and that when people read a text, between the reader and the text, there is a dialogue. Reading can be described as the method of reacting to and comprehending a written text as a form of communication.

Reading does not always necessitate a thorough examination of a given document. It's important to understand genre in order to grasp the detail and message contained in written text. Reading is related to comprehension because reading is one of the most essential skills for communicating in English for everyday needs such as reading a newspaper, instructions, a law, a book, advertising, a magazine, etc. Reading is not about reading aloud but about comprehending the message and knowledge contained in the text.

Factually, some students at the Eight Grade of SMP Wahid Hasyim Malang faced problems in the learning reading. First, most of the students have a limited English vocabulary, so they always face a difficulty in comprehending the text. Second, they find difficulties to understand English texts especially in a long text. When the teacher asked them to read, they complied, then looked for the main idea, they did not do it, but they cheated it to their acquaintances are employed. Third, the researcher discovered that the teaching learning process was less interesting, so the students were noisy in class. Consequently, they got bad score in the reading test. Students' average score of reading was 40.

There are some previous studies investigating of picture series, students will improve their reading comprehension in narrative texts. The first study conducted by Masithoh (2017) “Improving student’s reading comprehension in narrative text through picture-stories”. She found that the technique was successful conducted with a significant result in improving students’ reading comprehension. The second study conducted by Kamalia (2016). “The use of picture series to improve students’ ability in reading narrative text in the Eighth Grade of SMP N 3 Pringapus Satu Atap” she found that the technique was successful conducted with a significant result in improving students’ reading comprehension.

From the explanations above picture series is one of teaching media that will facilitate the students to learn reading comprehension, and the researcher hopes to become a junior high school student interested in researching reading comprehension in narrative text by picture series because almost all children enjoy fascinating pictures because they can bring a lot of joy while also allowing students to recall words and understand sentences more easily. Therefore, the researcher intends to conduct a study titled “Improving Students’ Reading Comprehension in Narrative Text through Picture Series at The second grade of SMP Wahid Hasyim Malang”.

## **1.2 Research Problem**

Based on the research background the researcher formulates the problem as follow: How can picture-series technique improves the students' Reading Comprehension in Narrative Text at the second grade of SMP Wahid Hasyim Malang?

## **1.3 Objective of Study**

Based on pronouncement to above of the problem, the objective of the study is to find out whether picture series can improve students reading comprehension in narrative text of the eight grade students of SMP Wahid Hasyim Malang.

## **1.4 Scope and Limitation of the study**

In this study, the researcher concentrates on the use of picture series to improve students' reading comprehension. The researcher gave some pictures about fairy tale than ordered students to guess what kind of stories that are centered on picture than the researcher chooses some of them to explain in the front of the class one by one, and the students were from the eighth grade of SMP Wahid Hasyim Malang. In this study the researcher used one cycle that consist of 4 meeting.

## **1.5 Significance of the Study**

The researcher hopes that the result of this study is useful either theoretically and practically. Theoretically it can be useful for educational field particularly for English subject to develop students' reading comprehension. Practically, it can be



used to motivate English teacher to be more creative in teaching reading to his or her students. This study help the teacher to improve the learning activity in reading class and increase the student's reading comprehension. It also give theoretical contribution deal with strategy that more effective in reading comprehension.

### **1.6 Definition of Key Terms**

**Improving** is to increasing students' reading comprehension, it suggests that the learners can be get a target score what they are want. Reading is our understanding of reading to English. Wheter it's directly or through media such as story. It has the potential to enhance students' reading comprehension from 55 to be at least 70

**Reading comprehension** is ability to understand a text that tells a story or provides information to the reader such as narrative text. Some narrative text examples are fantasy novel, historical fiction, and story. Reading is an important material in English, because student must be able to know what people say to us.

**Picture series** is a media that will be given to students when learning Reading skill. The researchers will provide picture in the form fairy tale such as : princess, frog prince, thumbelina, and rapunzel.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter, the researcher presents some conclusion from the research finding above and some suggestion for the further research relevant to the classroom action research.

#### 5.1 Conclusion

Based on the result, there are several findings related to this study. This research was conducted of the problems identified in SMP Wahid Hasyim Malang. The students of SMP Wahid Hasyim is obtaining low reading comprehension achievement caused by the teacher and students themselves. During the course of teaching and learning, the students were unwilling to participate. The teacher lacked imagination. He made the monotonous into action. Following the process of implementation, the researcher found that student achievement in reading skills and the English method of teaching and learning increased in each cycle.

The researcher reaches a conclusion based on the research conducted and discussed in the previous chapter. The use of picture series in teaching reading comprehension increased students' reading mastery, according to the results of data analysis in the reflection.

The researcher used picture series to help students develop their reading mastery in this study. This technique's steps were as follows: (1) the teacher show



the picture series on the screen; (2) The students had to respond to a few questions; (3) The teacher began handing out photocopies about picture series to students; (4) teacher chooses some of them to explain in the front of the class one by one (5) teacher explain about the picture and tell about story (6) teacher gives some question about material (7) the students At the conclusion of the teaching and learning process, they explored what they had learned.

While, the procedure of teaching and learning activities were explained below. First, in the preliminary study, the researcher made a lesson plan to manage the classroom activities. Second, the researcher explained kind of technique that were used to apply in the classroom. Third, in the picture series segment, the researcher provided a question according to the picture. Fourth, in the last activity, the researcher asked the students to conclude what they have already learn that day.

Regarding student achievement after carrying out the test, there were 90% of students who met the minimum learning completeness standard (70), the student's average score increased from 55,4 (pre-test) to 78,5(post-test). Students who are still below the minimum level criteria are 3 students (10%) with the lowest score of 59. It fulfilled the study's performance criteria. Aside from the field's outcome, notes revealed that students are excited and inspired after being taught through picture series. They were also engaged in the teaching and learning process, as shown by the students' mean score after the researcher used this technique.

This study was a success because of the implementation of picture series at the eighth grade students of SMP Wahid Hasyim Malang improved their reading comprehension that could be seen from their test. As a result, this approach can be a good suggestion technique to use as a learning media to assist students in improving their skills of reading comprehension.

## 5.2 Suggestion

Based on the conclusion above, the researcher provided some suggestions as follows;

### 1. English Teacher

In order to develop the ability of the students to read, where appropriate the English teacher to guide, motivate and makes students interested, so it's better to teach English reading comprehension using picture series. Teachers can use interactive picture series by means of media or strategies such as using picture of using story.

### 2. For Students

The students should active in asking and answer teacher question when they have a difficulty, develop their motivation in study, and should study harder, more practice in reading comprehension to increase their knowledge and understanding about the material.

### 3. For the Other Researchers

Additional references to further studies are suggested by the researcher to other researchers who may benefit from the study's results. They could see that the



implementation of picture series media can improve students' reading comprehension. In addition, it can make students' interest and more understand the material. The researcher hopes the other researchers should prepare the planning of the research well and develop some dimensions, which have been observed deeply.



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