

IMPROVING THE STUDENTS' ABILITY IN READING NARRATIVE TEXT THROUGH SERIES OF PICTURE AT GRADE TEN OF SMA KAMPUS PEMATANGSIANTAR

¹Desta Gloria Siahaan, ²Delti Yulita

^{1,2}Universitas Timor

¹destagloria9aan@gmail.com, ²yulitadelti@ymail.com

Abstract

This research is a descriptive quantitative research that deals with the use of series of to improve the students' ability in reading narrative text at the grade ten of SMA Kampus Pematangsiantar. The research problem of this study were (1) how is the implementation of picture series in teaching narrative reading of narrative text to grade ten of SMA Kampus Pematangsiantar. The writer applies the theories of Lado (1986), Harmer (1998), Alderson (2000), Nunan (2003), Patel (2008) and Siahaan (2011) to analyze the understanding of reading. The research methodology used the essay test as the instrument of collecting the data by applying pre test, treatment and post test. The result of this study showed that the reading ability of the students after using picture series to teach reading narrative text to grade ten of SMA Kampus Pematangsiantar is significantly improved.

Keywords: students' ability, reading narrative, series of picture

INTRODUCTION

In Indonesia, English has been made as the subject that must be learnt in curriculum. English is one of the subjects that is taught since in the elementary school until university and examined in the national examination to determine the students' graduation. In learning English, there are four main abilities that must be thought integrated to the students, they are: listening, speaking, reading, and writing, where these skills have some aspects, they are: structure, vocabulary, pronunciation, and spelling. It is clear that the four abilities cannot be separated each other. Reading is the ability to comprehend the text.

According to Alderson (2000), poor first and second-language reader lack motivation to read or to spend time improving their ability to read. Narrative texts, or texts that tell stories, can be used to improve students' reading abilities. Narrative texts can be used to improve students' motivation in reading. According to Alderson (2000), what causes difficulty in texts is the way the text is written; it styles or features that make one text different from another. Expository texts are harder to process than narrative texts. The structures associated with stories (story grammars) seem to facilitate comprehension by allowing readers to quickly construct a model of the text. In addition, narrative texts appear to induce visualization in readers as part of the reading process. In other words, readers can see scenes in their head when they read narrative texts. The visualization helps readers understand texts easier, and readers did not feel discouraged.

Furthermore, one purpose of narrative texts is to entertain. Readers enjoy reading texts and are excited to know what will happen next. In this way, narrative texts can help increase students' motivation. Moreover, many narratives contain morals and themes. For example, fables are short stories followed by an important moral point. According to Pearson and Fielding (1991), students benefit from reading narrative texts. Therefore, the teacher can use narratives to teach moral lessons.

Related to the use of media in teaching, Arsyad (2005) states that " Media education in general, is a component of other learning or physical vehicle containing instructional material in the students that can stimulate students to learn ". Teaching media is a concrete thing that can be used by the teacher to convey the material, for example picture, cassette, video, tape recorder, television, computer, internet, et cetera. Media can be used as AVA (Audio Visual Aids) to give concrete experiences to the students, so the teacher's explanation will not be abstract. It can also be used as communication tools to connect the students with the material, so they can receive the material easier (Siregar, 2004).

LITERATURE REVIEW

Reading

According to Nunan (2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Manik (2010) states Reading is one of the language skills that have to be improved in learning a language. Reading means to understand the meaning of printed word i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is most useful and important skill for people. The skill is more important than speaking and writing. Reading is source of joys. Good reading is that which keeps students regular in reading which provides him both pleasure and profit. (Patel, 2008). The ability to read is very crucial to the success of students in school. Reading is as learning task, which gives a new medium of communication, the power to get information meaning in addition, states the reading is the key to learn all aspect of life. People must be able to read whether in school, in business, or even in reading recreation.

Narrative

According to Siahaan (2011) narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. A narrative tells a story by representing a sequence of events. Narrative can be dominant pattern in many types of writing formal, such as history, biography, autobiography, and journalism, as well as less formal, such as personal letters and entries in diaries and journals. Narrative is also an essential part of casual conversation, and it may dominate tell tales. In short, any time you "tell what happened" you are using narrative.

The Purpose of Narrative

Siahaan (2003:17) argued that the social function of narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic which leads to a crisis or turning point of some kind, which in turn finds a resolution.

The Generic Structure of Narrative Text

Siahaan (2011) stated that narrative is a text containing five components i.e., orientation, evaluation, complication, resolution, and reorientation by which a writer amuses, entertains people, and to deal with actual or vicarious experience.

1. **Orientation:** set the scene and introduces the participants. It is introduction in which the characters, setting and time of the story are established.
2. **Evaluation:** a stepping back evaluate the plight
3. **Complication or problem:** a crisis arises. The complication usually involves the main character(s) (often mirroring the complications in real life).
4. **Resolution:** There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.
5. **Reorientation:** optional

In a traditional narrative the focus of the text is on a series of actions: orientation, complication and resolution. Many narratives contain morals and themes. For example, fables are short stories followed by an important moral point. Therefore, the teacher can use narratives to teach moral lessons. The students are expected to imply the moral lesson of the story in their daily life.

The Language Component of Narrative Text

Narratives are about event in the past and the story teller must be able to use a number of different past tense to represent things that happened in the past (Siahaan, 2011).

Simple Past Tense

Most simple past tense verb end in -ed: dance → danced e.g., *She danced again and again with the king's son.* Many common verbs take a special past tense form: run → ran e.g., *She ran toward the door as quickly as she could.*

Past Perfect Tense.

We use this tense for event which were completed before the main event of the story. We form this tense in this way: Had + past tense form the main verb: e.g., dance → had danced. Some verb use a special past form after the having verb e.g., take → had taken, give → had given.

Past Continuous Tense

This tense tells about event which happened at the same time in the past. We form this tense in the way: Was/were + (verb + -ing): have → was having e.g., *Cinderella was having a wonderfully good time.*

The Nature of Picture Series

Pictures are helpful in education, so that many language teachers use it as media for presentating the lessons in the teaching learning process. According to Sadiman (1993: 29) among teaching media, pictures are commonly used as visual media, besides its simplicity, pictures are relatively cheap used in the classroom. Picture can help teachers adds variety, clarity, and reality in the classroom situation. Pictures provide a worth of thousand words. They are able to say much that words (Sadiman, 1993). It means that people of different language can understand pictures because pictures can say many things inside them.



CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.



The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.



One day, the two step sisters received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.



“Why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “because I want so much to go to the ball” said Cinderella. “Well” said the godmother, ”you’ve been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball”.



Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty

glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.



Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.



A few days later, the king’ son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.



Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after. (Siahaan, 2011)

METHOD

This study follows the methodology in description quantitative approach. It is descriptive because the writer wants to find the implementation of using media in teaching narrative reading at grade ten of SMA Kampus Pematangsiantar. For this study the writer uses two groups. X-1 is as an experimental group (by applying series of picture) and X-2 is as control group (without applying the series of picture).

The population of this study is grade ten students of SMA Kampus Pematangsiantar. The students will be researched of two class where experimental group and control group, they are as the representative of all the students at grade ten in the school. In this study, the writer chose the students of X-1 and X-2 as the sample, X-1 as experimental group which is taught by applying the series of picture and X-2 as control group which is taught without applying the series of picture.

The instrument is used for collecting the data in reading text is essay test. There are ten items of question in each test, pre test and post test. In giving the pre test, the writer didn’t use series of picture for both groups. In giving post test, the writer used series of picture for experimental group not for control group. The writer made questions about orientation, complication, and resolution from the text. The writer also made questions about information and moral lesson which is have relation with the text. The score of wrong answer is 0, the score of

right and incomplete answer is 5 and the score of correct and complete answer is 10 for every item where the maximum score is 100.

No	Classification of Questions	Items	Score
1	Orientation	1 and 2	20
2	Complication	5, 6 and 7	30
3	Resolution	8 and 9	20
4	Information	3 and 4	20
5	Moral Lesson	10	10
Total		10	100

Table 1. Classification of Questions Score

The Validity and Reliability of the Test

Validity is to show the valid of the instrument. A valid instrument has a high validity, otherwise, a less valid of the instrument has not a high validity. The form: $r_{xy} =$

$$\frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}} \quad (\text{Arikunto, 2010:317})$$

Where: N = total of the data

X = the mark in the pre-test

Y = the mark in the post-test

In order to find out the validity of the test, the writer uses the formula coefficient correlation products moment. The level of validity of the test according to Arikunto (2010:319);

R	Interpretation
0,80 – 1,00	Very High
0,60 – 0,80	High
0,40 – 0,60	Sufficient
0,20 – 0,40	Low
0,00 – 0,20	Very Low

Table 2. Interpretation r

The writer did reliability for experimental group and control group. To find out the reliability of the test, the writer compared them between the first scores by using the formula of Spearman Brown that is:

$$r_{11} = \frac{2r_{1/21/2}}{(1 + r_{1/21/2})}$$

Where :

r_{11} = coefficient reliability

$r_{1/21/2}$ = scores correlation

FINDINGS AND DISCUSSION

The data in this study were conducted from the result of the pre-test and post-test of the students' ability in reading narrative through the series of picture (experimental group).

No	Name of Students	Pre-test	Post-test
1.	Agnes Lauriani Saragih	75	95
2.	Andre Yusuf Panggabean	65	80
3.	Aprindo Josua Siallagan	70	80
4.	Dhertina Sidabalok	60	70
5.	Endah Sri Utami Simarmata	40	90
6.	Heltimala Turnip	65	85
7.	Hertaria Siagian	50	85
8.	Indri Junita Sinaga	50	85
9.	Jesika Putri Aritonang	50	75
10.	Juvry Wandy Purba	70	75
11.	Mega Ratnasari Zega	65	85
12.	Melia Mutira Karina Solin	55	80
13.	Meliana Saragih	65	85
14.	Nurselly Febrayani Sirait	65	85
15.	Olivia Shinta F. Sitompul	35	70
16.	Ria Junita Putri Zendrato	65	95
17.	Sariah Saragih	55	80
18.	Sarima Ester manullang	60	80
19.	Sartika Santi Dwi Siregar	60	85
20.	Srikandi M P Simarmata	75	80
21.	Vitriani Sinaga	60	80
22.	Wira Wati Sinurat	65	90
23.	Yessy A Nainggolan	65	90
24.	Yuli Sitio	60	85
25.	Yunita Fitriani Manurung	70	80
N= 25	TOTAL	Σ X= 1515	ΣY= 2070

Table 3. The Data Analysis of Experimental Group

From the table 1 of the data analysis of the total students the total of pre-test and the total of post-test. N is as symbol of the total of the students (25 persons). X is for the pre-test, and Σx is the total of pre-test value (1515). Y is for the pos-test, and Σy is the total of post-test value (2070).

The data in this study were conducted from the result of the pre-test and post-test of the students' ability in reading narrative without pictures (control group).

No	Name of Students	Pre-test	Post-test
1.	Aprilia Zein Malau	80	85
2.	Ayu Pratiwi Sihombing	65	75
3.	Christin Nastasia Sinambela	60	70
4.	Dian Esvani Manurung	50	85
5.	Ennika Riandina Simanullang	60	80
6.	Evelina Pane	65	70
7.	Frisdon Warasi Lumbanahor	40	70
8.	Grace Fawira Purba	60	85
9.	Hotdi Argo Siallagan	60	75
10.	Inneke Parastia Marbun	60	80
11.	Jose Sagitya Hutabarat	35	40
12.	Lisbeth Saragih	60	60
13.	May Donna Anggara Siahaan	65	80
14.	Merry Arina Sinaga	65	80
15.	Novrizal Saragih	60	85
16.	Poppy Devirvani Gultom	60	80
17.	Ristauli Dabukke	60	90
18.	Ruth Carolina Sinambela	65	85
19.	Sri Hardayani Munthe	55	80
20.	Tri Moura Evani Damanik	60	85
21.	Tri Vandan Sari simanjuntak	60	85
22.	Vesta Rotua Sirait	50	60
23.	Widia Shinta M. Malau	65	80
24.	Winner I.Simanullang	65	80
25.	Yunita Hutabarat	65	85
N= 25	TOTAL	$\Sigma X= 1490$	$\Sigma Y= 1930$

Table 4. The Data Analysis of Control Group

From the table 2 above of the data analysis of the total students the total of pre-test and the total of post-test. N is as symbol of the total of the students (25persons). X is for the pre-test, and Σx is the total of pre-test value (1490). Y is for the pos-test, and Σy is the total of post-test value (1930).

One of the characters of a good hypothesis is testability. It means that hypothesis can be proven or tasted. The hypothesis testing is done in order to know whether it is acceptable or rejected. In testing hypothesis, the basic theory that writer used was; the hypothesis if acceptable if $t\text{-value} > t\text{-critic}$, the hypothesis if rejected if $t\text{-value} < t\text{-critic}$.

After analyzing the data into t-test, it was found that value of t-observe was **2,78**. If it is consulted to critical value of product Moment degree of freedom (df) $n_1 + n_2 - 2$ or $25 + 25 - 2 = 48df$, so the value t-table with the significant 0,05 was 1,671. The writer concludes that $t\text{-value} > t\text{-table}$ **2,78 > 1,671**.

CONCLUSION

The result of this study showed that the reading ability of the students after using picture series to teach reading narrative text to grade ten of SMA Kampus Pematangsiantar is significantly improved.

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