A STUDY ON TEACHING READING SKILL ON NARRATIVE TEXT BY USING PICTURE SERIES AT THE EIGHTH GRADE OF MTS AL ISHLAH BEJI IN THE ACADEMIC YEAR 2014/2015

Afifah
Program Studi Pendidikan Bahasa Inggris STKIP PGRI Pasuruan

ABSTRACT: Reading is a learning process of transferring information from writer to the reader by using writing form. Through reading the readers can get some information that they need to understand about the content of reading text. The purposes of this study are to know about the teacher’s preparation, the teacher’s way teach reading by using picture, the teacher and student’s problems, the students’ opinion toward the use of picture series and teacher’s evaluation in teaching reading by using picture series in narrative text. The subject of this study the English teacher and the eighth grade students at MTS Al-Ishlah Beji. The research was conducted in March on 25th 2015. The method used in this study is a descriptive qualitative research and the instruments of the study are observation, interview, documentation and questionnaire. The result of this research was that picture series was appropriate to teach narrative reading, because students will be more interested to read as they can imagine the condition of the story while they are reading it. Based on the data analysis, the researcher can conclude that teaching reading by using picture series for the eighth grade students of MTS Al-Ishlah Beji is very good. The picture series can attract the students in the teaching learning process.

Key Words: Reading, Picture Series, Narrative Text.

INTRODUCTION

Reading is one of the important skills that the students have to master so that they can get information from the text. According to Fachrur crazy (2011: 83) stated that reading is a passive or receptive skill. The purpose of reading activities can be comprehension (intensive reading in the class), enjoyment (extensive reading out of class), speed reading (skimming and scanning), or accurate pronunciation (reading aloud).

Many students think that reading is considered as the most complicated and the most difficult skill. There are some ways that must be known by the students. For example, many students have difficulties in comprehending a text, students had limited vocabulary and more unfamiliar word.

Reading skill are specific abilities which enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension and fluency, and to mentally interact with the message. Reading is a skill to express many kinds of functional texts such as procedure, recount, narrative,
Narrative is a story with complication or problematic events and it tries to find the resolution to solve the problems. According to Anderson (2003:3), narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing, entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotion. Narrative can be presented as written or spoken texts. Written narratives often take the form of novels. Narrative could be in form of story such as fairy stories, mystery, science fiction, legends, fable, etc.

Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. A narrative text consists of the following structure:

1. Orientation
   It is about the opening paragraph where the characters of the story are introduced, tell about the story’s setting and the time when the story happens.
2. Complication / Series of event.
   In the complication includes situations, activities, or events that lead to the climax or complication.
3. Resolution
   The complication or problem is solved in this phase which shows the end of the story. Language Features of Narrative Text are Nouns that identify the specific characters and places in the story, adjectives that provide accurate descriptions of the characters and settings, verbs that show that actions that occur in the story, and time words that connect events, telling when they occurred.

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

The teacher often hear student complain that they still had difficulties in understanding the text in English. They just silent when the teacher asked them to tell what happened in picture orally, most of students just read but difficult to understand the content of the text, some students had limited vocabulary, lazy to read and identify unfamiliar word from the narrative text. Besides that, some of students were not success in reading test, because they did not know the meaning of text and not seriously doing the test.

According to Wright (1989:17) there are some roles of pictures. First,
pictures can motivate the student and make him or her want to pay attention and want to take part. Second, pictures contribute to the context in which the language is being used. Third, the pictures can be described in an objective way or interpreted or responded to subjectively. Fourth, picture can stimulate and provide information to be referred to in conversation, discussion and storytelling. By using picture, the teacher easier to send message to the students about the lesson. The picture is not only used as a visual material for the student’s reading skill but also it will be effectively for student’s imaginative power. It helps the students to stimulate their creative imagination to understand the idea in the text from the picture.

Related to this situation, the researcher conducts a research that focuses on teaching reading skill on narrative text by using picture series at the eighth grade of MTS Al Ishlah Beji in the academic year 2014/2015.

METHOD

The design of this research was a descriptive study. This study designed to describe the implementation of the teaching reading skill on narrative text by using picture series at MTS Al Ishlah Beji. The purpose of the study is to know the teacher preparation, the teaching learning reading skill on narrative text, how the teacher evaluate and identify the problem faced by the teacher on teaching reading skill on narrative text by using picture series. The researcher observed the classroom activities from the beginning activity until the end. The observation was done three times until the researcher get information that she needs in her research. The observation to find out the process of teaching learning reading skill on narrative text by using picture series. The researcher focuses on indirect questionnaire with 6 questions. The questionnaire was written by using Indonesia. It was used to make the students easy to answer the questionnaire. The questionnaire to know the student respons in teaching reading using picture series. The documentation to know the teacher’s lesson plan, syllabus and rubric assessment

The data of this research were collected from the students and the English teacher of MTS Al Ishlah Beji. There were 36 students that consisted of 11 boys and 26 girls and a male teacher.

FINDING AND DISCUSSION

The Teacher’s Preparation In Teaching Writing

Referring to the findings, the teacher planned the instruction that will be presented in the classroom. The teacher prepared syllabus, lesson plan and media.

The first preparation was the syllabus. It was organized and
developed by the teacher based on the content standard to determine the teaching purposes. It contented about the planning of the teaching process would be implemented in each competence standard and based competency. The form of syllabus, there were the identity of the school, subject of the study, class, semester, the academic year, competence standard, based competency, material of the study, learning activities, indicator evaluation; technique and instrument of evaluation, media, and source of the study.

The second preparation was the Lesson Plan. It was made and developed by the teacher based on the syllabus but it was not same with syllabus. It was more specific than syllabus. It contented about competence standard, based standard, skill of teaching, subject of the study, grade/class, semester, academic year, indicator, time allocation, objectives of the study, material of the study, method of the study, steps in the process of teaching and learning, media, source material, and evaluation. It also content the three phases such as; Pre-activity, Whilst-activity and Post-activity.

The third preparation was The Material. The teacher established the material based on the topic given in the lesson plan. The material about reading skill in narrative text. In this study, the teacher prepared picture series. It was used for making his teaching and learning process in reading can run well and more interested.

The fourth preparation was The Media. In teaching reading, the teacher used picture series as the media. The picture series made by the teacher. The teacher used picture series because it was a simply media but can make the students interest and efficient to transferring the material easy to understand. So the students can more easily to comprehend the content of the text.

The fourth preparation was the evaluation. The teacher give a test in the second meeting of whilst activity. In this phrase, The teacher given questions based on the text to the students and doing in individual as test. So the teacher get reading score from the students test about picture series with theme fable.

**Teaching Reading Skill on Narrative Text by Using Picture Series.**

Based on the result of the research. The students felt happy, fun, and interested when the teacher used the media. The teacher used it when explanation about the material and the task. In this activity, the students were not felt that there was a distance among between them. The teaching learning process was full of activity. It can be concluded that the teacher seriously prepared the teaching activity well.

In the first meeting, the teacher explain the definition, generic structure and language feature of narrative, than he show the picture series of “the lion and the mouse” story and the teacher asked the student to tell what happened in the picture orally. After that the teacher divided the different picture series and text story. Then asked the student to read in they heart, after finish the teacher give exercise to analysis generic structure
and answer 5 questions based on the text. Finally the teacher discussed the correct answer.

In the second meeting, the teacher divided students into six groups and each group consisted of five or six students. The teacher gave the picture series and piece of paper that content about sentences from “the monkey and the crocodile” story to each group. Then asked each group to arrange the sentences into good order based on the picture series given. The teacher discussed the good story and identify the generic structure orally. The last activity, the student back to their seat then the teacher give intruction to answer the questions based on the text of group discussion as a individual test.

The media conducted was good because can motivate the students in teaching learning process. Picture series is was effective for the teaching learning process because the series of picture can help the students to comprehend the content of a story with serial of picture.

To summarize, the use of picture series in teaching narrative reading considered as a useful teaching technique, beside able to make the students interested, it help the teacher achieve the objective of teaching and learning process and the students are active, easier in understanding the text and interested during teaching and learning process, and they can answer the teachers’ question. The picture could improve the student’s ability and also gave the clear instruction from the teacher to the students.

**The Teacher’s Problem in Teaching Reading Skill by Using Picture series.**

Based on observation and interview, the researcher found three problems of reading skill using picture series as follows.

The teacher sometimes feel difficult to control student’s noisy, because they always use other tongue. Because, it is easier for the students to use their mother tongue in their class because it looks naturally. Like javanese or madurese accent. Beside that, the students of VIII MTS Al Ishlah Beji consisted at 36 students in one class. It was said that an ideal class had maximally 30 students. And MTS Al Ishlah Beji was grouped into big class so, the teacher try hard to control the class in teaching learning process.

The teacher gave less explanation about strategies to comprehend the text, and the teacher implemented unclear picture series in teaching learning process. So, some of students were still difficult to comprehend the text. Besides that, some of students were not success in reading test, because they did not know the meaning of text and not seriously doing the test.

The teacher often hear student complain that they still had difficulties in understanding the text in English. They just silent when the teacher asked them to tell what happened in picture orally, some students had limited vocabulary, lazy to read and identify unfamiliar word from the narrative text. It makes the teacher try hard to give them motivation all the time to join with the teaching learning process.
The Student’s Opinion about Teaching Reading by Using Picture Series

The Student’s Opinion about Teaching reading by Using Picture series. In the questionnaire of the students stated that they were like to study reading of narrative text by using picture series. This pleasure situation would influence the teaching learning process because if the student felt pleasure so the teaching and learning process would run well. And the students stated that student’s achievement had improve after the teacher used picture series as media in teaching process. It means that picture series more effective as media in teaching than did not use any media. It could motivate students when the students are easier to comprehend the text in English story. It was proved that how the use picture series in teaching reading of narrative text could make the students more easy and interest. This situation also was proved by the use of picture series could help the students to more active, easier in understanding the text and interested during teaching and learning process, and they can answer the teachers’ question.

In the first table on the finding result about the student’s likeness, the researcher found that fifty three percent (53 %) of the students had fun when they learn English. And twenty percent (20 %) of the students had most interest when they learn English. It means that English lesson made some students felt comfortable to learn it.

In the second tables, we could see that sixty three percent (63 %) of the students stated they felt lack of mastery of vocabulary. It was not weird again about the problem. Every students who learn about English of course they felt difficult about the meaning of English language because of less vocabulary. That is why the teacher used the picture series to make them easily to comprehend the content of the text.

In the third table of questionnaire, we could see that forty percent (40 %) of the students stated that they were interested to study reading skill on narrative text by using picture series. This pleasure situation would influence the teaching learning process because if the student felt pleasure so the teaching and learning process would run well.

In the fourth table of the questionnaire, we could see that fifty seven percent (57 %) of the students stated that they felt easy understand about text in English. It indicated that students had not difficulty to know the meaning in English language. Fortunately, the teacher could teach students smoothly. In addition, she used picture series to motivate students and to make them understand about what they saw based on the picture series. It made easy to comprehend what the content of text based on the picture series.
In the sixth table of questionnaire, we could see that seventy three percent (85%) of the students stated that student’s achievement had increased after the teacher used picture series as media in teaching process. It means that picture series more effective as media in teaching than did not use any media. It could motivate students when the students are easier to understanding the text and interested during the teaching and learning process. It was proved that how the use picture series in teaching reading skill on narrative text could make the students more active. This situation also was proved by the use of picture series could help the students to interested during the teaching and learning process.

The Teacher’s Evaluation for The Student’s Reading Skill by Using Picture series.

From the finding, the evaluation in teaching and learning in the classroom was important, to know the student’s ability about mastery of English especially for reading skill, the teacher must evaluate the students. It means that the teacher would evaluate their English ability from their daily activities and from their assignments. For example teacher show the picture series and asked the students to read the text then answer the question based on the text. If most of the students got a good score, it means that the teacher could reach the target of teaching. Evaluation could also make the students knew their mistake and they will write better in the next time. In this case, the teacher scored the student’s reading skill into four score criterias. The Scoring rubric for the students reading test of the teacher’s evaluation can be displayed in the table below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer is correct, grammar correct</td>
<td>4</td>
</tr>
<tr>
<td>The answer is correct, grammar incorrect</td>
<td>3</td>
</tr>
<tr>
<td>The answer almost correct, grammar incorrect</td>
<td>2</td>
</tr>
<tr>
<td>Incorrect answer, grammar incorrect</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
</tr>
</tbody>
</table>

Notes:
- Every perfect answer will get 4 point
- There will be 10 questions based on the text.
- The total maximum score will be multiplied by 10 = 40 point
  The score obtained
  Students’ score = ___________ x 100
  The maximum score

To summarize, the use of picture series in teaching descriptive could improve the ability of the student’s reading skill. It was considered the result of their writing was qualified good. It was proved from the student’s writing score with used picture and without picture. Before using a picture, they could not developed a good writing. But after they used a picture, the students got the good writing and good mark. The picture could improve the student’s ability and also gave the clear
instruction from the teacher to the students.

CONCLUSION

Based on the findings of the study described previously, the writer found that learning by picture series was more interesting and the condition of the class was more alive. Using pictures series to teach reading was a good innovation. It could stimulate the students’ interest in materials. By using pictures series, the students easier to master the material and in comprehend the text.

In the teaching reading, they felt enjoy with picture series as media in teaching reading. It means that picture could catch their attention to learn about English. Because the teacher used picture series as media in teaching learning process, so the students easy to understand the content of the text in English.

After conducting the research, the writer concluded that the use of picture series could improve students’ reading skill on narrative text. It was proved by their improvement result of the score reading comprehension test. For the result of the students’s reading skill showed that the average of the students’s score is 76.20. It means that picture series is successful in making the students’s reading skill better.

REFERENCES